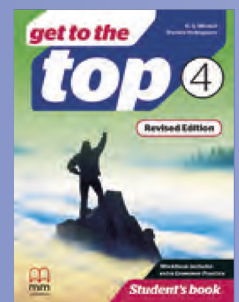
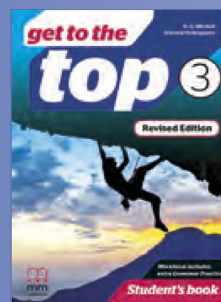
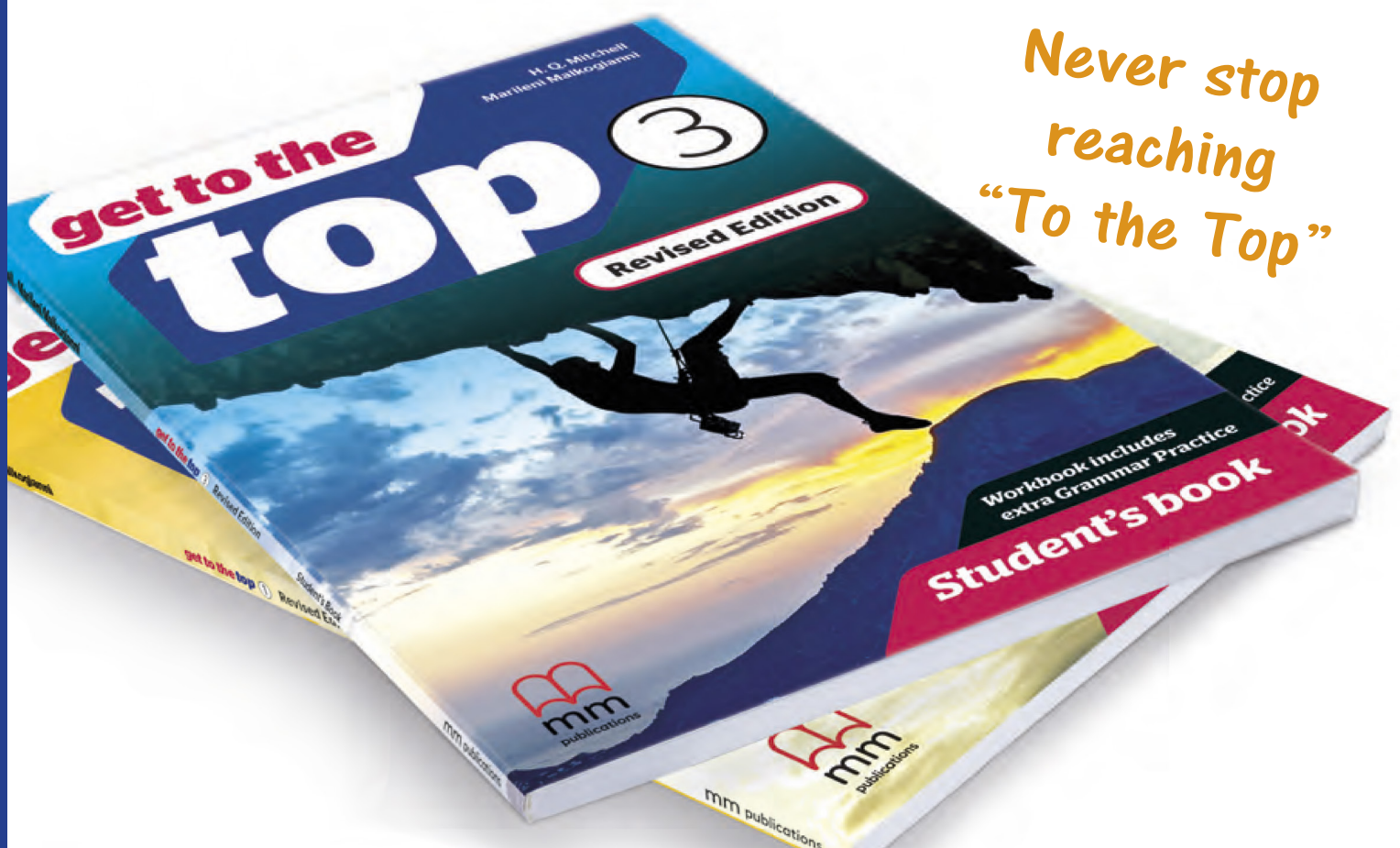


# Secondary & Adult

## Get To the Top Revised edition

*Never stop  
reaching  
"To the Top"*





A1.1



A1.2



A2.1



A2.2

# Get To the Top Revised edition

**Get To the Top Revised edition** is an updated version of the outstanding series **Get To the Top**. It follows the requirements of the Common European Framework of Reference.

*Never stop reaching 'To the Top'*



## COURSE FEATURES

- Six modules
- Five lessons and a revision section in each module
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Systematic development of all four skills
- A step-by-step guide to writing
- A variety of communicative tasks
- Clear grammar presentations and practice
- Culture pages
- Songs
- Projects
- Development of 21st century competencies

## What's New!

- Workbook projects which give students the opportunity to integrate technology into their work and acquire 21st century competencies
- Games on the Student's CD-ROM & IWB which help students revise and consolidate the language and structures presented in each module
- Videos and video worksheets on the Student's CD-ROM & IWB for further practice
- A digital vocabulary list on the Student's CD-ROM & IWB containing example sentences in both written and audio form



## SAMPLE PAGES

**vocabulary activity engaging students and encouraging them to think critically**

**various types of texts: an interview**

**focus on reading for gist**

**grammar box focusing on key grammatical structures**

**vocabulary activity**

**pairwork activity**

**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.

**Country vs City**

**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 afternoon?**

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. I play computer games or call my friends and talk on the phone for hours. I go to bed at about 11.30.

Angela: On Saturday nights we go to the cinema in the city centre.

**3 Grammar**

**Adverbs of frequency**

0% 100%

always  
usually  
often  
sometimes  
never

**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 five o'clock in the morning.  
5. I \_\_\_\_\_ visit my grandparents on Saturdays.  
6. Harry never takes the bus to the city centre. He usually \_\_\_\_\_.

**5 Speak**

COMPLETE A QUESTIONNAIRE: HOW WELL DO YOU KNOW YOUR FRIEND?  
Go to page 90.

## COMPONENTS



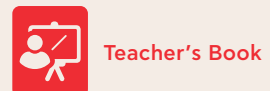
Student's Book



Workbook



Student's CD-ROM



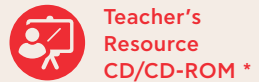
Teacher's Book



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM \*



Readers p. 88



MM Series Student's Resources



MM Series Teacher's Resources



ELT Platform

### \* Teacher's Resource CD/CD-ROM:

- Tests
- Grammar tests
- Portfolio

### Get To The Top 1, Revised Edition, Student's Book

**TOP SKILLS**

**Connecting people**

**3**

A. Complete the sentences with the correct form of the words in capitals.

1. \_\_\_\_\_ I think we should wait until the weather gets better. **PERSON**

2. During an exam it is important to use your time \_\_\_\_\_ **WISE**

3. His mother thought he was becoming \_\_\_\_\_ to text messaging. **ADDICT**

4. Take this map on your trip. You're sure to find it \_\_\_\_\_ **USE**

5. Too many sweets can be \_\_\_\_\_ to children's teeth. **HARM**

6. \_\_\_\_\_ I would like to thank my sisters for all their help. **LAST**

C. Choose a or b.

1. Good afternoon, everyone. \_\_\_\_\_ let me introduce myself.

a. To begin with  
b. In conclusion

2. On the one hand, I love shopping. \_\_\_\_\_ I never have enough money.

a. Secondly  
b. On the other hand

3. \_\_\_\_\_, I can't believe that you've had your computer for six months and you still don't have it \_\_\_\_\_ to the internet. There are more (2) \_\_\_\_\_ to sending emails than to sending letters through the post. (3) \_\_\_\_\_ emails are delivered straightaway. To send a letter from Cairo to Leicester takes three or four days.

4. \_\_\_\_\_, paying for a stamp is much more expensive than sending an email. You must realise that it's a much better way to communicate.

5. \_\_\_\_\_, your computer \_\_\_\_\_ and you've got all the equipment you need, so get connected. Hope to (7) \_\_\_\_\_ an email from soon.

Yours,  
Alan

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Yours,  
Alan

### graded activities

### Get To The Top 4, Revised Edition, Workbook

**3 PROJECT**

**Me & my country**

**DOs and DON'Ts in the UK**

In the UK it's polite to shake hands.

It's not common for people in the UK to kiss each other on both cheeks.

1. Make a poster showing gestures that are appropriate or not in your country.

2. Think of gestures and draw or stick pictures of them.

3. Describe each one and add extra information like what they mean or why they aren't appropriate.

projects at the end of the modules helping Ss revise and consolidate the language and structures presented in the module through a real-life task