



mm

publications

Get To the Top Revised Edition

A 1.1



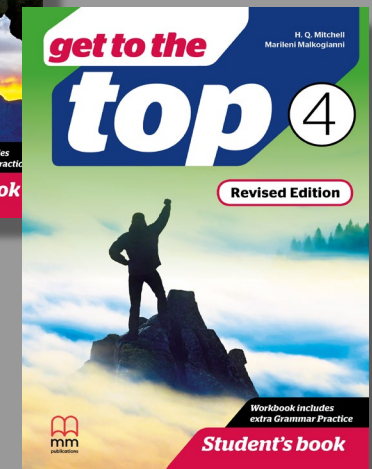
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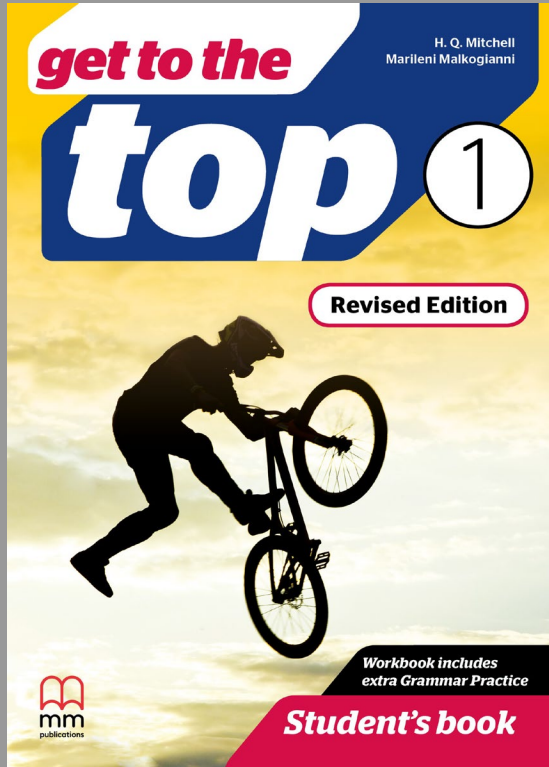
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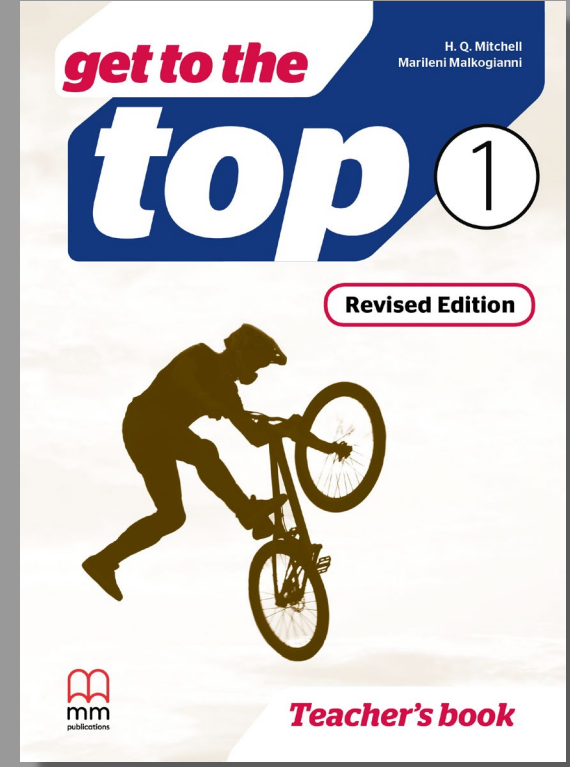
Components



Student's book



Workbook including
Grammar Practice
and Projects



Teacher's book

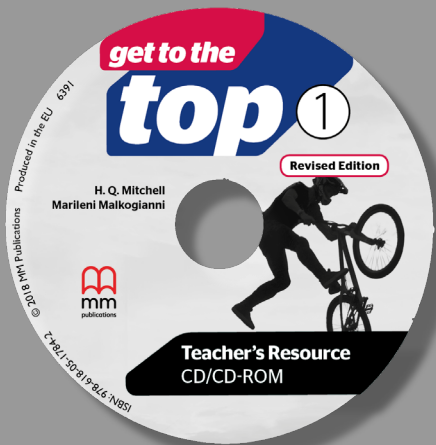
Components



Class CDs



Student's CD



Teacher's Resource CD/CD-ROM



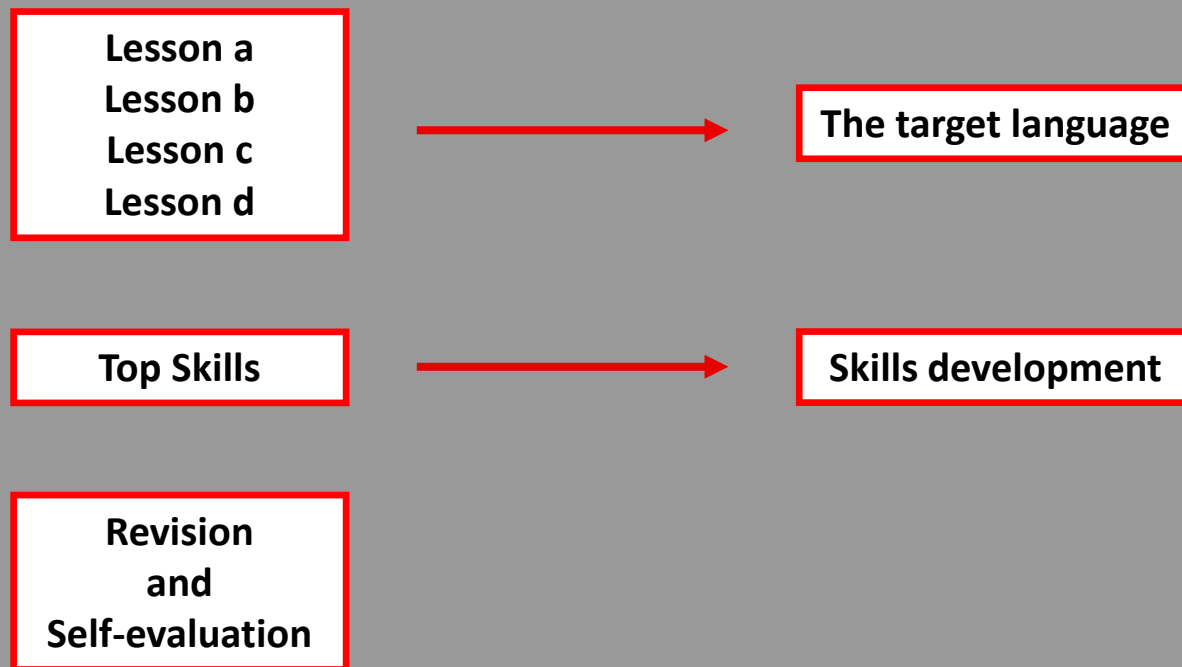
Interactive Whiteboard

Get To the Top Revised Edition follows:

- ✓ the common European Framework requirements
 - ✓ the modular approach
- and is organised in 6 modules**

What does a module consist of?

Each module consists of 5 lessons and a revision page.



21st CENTURY COMPETENCIES

- Intercultural awareness



- Critical thinking



- Autonomous learning



- Communication



- Cooperation



- Creativity



- ICT literacy



- Personal and social responsibility



5

A visit to a city

Get To the Top 2 Revised Edition Student's Book

Module 5 A visit to a city

Discuss:

- Have you got a favourite city?
- Which city in the world would you most like to visit?

In this module you will find:

- City sights, city signs
- A lost mobile
- Toronto: *The green city*
- City transport: *On the move*
- An email from Budapest
- Visiting Mexico

Objectives:

- To understand signs in a city
- To make polite requests and offer to help
- To ask for / give / refuse permission
- To ask about and identify the location of buildings
- To express possibility in the present or future
- To read a map and ask for / give directions
- To make comparisons / suggestions
- To describe a city and talk about famous sights
- To make / accept and refuse offers
- To express preference

Various types of texts presenting new vocabulary items and grammatical structures

Student's Book

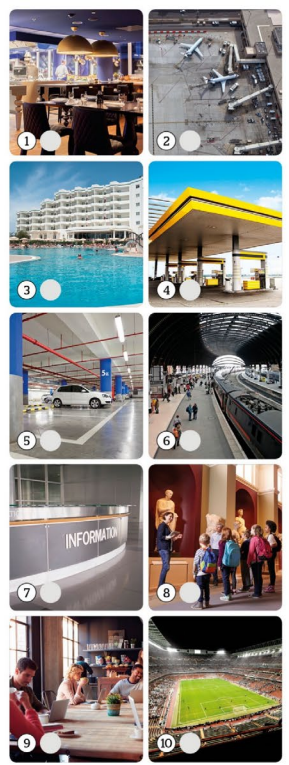
5a

Grammar box focusing on key grammatical structures

5a What's in a city

1 Vocabulary

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



- a. car park
- b. information desk
- c. restaurant
- d. café
- e. airport
- f. museum
- g. hotel
- h. petrol station
- i. stadium
- j. train station

2 Read

Listen and read. Where would you hear these dialogues? Write the names of the places in the boxes. Choose from activity 1.

1

Woman Hello, can I help you?
Boy Yes, I'd like a chocolate doughnut, please.
Woman Would you like anything to drink?
Boy A medium coke for me and an espresso for my dad.
Woman Single or double espresso?
Boy Single.
Woman Anything else?
Boy No, thanks.

2

Man Could I see your passport, please?
Woman Yes, just a minute. Oh, no. I can't find it.
Man I'm afraid you need to have your passport to get on the plane.
Woman Wait! I might have it in my other bag. Oh, no. I left it at home!

3

Man Good evening! May I see your tickets, please?
Girl Here you are, sir.
Man H43 and 44. Your seats are over there next to the gentleman with the short dark hair. Enjoy the game.
Girl Thank you.

4

Man Room 253. It's big and...
Woman Has it got a nice view?
Man Of course.
Woman OK, then.
Man Here's your key. Would you like a drink or something?
Woman Yes, thank you. Could I have a cappuccino in my room?
Man Yes, of course.

3 Grammar

Can / Could / May / Might

- We use **Can I...? Could I...? May I...?** to offer help.
 ▶ **Could I help you?**
- We use **Can I...? Could I...? May I...?** to ask for permission.
 ▶ **May I open the door?**
- We use **Can I/you...? Could I/you...?** to make polite requests and ask for a favour.
Could is more polite.
 ▶ **Could I have a glass of water, please?**
 ▶ **Can you help me with the cleaning?**
- We use **may, might** and **could** to express possibility in the present or future.
Might expresses slight possibility.
 ▶ **My mum may be at home now, but I'm not sure.**

4 Pronunciation

Listen and tick (✓) the sound you hear.

	café /k/	cinema /s/
coffee		
city		
place		
nice		
music		
police		
could		

- Match.
- I can't carry all these bags.
 - It's very cold outside.
 - Dad, Mark is having a birthday party tonight.
 - I want something to drink.
 - Jack needs to go to the airport and he's late.
- a. I may get a cappuccino.
 - b. It might snow tonight.
 - c. Could you drive him there?
 - d. Can you help me, please?
 - e. Can I go?

5 Speak

Talk in pairs. Imagine you are the people shown in the pictures below. Ask and answer questions.



Could I open the window?
 Yes, of course. / Sorry, I'm cold.

Vocabulary presented through the use of visual and verbal prompts

Student's Book

5c

Various types of texts

Listening activities

5c

Keep our city clean

1 Vocabulary

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

car trees light save street bottles don't

7 good ideas TO HELP PROTECT THE ENVIRONMENT!



1 Plant



2 _____

cut down trees.



3 Don't throw litter in the



4 Recycle magazines,

newspapers,

and cans.



5 Save energy!

Turn off the _____



6 _____

water! Turn off the tap.

7 Use public transport, not your

Air pollution and traffic jams are big city problems.



Earth Day!

HELP TORONTO BECOME GREENER AND CLEANER

HELP MAKE TORONTO A BETTER PLACE TO LIVE

TAKE PART IN EARTH DAY!

What is Earth Day?

Every year on 22 April in the city of Toronto and all over Canada people celebrate Earth Day. Different activities take place on that day and during the week that follows. It's a time to celebrate the environment, learn about the city's problems and do something to help. More than six million Canadians take part in Earth Day and more and more people are joining us every year. What about you?

What can you do?

Organise a clean-up day. Get together with friends or other people and clean up an area in the city. Collect litter from the streets, parks, etc. Don't forget to put bottles, paper and cans into recycling bins.

Plant trees. We're planning to plant more than 1,000 trees in Downsview Park. Come and help make the park greener than last year. Everyone is welcome.

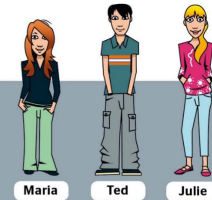
Go on nature walks. Enjoy a walk with your family and learn all about nature.

Make something. Build a birdhouse, for example. It isn't as difficult as you may think.

3 Grammar

Comparisons: (not) as + adjective + as

- ▶ Ted is taller than Maria.
- ▶ Ted is as tall as Julie.
- ▶ Maria isn't as tall as Ted.

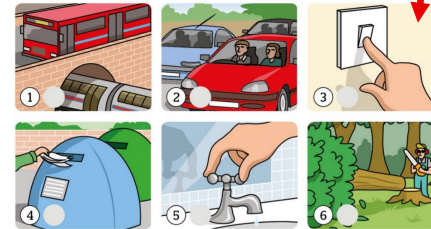


Complete the sentences with the correct form of the adjectives in brackets.

1. Cities today have got _____ (many) problems than they had fifty years ago.
2. The air isn't as _____ (clean) as it used to be.
3. Bellview Park is _____ (large) than Belmont Park but it isn't as _____ (large) as Greenfield Park.
4. Earth Day is _____ (popular) than other special days in our school.
5. My house is _____ (far) from the city centre than Tina's house.
6. Are you as _____ (old) as your cousin Peter?

4 Listen

Listen to a radio programme and look at the pictures below. Tick (✓) the topics that are mentioned in the radio programme.



B. Read again and answer the questions.

1. When do Canadians celebrate Earth Day?
2. How many Canadians take part in Earth Day?
3. What do groups of people do on clean-up day?
4. Where are they planning to plant 1,000 trees?
5. Can children take part in Earth Day?
6. What can people build?

5 Write

Write sentences about how different your city was five years ago. Use the ideas given.

many/parks
streets/clean
many/recycling bins

Five years ago my city was greener than it is today. OR Five years ago my city wasn't as green as it is today.

Student's Book

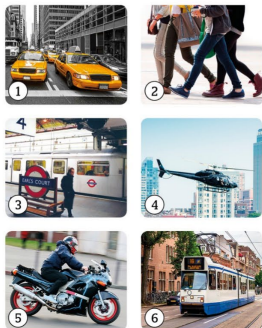
5d

5d

Getting around

1 Vocabulary

A. Match the pictures with the phrases. Then listen and check your answers.



- by tram
- by taxi
- by helicopter
- by motorbike
- by underground
- on foot

B. Complete the sentences with the adjectives below. Then listen and check your answers.

dangerous cheap expensive
close crowded noisy

- When something costs a lot, it's _____.
- When something isn't far, it's _____.
- When something makes a lot of noise, it's _____.
- When something doesn't cost a lot, it's _____.
- When there are lots of people in a place, it's _____.
- When something isn't safe, it's _____.

2 Read

A. Read the text quickly and match the paragraphs with the headings below. Then listen and check your answers.

Underground Buses Trams Taxis

On the Move

This is probably the cheapest and easiest way to travel around a city. The most famous are the double-deckers in London. They first appeared in the 1950s, but now you can find them all over the world in cities like Hong Kong and Las Vegas.

There are more than 150 around the world. In the USA they call it the subway, in Paris the metro and in London the tube. The tube has got over 250 stations, and it's got the oldest tube line in the world. One of the busiest metro systems is the Tokyo subway with more than three billion passengers a year.

This is one of the oldest means of city transport. In the beginning, horses pulled them around the city. Then they used electricity to power them. In some cities they still use them. One of the largest tram systems in the world is in Melbourne. Thousands of people use them every day. Of course, today they are more modern.

You can find them in every city. In Mexico City, Athens and New York they are yellow. In New York, millions of people use them every year. In London, they are called *Hackney carriages*, and they are usually black. It's one of the fastest ways to travel around a city but also the most expensive.

B. Read again and answer the questions.

- How many stations has the London Underground got?
- Which means of transport is the most expensive to use?
- Which is the cheapest to use?
- In which cities are taxis yellow?
- How did trams use to work in the past?
- How many people use the Tokyo subway a year?
- What are *Hackney carriages*?

3 Grammar

Which...?

- A: **Which** is the most expensive means of transport? The train, the plane or the bus?
B: The plane, of course! The bus is the cheapest of the three.

Complete the blanks with one word.

- My cousin's new flat isn't _____ modern as mine.
- Barcelona is one of the _____ beautiful cities in the world.
- The underground is more crowded in the mornings _____ in the afternoons.
- _____ is the best way to get to the beach?
- Today is _____ hottest day of the summer.

4 Listen

Listen to four people talking about means of transport and match the names with the phrases.

- Kyle
 - Fiona
 - Mike
 - Sandy
- wants to get a car.
 - doesn't like travelling on the underground.
 - is trying to help the environment.
 - uses lots of different means of transport.

5 Speak

Talk in pairs. Discuss the questions below.

- Which means of transport do you usually use? Why?
- Which means of transport do you like or don't like? Why/Why not?

I usually take the underground. It's fast and cheap. What about you?
I go everywhere by bus, but I don't like it.
It's always crowded...

Texts with cross-cultural information

Student's Book: Speaking

Information-gap activities

Pairwork Activities

5

TOP SKILLS Student A

A. Imagine that you want to visit Rome for a few days. Student B went there last year. Ask him/her questions to get some information. Use the prompts in the box.

- What / sights / visit?
- Where / go shopping?
- What / eat?
- How / get around?
- When / best time / visit?

What sights can I visit?
You can visit...
Where can I go...?
You can go...

B. Imagine that you visited Budapest last year. Answer Student B's questions using the information below.

Shopping in BUDAPEST

- MOM Park with 70 shops, restaurants and a cinema
- Lots of small shops
- Street Markets

What to eat in BUDAPEST

- Fast food restaurants
- Hungarian restaurants

Taste: • goulash
• fish soup
• fresh fish

How to get around in BUDAPEST

- Best way: use public transport
- buses
- trams
- underground

Sights to visit in BUDAPEST

- Chain Bridge
- Opera House
- Buda Castle
- National Museum

Visit Budapest
IT'S THE BEST CITY TO VISIT ALL YEAR ROUND

88

Pairwork Activities

5

TOP SKILLS Student B

A. Imagine that you visited Rome last year. Answer Student A's questions using the information below.

Shopping in ROME

- Around Piazza Di Spagna / Most famous street Via Condotti

What to eat in ROME

Delicious Italian food

Taste: • pizza
• pasta
• tiramisu

How to get around in ROME

Best way to visit sights:

- on foot
- buses
- trams
- underground

Sights to visit in ROME

- Colosseum
- Piazza Navona
- Piazza Di Spagna / Spanish Steps

Spring Holiday in Rome
THE BEST TIME OF THE YEAR

B. Imagine that you want to visit Budapest for a few days. Student A went there last year. Ask him/her questions to get some information. Use the prompts in the box.

- What / sights / visit?
- Where / go shopping?
- What / eat?
- How / get around?
- When / best time / visit?

What sights can I visit?
You can visit...
Where can I go...?
You can go...

91

Student's Book : 5 Top Skills

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

5

TOP SKILLS

Places to visit

1

Vocabulary

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

castle tower market palace
theme park bridge square
university skyscraper block of flats



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

70

2

Read

A. Below are two emails. Listen, read and answer the questions.

- Who lives in Budapest?
- Who is visiting Budapest?



Dear Alina,

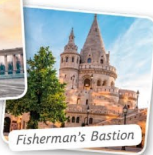
I've got some great news. My family and I are coming to Hungary in July for our holiday. We're spending a weekend in Budapest. It's going to be great! Please tell me about the places and sights we can visit.

See you soon,
Stefanie

PS What's the weather like there in July?



Heroes' Square



Fisherman's Bastion

B. Read again and correct the sentences.

1. There is a gallery in Central Market Hall.
2. Heroes' Square is one of the smallest squares in Budapest.
3. You can buy some souvenirs at Fisherman's Bastion.
4. City Park is next to Buda Castle.
5. It never rains in the summer in Budapest.



Buda Castle



Central Market Hall



City Park Lake

Dear Stefanie,

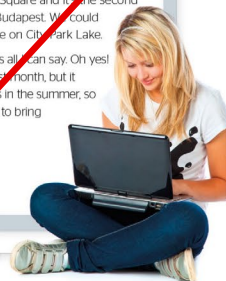
That's fantastic news! I can't wait to see you again. Budapest is an interesting city with lots of things to see and do.

First, there's the magnificent Buda Castle. There is a museum, gallery and library in the castle. We can also visit Fisherman's Bastion and enjoy the most amazing view of the city from its towers. Then we can go to Heroes' Square. It's the largest and most beautiful square in the city. Lots of tourists visit it every year. I know you love shopping. Central Market Hall is the largest and oldest indoor market in Budapest, and it's quite an interesting place to visit. We can buy lots of souvenirs there.

Finally, we can take a walk in City Park. It's next to Heroes' Square and it's the second largest park in Budapest. We could enjoy a boat ride on City Park Lake.

Well, I think that's all I can say. Oh yes! July is the hottest month, but it sometimes rains in the summer, so you might want to bring an umbrella!

See you in July,
Love,
Alina



3

Listen

Listen to two dialogues and answer the questions below. Choose **a** or **b**.

Dialogue 1

1. When did the woman visit Mexico City?
a. last April b. last summer
2. Where does the man's friend live?
a. in Mexico City b. in Guadalajara

Dialogue 2

3. Did the woman climb the Pyramids?
a. Yes, she did. b. No, she didn't.
4. Where is the woman going to go now?
a. to the National Palace b. for coffee

4

Speak

Talk in pairs. Student A go to page 88. Student B go to page 91.

5

Write

A. Read the tip and complete the paragraph with words from the box.

tip

When suggesting what people can do at a place, use words like:
first → after that, then, next, later → finally
Don't just list the sights or the activities people can do at that place. Give some information about each sight or activity, too.

There are lots of things you can do in Paris. (1) _____, visit the Eiffel Tower. The view from the top is magnificent! (2) _____ that, go to the Louvre, one of the best museums in the world. (3) _____, visit the Pompidou Centre. It's fantastic! (4) _____, take the Batobus on the River Seine and go around Paris.

B. A friend is coming to visit your town/city for the first time. Write an email to him/her telling him/her about your city and what you can do there together.

Dear _____,
I can't wait for you to come.
We're going to have a great time!

71

'Tip' boxes providing useful advice for the completion of the writing tasks

Vocabulary

A. Circle the correct words.

- A:** Is there a chemist's near here?
B: Yes. Turn left at the traffic **jam** / **lights** and the chemist's is **on** / **in** your right.
- A:** What can I do to **protect** / **organise** the environment, Mum?
B: Well, don't **litter** / **throw** rubbish in the street and of course **recycle** / **save** paper and cans.
- There is a magnificent **view** / **way** from the top of the tower.
- Excuse me, sir. Could I see your **ticket** / **seat** before you get on the train?

SCORE 7

Grammar

B. Circle the correct words.

- Jane sits in **front** / **behind** of me in class.
- The bank is **next** / **opposite** the petrol station.
- How about walking **between** / **along** the river?
- How can I get **from** / **into** the station to the new shopping centre?
- The cat got into the house **around** / **through** the open window.

SCORE 5

C. Complete with the correct form of the adjectives given.

- Dangerous**
 - Motorbikes are _____ than cars.
 - Cars aren't as _____ as motorbikes.
- Bad**
 - The air pollution in my town isn't as _____ as the water pollution.
 - The water pollution in my town is _____ than the air pollution.
- Cheap**
 - Train tickets are _____ than plane tickets.
 - Plane tickets aren't as _____ as train tickets.

SCORE 6

D. Complete with the correct form of the adjectives in brackets.

- My mother makes the _____ (good) doughnuts in the world! Try them!
- English is an _____ (easy) language to learn than Chinese.
- Trams aren't as _____ (fast) as the underground.

72

- The Skyview Hotel is the _____ (modern) hotel in the country.

SCORE 4

Communication

E. Complete the dialogue with the words in the box.

straight next left at turning

- A:** Excuse me, where's the bus station?
B: It's in Royal Street, (1) _____ to the car park.
A: How do I get there?
B: Go up this road and take the second (2) _____ on your right. There's a petrol station there. Go (3) _____ on and turn left (4) _____ the newsagent's. That's Royal Street. The bus station is on your (5) _____.

SCORE 5

F. Match.

- How do you get to work? a. No, thanks. I'd like some orange juice.
- May I see your passport, please? b. The castle and the market.
- How about getting a cappuccino? c. I use public transport.
- Which sights can I visit? d. On the left, next to the chemist's.
- Where's the bookshop? e. Here you are.

SCORE 5

G. Complete the dialogue with the phrases a-d.

- How about going to the cinema?
- Why don't we go to a fast food restaurant?
- Let's take the bus.
- We could stay here and watch a film.

Sandra: I'm bored.**Betty:** (1) _____**Sandra:** No, I'm not hungry. (2) _____**Betty:** What? I don't want to stay at home. I want to go out! (3) _____**Sandra:** OK. How are we going to get there? On foot?**Betty:** No, it's a long way. (4) _____**Sandra:** OK. Come on.SCORE 8SCORE 40

Now I can...

- make requests and offer to help
- ask for, give and refuse permission
- express possibility
- say where buildings are located
- describe my city
- give directions
- make comparisons
- make suggestions

Student's Book

5 Revision

Vocabulary,
grammar and
communication
revision activities

Self evaluation
charts promoting
learner autonomy

**GLOSSARY**

full English = large fried breakfast
telly = TV
Eastenders = popular TV soap opera
mate = friend
nan = grandmother
Sunday dinner = lunch on Sunday

Listen, read and answer the questions below. 

1. What does Tanya have for breakfast during the week?
2. What do Tanya's parents drink all day?
3. What time does Tanya finish school?
4. Where does Tanya go with her dad at the weekend?
5. What is Tanya's favourite band?
6. Who visits Tanya on Sundays for lunch?

Tanya Bishop:

The life of a typical British teenager

A typical way to start your day in the UK is with a 'full English'. This is eggs, sausages, beans, mushrooms, toast and tomatoes. I sometimes have this at the weekend, but during the week I usually have a bowl of cereal. My parents drink cups of tea all day long, but I don't really like it.

I go to school from nine till three, and in the evenings, I hang out with friends or watch telly.

Dinner is usually at seven, and we eat lots of different kinds of food, like Indian, Chinese, Italian. I like fish and chips, too, but we don't often have that.

Eastenders is my favourite programme. It's not very interesting, but I like talking to my mates about it the next day.

At the weekend, I go shopping with my mates or sometimes I go to a football match with my dad. He's a big Chelsea fan, and he likes it when the whole family supports them.

On Saturday nights, I usually go to a friend's house or we sometimes go to a concert. Coldplay are my favourite band at the moment, but I like the Scissor Sisters, too.

On Sundays, I don't really do much. My nan usually comes round, and we have Sunday dinner together as a family. On Sunday evening, I do my homework and get ready for school on Monday.

Student's Book

Culture page

Factual texts introducing students to the culture of the English-speaking world

Song

1



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

Don't call me *lazy*

floor room rubbish
living room washing-up clean

I take out the (1) _____
But I must do more
I do the (2) _____
And then I clean the (3) _____.

There's so much housework
And it drives me crazy
But I do a lot
So don't call me lazy!

I (4) _____ the windows
In our (5) _____
But I hear my mum say:
'Now tidy your (6) _____ !'

Student's Book

Song

Songs accompanied by activities



Student's Book

Grammar Reference

Grammar reference section
at the back of the book

QUESTIONS	SHORT ANSWERS	
Was I eating?	Yes, I was.	No, I wasn't.
Were you eating?	Yes, you were.	No, you weren't.
Was he eating?	Yes, he was.	No, he wasn't.
Was she eating?	Yes, she was.	No, she wasn't.
Was it eating?	Yes, it was.	No, it wasn't.
Were we eating?	Yes, we were.	No, we weren't.
Were you eating?	Yes, you were.	No, you weren't.
Were they eating?	Yes, they were.	No, they weren't.

We use the **Past Progressive**:

- for an action that was happening at a specific point of time in the past.
▶ *I was watching TV at 7 o'clock yesterday evening.*
- to describe background scenes to a story.
▶ *Jill was walking in the forest and it was raining.*
- for actions that were happening at the same time in the past. In this case we usually use **while**.
▶ *While I was watching TV, my father was cooking.*

Past Simple - Past Progressive

Time Clauses (when, while, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **when**.
▶ *While I was driving, I saw a cat in the street.*
▶ *I was sleeping when the telephone rang.*

NOTE:

We use **as soon as** with the **Past Simple**.

- ▶ *I started running as soon as I saw the dog.*

Adjectives / Adverbs

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	<i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i>
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	<i>easy</i> → <i>easily</i>
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-ly</i> .	<i>terrible</i> → <i>terribly</i>

IRREGULAR ADVERBS

good → well
fast → fast
hard → hard
late → late
early → early

Used to

AFFIRMATIVE
I / He / She / It / We / You / They used to play
NEGATIVE
I / He / She / It / We / You / They didn't used to play
QUESTION
Did I / he / she / it / we / you / they / use to play?

We use **used to** to talk about something that happened regularly in the past, but no longer does.

- ▶ *We used to go skateboarding every afternoon when we were young.*

Module 5

can/could/may/might

The verbs can, could, may and might:

- are followed by the base form of the verb without *to*.
- are the same in all persons in the singular and plural.
- do not form the question and negative with *do*.

- We use **Can I...? , Could I...? , May I...?** to ask for, give and refuse permission.
▶ *Can / Could / May I go to the party?*
Yes, you can / may.
No, you can't / may not.
- We use **Can I / you...? , Could I / you...?** to make polite requests and ask for a favour. **Could** is more polite.
▶ *Can / Could you help me with my homework?*
- We use **Can I...? , Could I...? , May I...?** to offer help.
▶ *Can / Could / May I help you?*
- We use **may, might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
▶ *We may / might / could go to the Summer Festival next weekend.*

Prepositions of place

- next to** ▶ *The museum is next to the post office.*
- in front of** ▶ *The bus stop is in front of the museum.*
- opposite** ▶ *The library is opposite the museum.*
- between** ▶ *The museum is between the bank and the post office.*
- behind** ▶ *The park is behind the museum.*

Prepositions of movement

- up** ▶ *Walk up this road.*
- down** ▶ *Go down Elm Street.*
- into** ▶ *Don't come into the house with that dog!*
- out of** ▶ *Brian walked out of the room.*
- through** ▶ *This road goes through the park.*
- across** ▶ *Walk across the street.*
- along** ▶ *Walk along King Street and then turn right.*
- from...to** ▶ *Maria drives from her house to work every day.*
- around** ▶ *Stop running around the garden!*

Workbook

5b How do I get there?



A. Look at the map above and complete the short dialogues with prepositions of place.

- A:** Where is the shopping centre?

B: It's _____ the cinema.
- A:** Is there a sweet shop near here?

B: Yes, it's _____ the Mexican restaurant.
- A:** I want to buy a book.

B: The bookshop is _____ the Italian restaurant and the bank.
- A:** Jack's at the park. Let's join him.

B: And where's that?

A: It's _____ the school.
- A:** There's a bus stop in Gordon Road.

B: Where?

A: It's _____ the school.

B. Look at the map above and imagine that the people are outside the petrol station. Complete the dialogue with the words in the box.

- left turning right end newsagent's road how on
- A:** Excuse me, is there a chemist's near here?
- B:** Yes, there's one in Carnaby Street next to the (1) _____.
- A:** And (2) _____ do I get there?
- B:** Well, go up this (3) _____ and take the first (4) _____ on the right. At the (5) _____ of the street, turn (6) _____ into Warren Street and then turn (7) _____ into Carnaby Street. The chemist's is (8) _____ your right.
- A:** Thank you.

C. Look at the map again. Start from the library, follow the directions and find out where Lisa is.

Walk down Parker Street and turn left at the museum. Go straight on and take the second turning on the right. That's Gordon Road. At the end of that road, turn left. Go straight on and it's on the right, next to the shopping centre. Where am I?



56

D. Look at the pictures and complete the sentences with prepositions of movement.



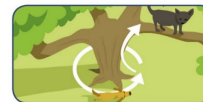
1. At the moment a woman is going _____ the bank and a man is coming _____ the bank.



2. Jane was walking _____ Birch Street and went _____ the street at the traffic lights.



3. The cyclist went _____ London _____ Bristol in two days.



4. The dog was chasing the cat _____ the tree and then the cat went _____ the tree and didn't want to come _____.

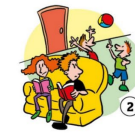


5. The children ran _____ the forest and then jumped _____ the lake.

E. Look at the pictures below and make suggestions using the prompts.



- Barney** I need a newspaper.
- Rita** I'd like a magazine. (go / newsagent's)
Why _____



- Bob** Your brothers are making a lot of noise. I can't study.
- Lisa** I've got an idea. (go / library)
Let's _____



- Carrie** I lost my passport this morning.
- Patrick** (call / police)
How _____



- Son** I can't find my Maths book.
- Mum** (tidy / room)
How _____



- Keith** My computer is really old.
- Nigel** (sell / it / get / new / computer)
Why _____

57

Workbook

5c

Keep our city clean

A. Match. Then use the phrases to complete the sentences.

- | | | |
|--------------|-----------------------|--------------|
| 1. air | <input type="radio"/> | a. bin |
| 2. public | <input type="radio"/> | b. pollution |
| 3. recycling | <input type="radio"/> | c. trees |
| 4. cut down | <input type="radio"/> | d. the light |
| 5. traffic | <input type="radio"/> | e. jam |
| 6. turn off | <input type="radio"/> | f. transport |

- _____, please. I want to sleep.
- I use _____ to go to school. I usually take the bus.
- Wait a minute! This is a(n) _____. You can't put newspapers, glass bottles and cans all together.
- There's a lot of _____ because there are many cars in the city centre.
- I hate Friday afternoons! There's always a(n) _____ and I need two hours to get home from work.
- There aren't many forests left because people _____.



58

B. Choose a, b or c.

- I always _____ my birthday. I usually have a party in the garden.
a. protect b. celebrate c. organise
- Peter and his friends decided to _____ the litter in the neighbourhood.
a. collect b. save c. plant
- The concert is going to take _____ at Bellview Park.
a. place b. part c. put
- Everyone must help protect the _____.
a. nature b. environment c. pollution
- Quickly! Turn off the _____. The bathroom is full of water.
a. tap b. litter c. light

C. Complete with the correct form of the adjectives in brackets.

- My brother gets _____ (much) money than I do.
- Today, it isn't as _____ (cold) as it was yesterday. It's _____ (warm).
- Peter is _____ (interested) in music than in films.
- The traffic in the streets this year is _____ (bad) than last year.
- The red T-shirt is as _____ (expensive) as the blue one but the green T-shirt is _____ (cheap).

D. Read sentences a and b. Then form new sentences using the adjectives in brackets and the comparative form of as... as.

- | | | |
|--|---------------------------|--|
| 1. a. Tony is fifteen years old. | | 2. a. Shelly is 1.65m tall. |
| b. Brian is fourteen years old. (young) | Brian _____ | b. Betty is 1.65m tall. (tall) |
| | _____ | Shelly _____ |
| | _____ | _____ |
| 3. a. 2 million people visit the National Museum every year. | | 4. a. Madrid is 1,738 km away from London. |
| b. 3 million people visit the History Museum every year. (popular) | The National Museum _____ | b. Paris is 415 km away from London. (far) |
| | _____ | Madrid _____ |
| | _____ | _____ |

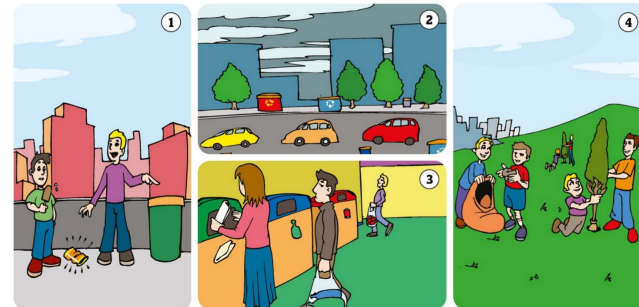
E. Read and match the texts with the pictures.

My city is greener than most cities. There are lots of trees and recycling bins everywhere. The only problem is the pollution. I always use public transport to protect the environment. (a)

Every year my school organises a trip to a park near my house. We collect all the litter and then we plant some trees. We want to make it the most beautiful park in the city. (b)

My mum wants to protect the environment. She collects all our bottles, cans and newspapers during the week. Then on Saturdays we go to the local supermarket. There are lots of recycling bins there. (c)

I don't do much to help the environment. I usually forget to turn off the light when I leave a room and I don't recycle. But I never throw litter in the streets and I hate seeing people do it. (d)



59

Vocabulary, grammar and reading activities

Workbook: Project

5

PROJECT

Me & my country

streetcar

taxi

metro

cable car

trolley car

Buses and trolley cars in San Francisco can take you almost everywhere in the city. The metro travels above the ground in some parts of the city but in other parts, it goes underground. The historic streetcars travel to certain areas and many people use them. These are the cheapest means of transport. The most popular way for visitors to get around the city is a ride in a cable car. However, it is more expensive. Some people use taxis or pay private cars to take them around. This is called 'car sharing'.

Now it's your turn.

- 1 Draw or stick pictures of the public means of transport used in your town/city and label each one.
- 2 Write a paragraph about how you can get around your city/town on public transport.

Projects at the end of each module helping Ss revise and consolidate the language presented in the module through real-life tasks

Workbook

Grammar Practice included in the Workbook

Module 5 5a 5b

Can - Could - May - Might
Let's... - How about...? - Why don't we/you...?

Look at the pictures and read the dialogue below.



Jim Dad, the Tigers are playing tomorrow and Bill's going. **Can I** go, too?

Dad No, Jim, I don't think so. It **might** not be a good idea, two kids alone at a match...

Jim Come on, Dad, we're not kids!

Dad I've got an idea. **Why don't we** all go together? I always enjoy a good match!

Jim But, Dad...

Dad Come on, **let's** go buy the tickets.

Now match the two halves of the sentences.

- | | |
|-----------------------|--|
| 1. Jim asks | a. is going to the match. |
| 2. His father thinks | b. for permission to go to a football match. |
| 3. Bill | c. it might not be a good idea. |
| 4. Jim's father likes | d. watching football. |
| 5. Jim doesn't want | e. his father to join them. |

1 Grammar

a Can - Could - May - Might

Can, could, may and might are modal verbs and:

- they are followed by the base form of a verb, **without to**.
- they are the same in all persons in the singular and plural.
- they form the interrogative and negative without **do**.

140

We use Can I...?, Could I...?, May I...?:

- to ask for permission.
Can/Could/May I go to the theatre?
- we use **can/may** to give or refuse permission.
Can/Could/May I go to the theatre?
Yes, you can/may.
No, you can't/may not.
- to offer help politely.
Can/Could/May I help you?

We use Can I / you...?, Could I / you...?:

- to make polite requests. It is more polite to use **could** instead of **can** in requests.
Can/Could I have a glass of water?
Can/Could you give me a glass of water?
- to ask for a favour.
Can/Could you help me with my homework?

We use may, might and could:

- to express possibility in the present or future.
It may/could rain today.

Note:
Might expresses slight possibility.
She might be at work.

b Let's..., How about...?, Why don't we/you...?

We use Let's..., How about...?, Why don't we / you...? to make suggestions.

- **Let's... + the base form of the verb** (without to).
Let's go out tonight.
- **How about + -ing form...?**
How about going to the cinema?
- **Why don't we / you + the base form of the verb** (without to)...?
Why don't we go shopping today?

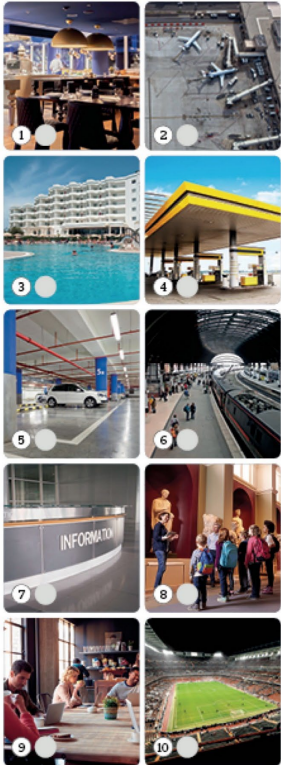
141










Interleaved Teacher's Book

5a What's in a city

1 Vocabulary

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



- a. car park 
- b. information desk 
- c. restaurant 
- d. café 
- e. airport 
- f. museum 
- g. hotel 
- h. petrol station 
- i. stadium 
- j. train station 

2 Read

Listen and read. Where would you hear these dialogues? Write the names of the places in the boxes. Choose from activity 1.

1 _____

Woman Hello, can I help you?
Boy Yes, I'd like a chocolate doughnut, please.
Woman Would you like anything to drink?
Boy A medium coke for me and an espresso for my dad.
Woman Single or double espresso?
Boy Single.
Woman Anything else?
Boy No, thanks.

2 _____

Man Could I see your passport, please?
Woman Yes, just a minute. Oh, no, I can't find it.
Man I'm afraid you need to have your passport to get on the plane.
Woman Wait! I might have it in my other bag. Oh, no, I left it at home!

3 _____

Man Good evening! May I see your tickets, please?
Girl Here you are, sir.
Man H43 and 44. Your seats are over there next to the gentleman with the short dark hair. Enjoy the game.
Girl Thank you.

4 _____

Man Room 253, it's big and...
Woman Has it got a nice view?
Man Of course.
Woman OK, then.
Man Here's your key. Would you like a drink or something?
Woman Yes, thank you. Could I have a cappuccino in my room?
Man Yes, of course.

Teacher's notes

FUNCTIONS

- Understanding signs in a city
- Asking for, giving and refusing permission
- Making polite requests
- Asking for a favour
- Expressing possibility in the present or future
- Making, accepting and refusing offers

STRUCTURES

- Can / Could / May / Might

VOCABULARY

Places in a city

airport car park information desk museum petrol station stadium train station

Other Words

cappuccino coke double = single doughnut espresso gentleman key medium passport seat view (n)

Expressions

Anything else? Here you are, sir. I'm afraid I... Just a minute. May I...? Wait!

VALUE: being helpful to people

Warm-up

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what's in their city/town/village.
- Elicit answers: places to visit (*museums*), places where you can eat (*fast food restaurants*), places where you can have fun (*cinemas, cafés*), etc.

What's in a city 5a

1 Vocabulary (CD 2: Track 17)

- Ask Ss to look at the pictures and the signs. Explain to Ss that these signs signify places and services.
- Ask Ss to read the words underneath each sign. Help Ss deduce the meaning of any unknown words from the symbol on each sign.
- Ask Ss if they have ever seen similar signs in their city/town/village or anywhere else they have travelled.
- Elicit answers.
- Ask Ss to match the pictures 1-10 with the signs a-j.
- Allow Ss some time to do the matching individually or in pairs.
- Play the CD and have Ss check their answers.

KEY	
1.	c
2.	e
3.	g
4.	h
5.	a
6.	j
7.	b
8.	f
9.	d
10.	i

2 Read (CD 2: Track 18)

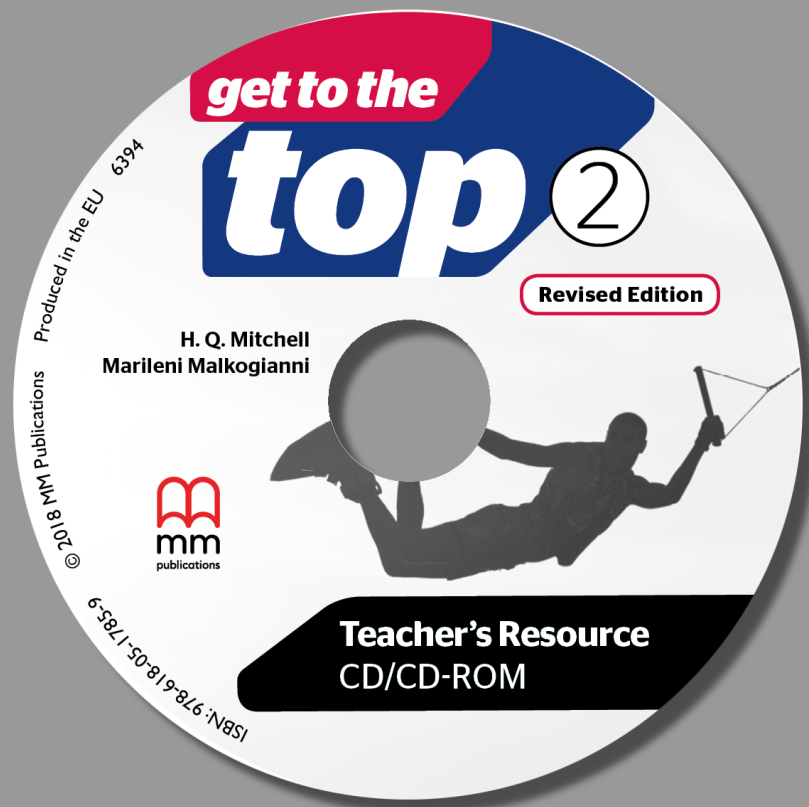
- Tell Ss that they will listen to four dialogues and they must decide where each dialogue is taking place choosing from the places in activity 1.
- Play the first dialogue. Tell Ss to follow in their books.
- Ask Ss where they think this dialogue is taking place.
- Elicit the answer that it is taking place in a *café*.
- Ask Ss to tell you which words helped them decide (*doughnut, drink, coke, espresso*).
- Follow the same procedure with the other three dialogues.
- Choose Ss to act out the dialogues and explain any unknown words.

KEY	
1.	café (<i>doughnut, drink, coke, espresso</i>)
2.	airport (<i>passport, plane</i>)
3.	stadium (<i>tickets, seats, game</i>)
4.	hotel (<i>room, key</i>)

Tables of functions, structures and vocabulary introduced in each lesson

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

Teacher's Resource CD/CD-ROM (one per level)



TESTS & GRAMMAR TESTS

- ✓ In PDF format for printing
- ✓ In modifiable format
- ✓ Transcripts
- ✓ Key
- ✓ Audio

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- ✓ Self evaluation section
- ✓ Projects

VIDEO WORKSHEETS

TEACHER'S GUIDE FOR VIDEO & KEY

5

Test 5

Get to the Top 2 - Revised Edition

Vocabulary

A. Match.

- | | | |
|----------------|---|--------------|
| 1. public | ┌ | a. bin |
| 2. block of | ┌ | b. desk |
| 3. recycling | ┌ | c. flats |
| 4. petrol | ┌ | d. transport |
| 5. information | ┌ | e. pollution |
| 6. air | ┌ | f. station |

SCORE / 6

B. Choose the correct word.

- That's the tallest **square / skyscraper** in the city.
- The concert is taking **place / part** at the stadium.
- Oliver went to the **bank / chemist's** to get some money.
- I'm sorry I'm late! There was a terrible traffic **jam / light** on the road from Hull.
- I hate it when people throw **litter / pollution** in the street.
- We must all **collect / protect** the environment.

SCORE / 6

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

bridge souvenir crowded tower castle passengers

- There weren't many _____ on the plane to Madrid.
- We can get across the river at that _____ over there.
- There's a museum, gallery and library in the _____.
- How about climbing to the top of that _____?
- Are you going to bring me a _____ from your trip?
- There are lots of people in that café. It's _____.

SCORE / 6

D. Choose a, b, or c.

- Don't cut _____ the trees in the forest.
a. out b. off c. down
- My school is going to take part _____ the city's *Environment Week*.
a. on b. at c. in
- Carol never turns _____ the light when she leaves the room.
a. at b. off c. down
- Let's take the bus. I don't want to go _____ foot.
a. by b. on c. at
- Go along this road and take the first turning _____ your right.
a. on b. in c. at

SCORE / 5

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Teacher's Resource CD/CD-ROM

Tests

Contents

What is the language portfolio? 3

My language passport

Summary of language learning and intercultural experiences 4

Certificates and diplomas 4

My language biography

What I have done 5

How I learn 7

What I can do in English 9

My dossier

What you can include 13

What my dossier includes 14

Module 1: My youth club 15

Module 2: I'm on holiday 16

Module 3: My weekend plans 17

Module 4: A newspaper 18

Module 5: A tourist map of a city 19

Module 6: The moon 20



Name _____

Age _____

First language _____

School _____

Class _____

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Portfolio

Teacher's Resource CD/CD-ROM

Portfolio-Projects

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My dossier

4 Believe it or not!

A newspaper

1. Think of a name for your newspaper, e.g. *The News*
2. Think of a newspaper story like Nightmare on Mount Aconcagua on p. 52 in the Student's Book.
3. Write the headline of the story in big letters. e.g. **TWO CHILDREN MISSING**
4. Write a short description of what happened, where it happened, who was there, etc.
5. Draw or stick pictures to make it look more like a newspaper.



18

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My dossier

5 A visit to a city

A tourist map of a city

1. Draw a map of a city (where you live or somewhere you have visited).
2. Write the names of the buildings and streets.
3. Cut the signs at the bottom of this page and stick them on your map to show where the different places are.
4. Write a few sentences about the main attractions in your city.



Carlton Museum is one of the main tourist attractions in my city. Lots of people come here to see the beautiful paintings.



19

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...thank you!