

**sample pages catalogue**



# ON TRACK

is a series that takes learners' needs and interests into consideration.

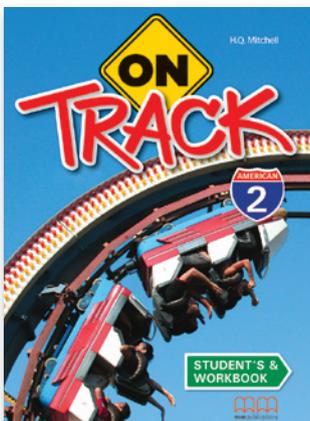
## IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**
- the **modular approach** and is organized into four modules
- the requirements of the **official DGB program updated in 2009**

## EACH MODULE INCLUDES:

- Eight lessons, a closing activities section and a revision section
- Lively dialogues
- Motivating and contemporary topics with **multicultural** and **cross-curricular** information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pairwork and groupwork communication activities
- A step-by-step guide to **writing**
- Culture and cross-curricular pages with **web links**
- Songs
- Projects

## COMPONENTS FOR STUDENTS



Student's Book including workbook

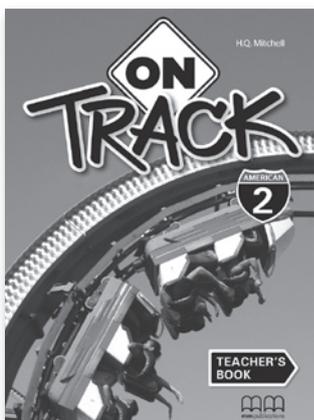


## STUDENT'S AUDIO CD/CD-ROM

- Recordings of stories, texts and dialogues from the Student's Book for practice at home
- Songs
- Vocabulary
- Web projects

The CD/CD-ROM works on both a CD player and a computer.

## COMPONENTS FOR TEACHERS



Teacher's Resource Book including pacing charts, tests and web projects



Class CDs



Interactive Whiteboard Material

**Module 1: Me and you**  
(Describing myself and others)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Countries</li> <li>• Nationalities</li> <li>• People</li> <li>• Classroom objects</li> <li>• Colors</li> <li>• School subjects</li> <li>• Jobs</li> <li>• Sports</li> <li>• Family</li> <li>• Ordinal and cardinal numbers</li> <li>• Months</li> <li>• Seasons</li> <li>• Dates</li> </ul>	<ul style="list-style-type: none"> <li>• a vs. an</li> <li>• The verb <i>to be</i></li> <li>• How...?</li> <li>• The verb <i>to have</i></li> <li>• Personal pronouns</li> <li>• Possessive adjectives</li> <li>• How old...?</li> <li>• What?/Who?/When?</li> </ul>

**Module 2: A day in the life**  
(Describing daily routines)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Spare-time activities</li> <li>• Household chores</li> <li>• Recreation center activities</li> <li>• Talent contests</li> <li>• Telling the time</li> <li>• Jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple (affirmative, negative, questions, short answers)</li> <li>• Time expressions</li> <li>• like, love, hate + -ing</li> <li>• Adverbs of frequency</li> </ul>

**Module 3: What's going on?**  
(Describing what's happening now)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Weather</li> <li>• Clothes</li> <li>• Words related to celebrations</li> <li>• Wishes</li> <li>• Parts of the body</li> <li>• Action verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Present Progressive (affirmative, negative, questions, short answers)</li> <li>• Why? Because...</li> <li>• Present Simple vs. Present Progressive</li> <li>• Stative verbs</li> </ul>

**Module 4: Let's get some food!**  
(Talking about food and supermarket shopping)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Containers</li> <li>• Units of measurement</li> <li>• Prices</li> </ul>	<ul style="list-style-type: none"> <li>• Countable/Uncountable nouns</li> <li>• some/any</li> <li>• How much?/How many?</li> <li>• There is / There are</li> <li>• much/many/a lot of/lots of/a few/a little</li> <li>• Plural forms (regular and irregular nouns)</li> <li>• too much / too many</li> </ul>

Songs

Culture Pages

Cross-Curricular Pages

**Module 1: Our world**  
(Comparing people, objects, places)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Family</li> <li>• Adjectives describing appearance</li> <li>• Adjectives describing places and objects</li> <li>• Geographical features</li> <li>• Adjectives describing personality</li> <li>• Modes of transportation</li> <li>• Vacation accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Progressive</li> <li>• Comparative form</li> <li>• Superlative form</li> <li>• (not) as... as</li> </ul>

**Module 2: In the past**  
(Discussing important events in the past)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Adjectives describing feelings</li> <li>• Vacation activities</li> <li>• Places of entertainment</li> <li>• Jobs</li> <li>• Education</li> <li>• Sights</li> <li>• Words related to crime</li> <li>• Words related to camping equipment</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple: the verb <i>to be</i></li> <li>• Past Simple (regular - irregular verbs)</li> <li>• Yes/No questions vs. Wh-questions</li> <li>• The verb <i>could</i></li> <li>• There was, There were</li> </ul>

**Module 3: Today's world**  
(Following instructions and understanding rules)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Places in a city</li> <li>• Places on a campus</li> <li>• Words related to computers</li> <li>• Words related to the office</li> <li>• Public services</li> <li>• Phrases related to healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can / Could / May</li> <li>• Imperative</li> <li>• The verb <i>must</i></li> <li>• The verbs <i>have to / can't</i></li> <li>• The verb <i>should</i></li> </ul>

**Module 4: Help**  
(Making plans and predictions)

Vocabulary	Structures
<ul style="list-style-type: none"> <li>• Action verbs</li> <li>• Climate</li> <li>• Words related to work</li> <li>• Expressions with make</li> </ul>	<ul style="list-style-type: none"> <li>• Future <i>going to</i></li> <li>• Future <i>will</i> for predictions</li> <li>• Future <i>will</i> for on-the-spot decisions, offers and requests</li> <li>• Yes / No question vs. Wh-questions</li> </ul>

Songs

Culture Pages

Cross-Curricular Pages

<b>Module 1: Science matters</b> (Describing situations of cause and result)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Words related to space travel</li> <li>Phrasal verbs (look)</li> <li>Words related to space</li> <li>Natural world</li> </ul>	<ul style="list-style-type: none"> <li>Future going to</li> <li>Future <i>will</i> (offers, promises, requests, on-the-spot decisions, warnings, threats)</li> <li>Future <i>will</i> (prediction)</li> <li>Present Progressive with future meaning</li> <li>Zero conditional</li> <li>Conditional Sentences Type 1</li> </ul>

<b>Module 2: That's life</b> (Comparing past habits and routines to the present)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Stages of life</li> <li>Sports</li> <li>Jobs</li> <li>Modes of transportation</li> <li>Clothes and accessories</li> <li>Places in a city/town</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Yes / No questions vs. Wh-questions</li> <li>Present Simple vs. Past Simple</li> <li>The verb <i>could</i> (ability)</li> <li>The verb <i>used to</i></li> <li>Possessive adjectives / Possessive pronouns / Possessive case</li> </ul>

<b>Module 3: Fact or fiction?</b> (Describing activities occurring at a specific time in the past)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Verbs related to crime and punishment</li> <li>Text-related words/phrases</li> <li>Words related to mystery</li> <li>Adjectives describing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Past Progressive</li> <li>Past Simple - Past Progressive / Time clauses (when, while)</li> <li>Irregular plural forms</li> <li>Adverbs of manner</li> </ul>

<b>Module 4: Modern life</b> (Giving instructions and making requests)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Words related to gadgets</li> <li>TV shows</li> <li>Prepositions of movement</li> <li>Prices and sizes</li> <li>Clothes and accessories</li> <li>Chores</li> <li>Words related to rules at work/college</li> <li>Phrasal verbs with turn and take</li> <li>Food</li> <li>Words/phrases related to jobs</li> </ul>	<ul style="list-style-type: none"> <li>Personal Pronouns</li> <li>Let's... / Shall we...? / Why don't we...? / How about...? / What about...?</li> <li>Would you mind + -ing</li> <li>Imperative</li> <li>can/could (requests)</li> </ul>

**Songs**  
**Culture Pages**  
**Cross-Curricular Pages**

<b>Module 1: Can you imagine that?</b> (Describing imaginary situations)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Adverbs used in narration</li> <li>Phrases related to superstitions</li> <li>Idioms</li> <li>Word building (noun suffixes referring to people)</li> <li>Family members</li> <li>Adjectives describing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple - Past Progressive / Time clauses (when, while, as, as soon as)</li> <li>The verb <i>might</i> (possibility)</li> <li>The verb <i>could</i> (possibility)</li> <li>Conditional Sentences Type 2</li> </ul>

<b>Module 2: Experiences</b> (Describing things we have experienced)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Verbs related to food</li> <li>Vacation accommodation</li> <li>Phrasal verbs with <i>turn</i></li> <li>Public places</li> <li>Activities</li> <li>Sports venues</li> <li>Sports equipment</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect Simple (affirmative, negative, questions, short answers)</li> <li>Present Perfect Simple (<i>ever, never, before yet, already, once, twice, etc.</i>)</li> <li>Present Perfect Simple: <i>How long?, for, since</i></li> <li><i>has gone vs. has been</i></li> <li>Present Perfect Simple vs. Past Simple</li> </ul>

<b>Module 3: Entertainment</b> (Expressing likes and preference)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>TV shows</li> <li>Verbs with prepositions</li> <li>Phrasal verbs and expressions</li> <li>Food and drink</li> <li>Food groups</li> <li>Words related to theater</li> <li>The music business</li> <li>Places of entertainment</li> <li>Words related to movies</li> </ul>	<ul style="list-style-type: none"> <li><i>would like / would love</i> + full infinitive</li> <li><i>like, love, enjoy</i> + -ing</li> <li>would rather / had better</li> <li>Infinitive</li> <li>-ing form</li> <li>So / Neither</li> </ul>

<b>Module 4: Our world</b> (Giving information about people, places, things)	
Vocabulary	Structures
<ul style="list-style-type: none"> <li>Lexical set: Sailing</li> <li>Words describing appearance and hair</li> <li>Adjectives describing feelings</li> <li>Word building (derivatives)</li> <li>Adjectives describing personality</li> </ul>	<ul style="list-style-type: none"> <li>Tag questions</li> <li>Relative pronouns: <i>who / whom / which / that</i></li> <li>Relative adverb: <i>where</i></li> <li>Subject - Object questions</li> <li>Negative questions</li> <li>Reflexive pronouns</li> </ul>

**Songs**  
**Culture Pages**  
**Cross-Curricular Pages**

# 4

## Our world

**(Giving information about people, places, things)**



### Discuss:

- What's your favorite place in the world? Why?
- What are your friends/ family like?

### In this module you will find:

- A dialogue on a sailing boat
- A dialogue about modeling
- An article about bullying at work
- Advertisements about unusual birthday presents
- Places to go out
- Crazy people doing crazy things
- A quiz: Are you a shopaholic?

### Objectives:

- To describe personality
- To talk about spare-time activities
- To write an e-mail to a friend
- To talk about eccentric hobbies
- To ask for confirmation
- To define people, things and places
- To talk about appearance
- To write a description of a person

introduction to the topic of the module through short discussion

objectives of module clearly presented

# 7 Fast food

## 1 Vocabulary

Listen and repeat. Look at the table below and check the appropriate columns for cake and pizza.

				
sweet	✓			
bitter	✓			
salty				
spicy				
fresh	✓	✓		
sour		✓		

## 2 Read

**A. Look at the title of the text.**  
What do you think street food is?  
Can you think of some examples?

**B. Listen, read and compare the information**  
in the text with your answers.

# Street Food...

Many people work long hours and don't have time to cook or go to a restaurant to have a proper meal. What do they do? The answer is street food.



In large cities, there are hot dog stands on the street corners. People love eating hot dogs because they are tasty, easy to carry, and quick! Some popular toppings for hot dogs are ketchup, mustard, onions, or shredded cheddar cheese.



Nachos are popular at baseball games, but people also walk around the city eating them. Nachos look like potato chips, but they are made of corn. On top, there are lots of vegetables like tomatoes, onions, and peppers and melted cheese. Sometimes they can be really spicy and hot!



Soft pretzels are great as a fast snack. They are really big and you can get them with or without salt. There are even sweet pretzels with chocolate! Other pretzels usually have melted cheese or mustard.

# ...in a city



Americans love Mexican food and that's why tacos are a popular street food. You can get tacos with different kinds of meat and lots of different vegetables and cheese on top, and they can be as spicy as you want!

**C. Read again and write T for True or F for false.**

1. There are sweet hot dogs too.
2. Nachos and potato chips are the same.
3. Pretzels are very spicy sometimes.
4. A lot of people like eating tacos in the U.S.A.
5. People eat nachos at baseball games.

### 3 Listen

Listen to three short dialogues and answer the questions. Choose a or b.

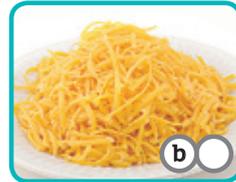
1. What doesn't the boy want on his hot dog?



2. What is the woman eating?



3. What does the man want a lot of on his taco?



### 4 Speak

Talk in pairs. Take turns to ask each other questions about street food in your country.

*Do you like street food?*  
.....

*What's your favorite?*  
.....

*What's on/in it?*  
.....

*What does it taste like?*  
.....

*Are there different kinds of (name of the food)?*  
.....

### 5 Write

Your e-pal is working on a project about food around the world. He/She has asked for your help. Send him/her an e-mail with the information about street food in your country.

Dear...,  
I love eating....

# 6 Go sightseeing

## 1 Vocabulary

A. Listen and repeat.



» statue



» tower



» bridge



» square



» art gallery



» cathedral



» fort



» port

B. Look at the box and read the years a-e aloud. Then, listen and check your answers.

**1986**

We say:  
nineteen eighty-six

**2010**

We say:  
two thousand ten or  
two thousand and ten

- a. 1653
- b. 2004
- c. 1999
- d. 2025
- e. 1841

## 2 Read

A. Look at the pictures and the title. What do you know or what can you guess about the place? Listen, read and check your answers.

# San Juan de Ulúa

Veracruz is a city and important port on the east coast of Mexico. In the 16<sup>th</sup> century, Hernan Cortez founded a town there. This town became a busy port and was the main point of entry to Mexico for 400 years.

On an island near the city is the fort of *San Juan de Ulúa*. Today the fort is a museum but, in the past, it protected the port of Veracruz. It was a common target for attacks because there were loads of treasures of gold and silver. Its thick walls made it very hard to get into the fort and they are still standing today.

*San Juan de Ulúa* was also a prison for many years. It was almost impossible to escape from there because there were many sharks in the water between the island and the city of Veracruz. Nobody could swim from the fort and survive. The Mexican "Robin Hood", Chucho el Roto, was one of the many famous prisoners of the fort. Today, his old prison cell is one of the most popular spots to visit there.

vocabulary presented through visual prompts

### 3 Grammar

A. Read the table and the example.

#### There was, there were

AFFIRMATIVE	NEGATIVE	QUESTIONS
There was	There wasn't	Was there?
There were	There weren't	Were there?

» A: *Were you at home last night?*

B: *No, I was out with my friends. **There was** a concert in the park and we were there.*

B. Complete with the correct form of **there was, there were**.

- \_\_\_\_\_ a tower here in the past but now there's only an art gallery.
- \_\_\_\_\_ many people at the match last night because it was very cold.
- A: \_\_\_\_\_ many bridges in this city in the 16<sup>th</sup> century?  
B: No, \_\_\_\_\_. \_\_\_\_\_ only one bridge.
- A: \_\_\_\_\_ a palace near the forest in the past?  
B: Yes, \_\_\_\_\_. Today they use it as a museum.

### 4 Listen



Phil is talking to his friend Sue about a visit to a museum. Listen and choose the correct words.

- In the museum there were models of famous **pop stars / movie stars**.
- The museum was very **big / small**.
- Phil's favorite room was **Woodstock 1969 / Woodstock 1959**.
- The tickets were **cheap / expensive**.
- The ticket was a birthday present from Phil's **grandparents / grandmother**.

### 5 Write

Look at the places in activity 1. Are there any places like that in your city/country? Find pictures of one of these places and write a short paragraph with any information you can find. Use the text in activity 2 as an example.



Plan your writing. Use the text and the ideas in this lesson as a guide.

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grammar practice

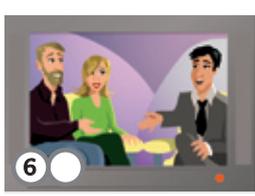
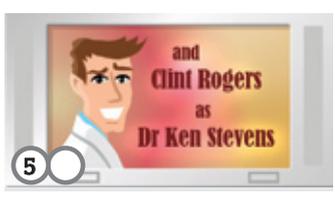
B. Read again and correct the mistakes in the sentences. Replace the words in bold.

- Veracruz became a city in the 18<sup>th</sup> century.
- The town Hernan Cortez founded was a busy **fort**.
- The walls of **the city** were very thick.
- It was **easy** to escape from the fort.
- Today San Juan de Ulúa is a **prison**.

# 2 What's on TV?

## 1 Vocabulary

Match the TV screens with the TV shows. Then, listen and check your answers.



- a. soap opera
- b. game show
- c. reality show
- d. the news
- e. cartoon
- f. talk show



## 2 Read

A. Look at the pictures. What do you think Jim and Rob are watching? Listen to the dialogue and find out. Then, read it out in groups.

*In the morning...*

**Jim** What should we do tonight?  
**Rob** The Reds are playing The Cubs at Wrigley Field later. Let's watch that.  
**Jim** Wait! It's Wednesday today.  
**Rob** Oh yeah! Liz is going to be on TV tonight.  
**Jim** That's right. She's on *Cash 'n' Carry* on Channel 6.  
**Rob** Why don't you come over to my house tonight and watch it?  
**Jim** OK.

*In the evening...*

**Host** Well, Liz, so far you have 500 dollars. Great job! Here's your next question. What is the capital of Burkina Faso?  
**Liz** It's Ouagadougou.  
**Host** Correct! That's another 200 dollars!  
**Jim** Good job Liz! She's great!  
**Rob** Would you mind not jumping up and down? I'm trying to listen.  
**Host** Liz, this is the final question. Get it right and you win another 300 dollars. Where do The Cubs play baseball?  
**Rob & Jim** Wrigley Field!  
**Jim** Come on Liz. That's easy!  
**Liz** You want the name of the stadium, right?... Well, I'm not sure. My friends are good at sports. I'm not.  
**Host** Well, that's a shame.  
**Liz** Wait!... Is it... Wrigley Field?  
**Host** Yes!! Liz, you're going home with 1000 dollars!  
**Rob** Amazing!

realistic dialogues

### 3 Grammar

A. Read the examples.

#### A. Let's.../ Shall we...? / Why don't we...? / How about...? / What about...?

- » A: *Let's watch the news.*  
 B: *No, it's boring. Why don't we watch a game show?*
- » A: *Shall we go to a restaurant tonight?*  
 B: *Sure. How about / What about Chinese food?*  
 A: *OK.*

B. Expand the notes to make suggestions.

1. A: I'm tired. I don't want to go to the movies.  
 B: Let's \_\_\_\_\_ (watch / DVD)
2. A: I hate soap operas.  
 B: What \_\_\_\_\_? (reality shows)
3. A: Are you going rock climbing tomorrow?  
 B: Yes. Why \_\_\_\_\_? (go / together)
4. A: Where do you want to go on the weekend?  
 B: How \_\_\_\_\_? (pop concert)

C. Read the example.

#### B. Would you mind + (not) - ing

- » A: *Would you mind helping me with these bags?*  
 B: *Of course not. I'll take them.*

D. Read the situations below and make requests with *Would you mind...?*

1. You just came back from school and you are very tired. You want to ask your sister to cook dinner for you. What do you say?  
 \_\_\_\_\_
2. You want to watch your favorite movie with a friend but he/she keeps talking all the time. You don't like that. What do you say?  
 \_\_\_\_\_
3. Your favorite soap opera is on Channel 6, but your mother is watching the news on Channel 9. What do you tell her?  
 \_\_\_\_\_



B. Read again and answer the questions.

- Where are The Cubs and The Reds playing tonight?
- What is Liz doing tonight?
- Where do Jim and Rob watch *Cash n' Carry*?
- Does Liz answer the final question?
- What does Liz win?

### 4 Speak

Talk in pairs. Look at the TV guide below and decide what you are going to watch tonight.

#### TV GUIDE

##### Channel 1

- 5:40 Kid's stuff!  
 6:00 News  
 6:40 Quizmaster  
*Win up to \$250,000*  
 7:30 Reality house  
 8:00 "The talkshow"  
*with Dale Corby*  
 9:00 Fame show

##### Channel 2

- 6:00 Cartoon time  
 6:30 Top 10 pop videos  
 7:30 Life's surprises  
*Joan finds out about her real dad*  
 8:00 Movie: Spacefighter II

##### Sports Channel

- 6:00 Tennis  
 7:30 Basketball  
*(The final)*  
 9:00 Xtreme skateboarding



Look at the example and use the prompts given.

*Let's watch Cartoon time at 6pm on Channel 2.  
 No, I don't like cartoons. Why don't we watch...?*

# 8 Lights, camera, action!

## 1 Vocabulary

Match the words in the box with the meanings 1-9.

- |                     |                       |   |
|---------------------|-----------------------|---|
| soundtrack          | <input type="radio"/> | 1. the actors in a movie  |
| predictable         | <input type="radio"/> | 2. the story of a movie   |
| cast                | <input type="radio"/> | 3. the music of a movie   |
| science fiction     | <input type="radio"/> | 4. extremely funny  |
| hilarious           | <input type="radio"/> | 5. a very exciting movie, usually including crime, spying, etc.         |
| plot                | <input type="radio"/> | 6. the person who does dangerous things in place of an actor in a movie |
| stuntman/stuntwoman | <input type="radio"/> | 7. full of exciting events  |
| thriller            | <input type="radio"/> | 8. easy to know in advance what will happen                             |
| action-packed       | <input type="radio"/> | 9. a movie that is usually about space travel and life on other planets |

activities focusing on reading for gist

## 2 Read

A. Below is a movie review. Did the writer like the movie? Listen read and find out.

# IRON MAN 2

Iron man 2 is an adventure movie directed by Jon Favreau. Robert Downey Jr. is the leading actor. He returns as the billionaire inventor Tony Stark who becomes Iron Man. Mickey Rourke (Oscar nominee for best actor in the movie *The Wrestler*) plays the villain of the movie, Ivan Vanko.

The movie is set in New York and Monaco. The world now knows who is hiding behind the superhero Iron Man. By opening "Stark Expo", the famous inventor made his father's dreams come true, but still he has to deal with a lot of pressure from the government and the press to share his inventions with the military. Stark, though, is unwilling to let go of all his hard work, so with the help of his assistant, Pepper Potts (Gwyneth Paltrow) and "Rhodey" Rodes (Don Cheadle) at his side, he manages to confront a lot of powerful enemies. Is he going to make it? Will his enemies get what they want? Well, watch the movie to get the answers to these questions.

In my opinion, the movie is brilliant. It is full of suspense and it has some of the best scenes with amazing stunts. The special effects are spectacular and the plot is really interesting. Robert Downey Jr. is terrific in his role and the supporting cast consists of really talented actors. The ending is good and I'm looking forward to *Iron Man 3*. I recommend it to all Iron Man fans. You shouldn't miss it for the world!

## B. Read again and answer the questions.

1. What kind of movie is *Iron Man 2*?
2. Who is the director?
3. Where does the story take place?
4. How does Tony Stark manage to make his father's dream come true?
5. Who helps Stark deal with his enemies?
6. What does the writer think of the special effects?
7. What does the writer think of the ending?

## C. Discuss the following questions:

- In your opinion, what makes a movie successful?
- Do you read movie reviews? Are you influenced by them?



tips promoting learner autonomy and helping students to acquire good learning habits

### 3 Speak

Talk in pairs. Imagine that you are at a movie theater and that the three movies below are being shown. Which one would you choose to see? Discuss and give reasons. Then, say why you wouldn't like to see the other two. Use the words/phrases in the box.

- amazing special effects
- full of suspense
- star
- direct
- animated movie
- action movie
- science fiction
- leading role



**TIP**

When discussing a topic, use a range of vocabulary and structures. Do not repeat the same words all the time.

- I like/hate... movies.*
- I don't. I find... more exciting.*
- I think we'd both enjoy...*
- I agree. It looks/sounds...*
- This movie is... because...*
- I've heard that...*

### 4 Write

A. Read the tip and the information about *Inception* in the poster. Decide which paragraph each piece of information should be in. Write 1, 2 or 3 in the boxes.

- When you're writing a **movie review**, you should have three paragraphs:
- PARAGRAPH 1**  
Write some general information about the movie (title, type of movie, director, leading actors). Use phrases like:  
▶ *...is a comedy/romantic movie, etc.*  
▶ *It was directed by...*  
▶ *...is the leading actor / ...plays the character of...*
- PARAGRAPH 2**  
Write the main points of the plot. Don't reveal the ending.  
Use the Present Simple and phrases like:  
▶ *The movie is set in...*  
▶ *It's a story about...*  
▶ *The main character of the movie is...*
- PARAGRAPH 3**  
Write your opinion of the movie (e.g. plot, acting, special effects, soundtrack, costumes, ending). Use the Present Simple or the Past Simple and phrases like:  
▶ *In my opinion, the movie is excellent/awful, etc.*  
▶ *The special effects are amazing/awful/realistic, etc.*  
▶ *The ending is surprising/exciting/terrible, etc.*  
▶ *I definitely recommend it.*  
▶ *You shouldn't miss it for the world!*

**STARRING:** a ○

LEONARDO DICAPRIO & MARION COTILLARD

**INCEPTION** b ○

**FIND OUT:** c ○

How the mind can become the scene of a crime

**A SCIENCE-FICTION MOVIE** d ○

**DIRECTOR:** e ○

CHRISTOPHER NOLAN

**AMAZING SPECIAL EFFECTS** f ○

B. Use the notes on the right to write a movie review. You can write about the movie shown in the poster above or about something else you've seen.

*... is a(n) ... movie.*  
*The story is ...*  
*In my opinion ...*

useful guidance enabling students to develop their writing skills

task providing evidence that students can cope with real-life situations (performance evidence)

vocabulary and grammar activities

1 Closing Activities

- A. Write:
- three female family members
  - three male family members
  - three geographical features
  - three adjectives describing personality
  - three modes of transportation
  - three types of homes

- B. Complete with the words in the box.
- excited population cost redecorate  
motel plant stadium together

- Hey, let's \_\_\_\_\_ our living room this summer.
- There were 30,000 people at the \_\_\_\_\_ last night.
- Are you \_\_\_\_\_ about our trip to Venezuela?
- The \_\_\_\_\_ of Mexico is about 100,000,000.
- My brother and I usually have breakfast \_\_\_\_\_.
- How much does this hat \_\_\_\_\_?
- I want to \_\_\_\_\_ a new tree in the back yard.
- Freddie and June stayed at a \_\_\_\_\_ on the way to Kansas City.

- C. Complete with the Present Simple of the verbs in parentheses.
- I usually \_\_\_\_\_ (watch) TV in the evenings.
  - Karen \_\_\_\_\_ (not agree) with Fiona about the color of the bedroom.
  - My uncle \_\_\_\_\_ (climb) a different mountain every year.
  - \_\_\_\_\_ people \_\_\_\_\_ (live) in this desert?
  - My friends always \_\_\_\_\_ (laugh) at my funny stories.
  - \_\_\_\_\_ security guards \_\_\_\_\_ (work) only at night?
  - Jenny \_\_\_\_\_ (not call) her mother every week.
  - My grandmother often \_\_\_\_\_ (visit) the art gallery on the weekends.

- D. Complete with the Present Progressive of the verbs in parentheses.
- Tracy's husband \_\_\_\_\_ (surf) the Net right now.
  - Gareth \_\_\_\_\_ (not play) baseball now, he \_\_\_\_\_ (play) tennis with his sister.
  - Let's not go out this afternoon, it \_\_\_\_\_ (rain).
  - \_\_\_\_\_ your neighbor \_\_\_\_\_ (wash) his windows?
  - Kimberly and Josh \_\_\_\_\_ (paint) their living room this week.
  - I \_\_\_\_\_ (stay) at a hotel, I \_\_\_\_\_ (not stay) at a hostel.

- E. Complete with the correct form of the adjectives in the box.

- shy snowy dangerous popular  
young noisy busy

- Geraldine is \_\_\_\_\_ than Stephen, she's only 15.
- Mr Grimes' French class is \_\_\_\_\_ in the school.
- I think rock climbing is as \_\_\_\_\_ as snowboarding.
- This road is \_\_\_\_\_ in the evenings than in the mornings.
- I think this coffee shop is the \_\_\_\_\_ in our neighborhood.
- Annabel is \_\_\_\_\_ girl in the class, she never talks to anyone.
- This mountain is \_\_\_\_\_ in the winter.

- F. Complete the dialogues with the phrases in the box.

- a. You're right, it's worth it.  
b. I need to get ready.  
c. You bet!  
d. What's he like?
- A: Hey, do you want to come to the concert tonight?  
B: (1) \_\_\_\_\_ What about tickets?  
A: My new roommate, Clive, has three. We're going together.  
B: (2) \_\_\_\_\_  
A: He's OK. He's a bit rude and selfish sometimes.  
B: Why do you want to go out with him, then?  
A: Well, he has great tickets because he knows the guitar player. What can I do?  
B: (3) \_\_\_\_\_  
A: Right, see you at about eight o'clock?  
B: OK. I'm going home, then.  
A: Why?  
B: (4) \_\_\_\_\_  
A: But it's only five o'clock.  
B: I need to look good, Clive!

- G. Read the text and write T for True or F for False.



My name is John Francis and I'm from Little Rock, Arkansas, U.S.A. I'm 16 years old and I live with my parents and my sister, Amy. I'm tall and a bit chubby, and Amy is short and thin, so we're quite different. I'm hard-working and very friendly. I'm also a bit silly, sometimes. My sister is very shy, so I try to take her out a lot so she becomes more outgoing. I go to JFK High School and my favorite subject is Science. I love computers and in my spare time I surf the Net a lot. I'm a good student but I don't like PE at all!

- John is American.
- John has a sister called Amy.
- Amy is short and chubby.
- John is more outgoing than his sister.
- John's favourite subject is PE.

**PROJECT-TIME!**  
Looking for a new e-pal  
Turn to page 93 and do your project.

reading activity

project

vocabulary, grammar and communication activities

1 Revision

Vocabulary

- A. Cross out the odd word.
- husband - dad - daughter - dad
  - short - long - dark - hair
  - noisy - space - crowded - quiet
  - north - west - over - south
  - valley - lake - river - ocean
  - friendly - selfish - rude - lazy
  - motorcycle - helicopter - tram - station
  - hostel - cruise - hotel - motel

- B. Circle the correct words.
- My little sister is in the 10th wall / grade.
  - Dana's uncle is a famous / empty painter.
  - Andy and Richard are walking down the valley / ocean to the town.
  - There aren't many passengers / traffic jams on the subway this morning.
  - We're neighbors / visitors. Carl lives at number 11 and I live at number 13 Bell Street.
  - Kelly usually goes to work by bus / foot.
  - My grandmother reads the pollution / newspaper every morning.
  - You can't do waterfalls / water sports at this beach.

- C. Complete the sentences with the verbs in the box.
- cost go listen work leave  
not swim mention turn
- Debbie often \_\_\_\_\_ to her CDs in the car to work.
  - I think it \_\_\_\_\_ your name in this book.
  - \_\_\_\_\_ your brother \_\_\_\_\_ at that new pizza place?
  - We \_\_\_\_\_ to the lake every year but Garth \_\_\_\_\_ swim in it.
  - \_\_\_\_\_ you \_\_\_\_\_ about the environment?
  - This cheesecake \_\_\_\_\_ \$9.99.
  - James always \_\_\_\_\_ off the light when he \_\_\_\_\_ a room.

- D. Use the prompts and the Present Progressive to make sentences.
- We / stay / tent / forest / at the moment / .
  - They / cut down / trees / park / now / .

- use / computer / right now / ?
- it / rain / north / country / now / .
- I / not redecorate / house / today / .

- E. Complete the sentences with the correct form of the adjectives in parentheses.
- It's \_\_\_\_\_ (quiet) in our new house than our old house.
  - Who do you think is \_\_\_\_\_ (nice) teacher in the school?
  - The subway isn't as \_\_\_\_\_ (busy) as the bus in the mornings.
  - My cat is \_\_\_\_\_ (lazy) than my dog.
  - These are the \_\_\_\_\_ (cheap) shoes in the shop.
  - Don't worry, I'm not as \_\_\_\_\_ (clumsy) as my brother.
  - The people in this café are \_\_\_\_\_ (friendly) than the other one.
  - Calvin is \_\_\_\_\_ (interesting) person I know.

- F. Match.
- What's she like?  a. Never
  - How often do you use the subway?  b. She's shy and hard-working
  - What does she look like?  c. I want to go to the store first.
  - How do you get to school?  d. By bus.
  - What is Fay doing?  e. She's tall and thin.
  - Let's get on the road.  f. She's listening to music.

- Now I can...**
- talk about my family members
  - talk about people's appearance and personality
  - compare people, places and objects
  - complete a form
  - talk about spare-time activities and hobbies
  - write an e-mail to a friend
  - say what people are doing right now
  - talk about vacation activities

See page 85 for Culture Page 1, page 86 for Cross-Curricular page 1 and page 97 for Song 1.

self-evaluation section  
promoting learner autonomy

1 Project Time

Looking for a new e-pal

- A. Fill in the form below with information about yourself.

FIND A NEW E-PAL

NAME \_\_\_\_\_

AGE \_\_\_\_\_

NATIONALITY \_\_\_\_\_

WHERE YOU LIVE \_\_\_\_\_

FAMILY \_\_\_\_\_

APPEARANCE \_\_\_\_\_

SCHOOL \_\_\_\_\_

FAVORITE SUBJECTS \_\_\_\_\_

INTERESTS/ HOBBIES \_\_\_\_\_

- B. Use the information from the form above to write an e-mail to a new e-pal.

Blank area for writing an email.

task providing evidence that students can cope with real-life situations (performance evidence)

**Culture Page**

**4 Culture Page**

**Diversity**

South Africa is a country with a rich history, a wonderful climate, a breathtaking landscape and a huge variety of plant and animal species. What makes this place even more special, though, is its cultural diversity. Many different groups of people (tribes) live across the continent of Africa and their individual cultures vary from tribe to tribe.

**Zulu**  
This tribe is the largest ethnic group in South Africa. It consists of about ten million people who mainly live in the region of Kwazulu-Natal. About 50% of the Zulu live in the cities and the rest of them work on farms. The Zulu language is the most widely spoken language in South Africa and is, in fact, one of the eleven official languages of the country. The Zulu are known all over the world for their colorful baskets, their amazing jewelry made of colorful beads and their magnificent carvings.

**Xhosa**  
They are closely related to the Zulu and today about eight million Xhosa live in South Africa. Their language, the IsiXhosa, is the second most popular of the official languages of the country. Some people say that the tribe took its name from a legendary leader called uXhosa. Some others believe that Xhosa means 'fierce' and the people in this group are indeed fierce. Like the Zulu people, the Xhosa also have their traditional crafts, which include beadwork as well as pottery.

**Sotho**  
About seven million Sotho people live in South Africa and another three million in Lesotho. This tribe is the second largest ethnic group in the country and it consists of three smaller ones: the Southern Sotho, the Northern Sotho (Pedi) and Tswana and they all speak Sesotho. It is easy to recognize Sotho people, because they wear a thick blanket over their pants and shirt and a conical hat. Sotho people have a huge tradition of folktales, adventure stories for which they have the most creative ways to narrate. They even ask for the audience to participate.

B. Read again and find what the numbers below refer to. Some of the numbers refer to more than one piece of information in the text.

1.50 \_\_\_\_\_ 3.11 \_\_\_\_\_ 5.7 \_\_\_\_\_  
2.3 \_\_\_\_\_ 4.10 \_\_\_\_\_

You can find more information on this topic at <http://www.mmpa.net/track4/track4index.htm>

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factual texts introducing students to different cultures

**Cross-curricular page**

**4 Cross-Curricular page History**

**The mystery of the pyramids**

Whenever pyramids are mentioned in a conversation, there is no doubt that the mysterious era of the Pharaohs comes to everybody's mind. But it seems that the pyramid was not only an Egyptian wonder. These amazing structures can be found in other places as well, though with a difference in style and shape.

**Egypt**  
The Step Pyramid, located in Saqqara, date century B.C. Although it was the first pyramid it is the Great Pyramid of Giza which became Wonders of the World and the most famous pyramids in the area. These pyramids vary have a great variety of choices when it comes of historical interest in Egypt.

**South America**  
The Caral Pyramids date back to the 3rd c are located in the Lima region of Peru. All pyramids are not very well preserved, but a very good condition and the findings h to archeologists in their studies.

**Central America**  
The Great Pyramid of Cholula, located in the second largest pyramid in the world and started in the 2nd century B.C. It is over 200ft. tall and it used to be the chief temple of the Aztecs. Unlike Egyptian pyramids, the ones in Mexico are step pyramids with a temple on the top. Other famous pyramids in Central America are El Castillo Chichen Itza, the Pyramid of the Sun and the Pyramid of the Moon built during the Maya civilization.

**Pyramids of the modern world**  
The mystery of how the ancient pyramids were built remains somehow unsolved. However, people today continue building pyramids helped by modern technology. A great example among them is the Louvre Pyramid in Paris. It is a large glass and metal pyramid, surrounded by three smaller ones. This structure serves as the main entrance of the Louvre museum and it has become a landmark of the city.

B. Read again and write T for True, F for False or NM for Not Mentioned.

- The Step Pyramid is older than the Great Pyramid of Giza.
- The same people who constructed the Step Pyramid built the Great Pyramid of Giza as well.
- The Pyramid of Cholula is about a century older than the Step Pyramid.
- The pyramids in Egypt are exactly the same as the pyramids in Central America.
- The Aztecs built the Pyramid of the Sun.
- The Caral Pyramids are the only well-preserved structures in the region.
- The Louvre Pyramid didn't use to be the main entrance of the museum in the past.

You can find more information on this topic at <http://www.mmpa.net/track4/track4index.htm>

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web links

song accompanied by an activity

**6 Getting around**

Teacher's notes

**Functions**  
Expressing preference  
Making comparisons

**Structures**  
too as + adjective/verb + as  
more/less + adjective/verb + than

**Modes of transportation**  
bus cab helicopter motorcycle subway train

**Adjectives**  
busy cheap safe

**Other words and phrases**  
billion cost (of) environment fly foot get around instead of noise passenger station traffic jam take to

**Warm-up**  
• Draw SA attention to the title of the lesson and ask them to guess what it is about. Ensure that SA understand what 'getting around' means.  
• Write the following questions on the board. How do you get to school?  
Which modes of transportation do you prefer to use in the city?  
Elicit answers.

**1 Vocabulary (Track 17)**  
• Ask SA to look at the pictures and the words.  
• Ask SA if they know the meaning of any of the modes of transportation.  
• Explain to SA that when we talk about modes of transportation we use by + modes of transportation. Draw SA attention to the preposition on foot and explain that this is an exception.  
• Elicit answers.  
• Ask SA to do the activity individually or in pairs.  
• Play the CD and have SA check their answers.  
• If necessary, play the CD again.

**1.1.3**  
1. by helicopter  
2. by train  
3. by motorcycle  
4. by bus  
5. by foot  
6. on foot

**2 Read Track 18**  
A.  
• Ask SA to look at the text and ask them: Where might you find a text like this? You might find it in a magazine.  
• Elicit answers.  
• Ask SA to look at the title and the pictures and ask them: What do you think the text is about? Is it about different modes of transportation?  
• Ask SA to look at the headings and then read through the text quickly understanding unknown words at the same time.  
• Ask SA to do the activity individually or in pairs. Tell them that they do not need to understand everything in the text to choose the correct headings.  
• Play the CD and have SA check their answers.  
• Elicit any new vocabulary.

**KEY**  
1. Bus  
2. Subway  
3. Train  
4. Taxi

B.  
• Ask SA to read through the questions 1-5. Make sure SA don't have any unknown words.  
• Ask SA to read through the text again.  
• Ask SA to do the activity individually or in pairs.  
• Check the answers with the class.

**KEY**  
1. It has 287 stations.  
2. Buses in London.  
3. Taxis are yellow in Mexico City, Athens, Greece, and New York City.  
4. More than 3 billion passengers a year.  
5. Taxis in London.

**3 Vocabulary (Track 18)**  
• Ask SA to read through the sentences 1-6.  
• Ask SA to read through the adjectives in the box.  
• Ask SA to do the activity individually or in pairs.  
• Play the CD and have SA check their answers.  
• If necessary, play the CD again.

**KEY**  
1. expensive 4. cheap  
2. popular 5. crowded  
3. noisy 6. dangerous

**4 Grammar**  
A.  
• Draw SA attention to the examples.  
• Explain to SA that too as + adjective/verb + as is another form of comparison.  
• Ask SA to go through the text and find examples of the structure. Let's not as long as... they aren't as cheap as...  
• Ask SA to give you some more examples.  
• Refer SA to the Grammar Reference box (p. 99).

B.  
• Ask SA to read through the sentences 1-5.  
• Have SA do the exercise individually or in pairs.  
• Check answers with the class.

**KEY**  
1. modern  
2. most beautiful  
3. hot  
4. more crowded  
5. expensive

**5 Grammar (Track 20)**  
• Explain to SA that they will listen to four short monologues and they must match the names on the left with the phrases on the right.  
• Ask SA to read through the phrases and make sure they don't have any unknown words.  
• Play the CD twice.  
• Check the answers with the class.

**KEY**  
Mike is trying to help the environment.  
Flora uses lots of different modes of transportation. Mike wants to get a car.  
Sandy doesn't like travelling on the subway.

**6 Spelling**  
A.  
• Divide SA into groups of five.  
• Explain to SA that they are going to talk about the modes of transportation they like using.  
• Draw SA attention to the speech bubbles. Choose a student and act out the dialog.  
• Allow SA some time to do the activity.  
• Go around the class helping SA when necessary.

B.  
• Draw SA attention to the chart and explain to SA that after they finish with the first activity they need to complete the chart and present the results of their discussion to the class.  
• Draw SA attention to the speech bubble and read out the examples.  
• Choose some SA to present their charts to the class.

Module 1

**Web Projects**

module 1

**Empire State Building**

Write a paragraph about the Empire State Building. Surf the Net to find information.  
You can find facts at <http://www.empstat.com/empstat/index.htm>

- how many floors are there?
- how tall is the building?
- how old is it?
- what happens there?

teacher's book 21

teacher's notes

**Web Projects**

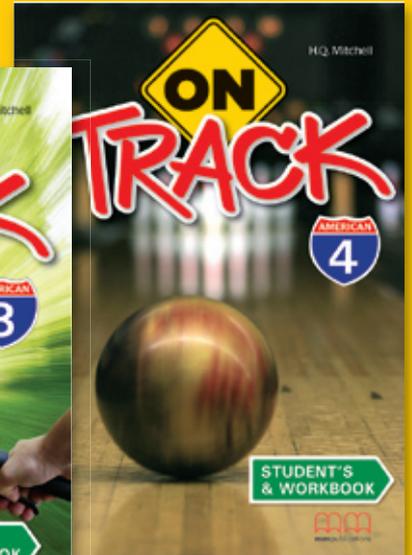
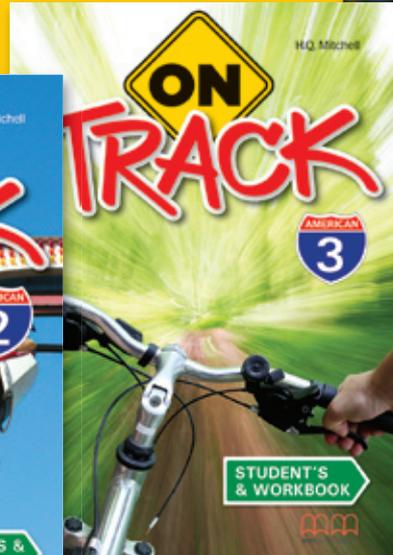
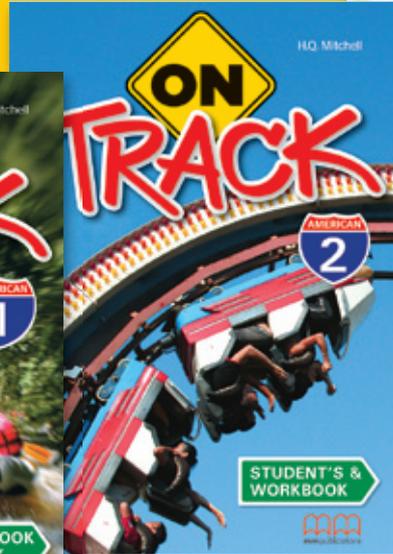
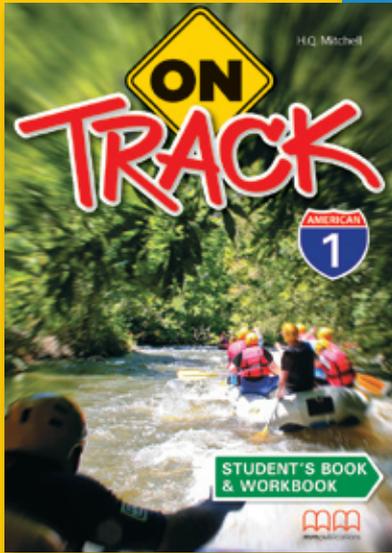
module 1

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web project



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