

# elevator

**Elevator** is a four-level general English course that takes secondary students from elementary to upper-intermediate level. Elevator includes a comprehensive grammar and vocabulary syllabus, incorporates systematic work on the four skills and provides ample opportunities for recycling and reviewing the language studied.

## Language focus:

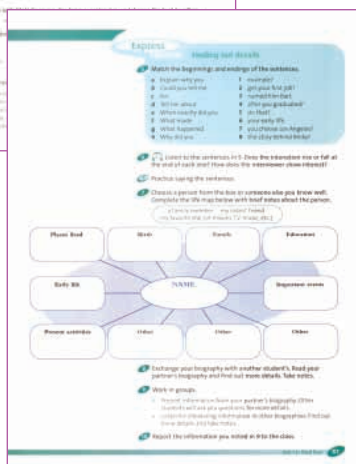
- ★ It provides a sound and comprehensive grammar syllabus to enable students to use the language confidently and accurately. (Grammar Elevator, Look! Boxes and Language Lift).
- ★ There is a strong emphasis on lexis focusing on high frequency vocabulary and useful expressions.
- ★ It aims to improve students' confidence in communicating by providing extended speaking tasks in every unit and systematic help with pronunciation.
- ★ There is a strong emphasis on reading and listening throughout the course using a wide range of text types to introduce the new language, including short extracts, articles, dialogues and comprehension activities.
- ★ It includes guided writing tasks that cover real-life situations such as filling in forms and writing diary entries and postcards.

## Learner's Autonomy focus:

- ★ It encourages the use of Information and Communication Technologies (ICT) as a tool to support learning in the classroom or at home.
- ★ Most sections include activities for students to work on individually and are suitable for self-study.

## International Examination focus

- ★ It follows to the international standards proposed by the Common European Framework of Reference for Languages (CEFR) and takes students from KET level 1, PET levels 2 and 3 and FCE level 4.



4

Levels

4-7

Hours a week

- ★ **Teacher's Guide:** with step-by-step teacher's notes for each unit, which offer carefully developed lesson plans that will ensure well-balanced classes. It also offers teaching tips in areas such as working with mixed levels, making the speaking tasks work, listening, reading, writing and pronunciation.
- ★ **Class Audio CD:** contains the Student's Book listening activities and the Resource Bank songs providing students the opportunity to be exposed to natural language.
- ★ **Resource Bank:** provides tests, communicative grammar and vocabulary extension activities, song worksheets and teaching notes. The exercise types found in the tests familiarize students with those used in internationally recognized exams.



- ★ **Student's Book:** contains grammar and vocabulary sections as well as activities to develop language skills. In addition, there are Review units that review and consolidate the language learned.
- ★ **Student's Language Lift:** is a detailed language summary of all the main grammar, vocabulary and useful phrases contained in the Student's Book, for students to reinforce language contents.
- ★ **Student's CD-ROM:** contains interactive self-study activities in key areas such as grammar, vocabulary, listening and pronunciation. It also supports the guided writing tasks. It can be used in class to provide students with extra practise of the areas mentioned above, or students can use it by themselves.
- ★ **Workbook:** provides additional grammar and vocabulary practise and skills work. It also contains *Read and listen* and *Writing tips* sections.
- ★ **Student's Audio CD:** features the *Read and listen* texts and the Resource Bank songs to improve listening skills.

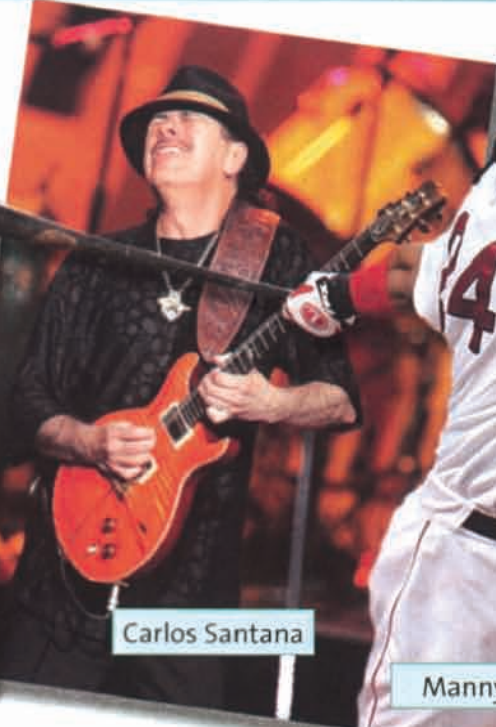




Iman




Isabel Allende



Carlos Santana



Manny Ramirez

- 1 Why are the people in the photos famous? What do they have in common? Do you admire them?
- 2  Listen to two people choosing a DVD to rent. What is their relationship?  
a husband and wife    b grandfather and granddaughter    c father and daughter
- 3 Listen again and answer the questions.  
a What kind of movies does the man like?  
b What did Schwarzenegger do before he became an actor?  
c When did Schwarzenegger arrive in the USA?  
d Where is Schwarzenegger from originally?  
e What do the people and Arnold Schwarzenegger have in common?  
f What job did the man use to have?

4 Complete the table with the corresponding adjectives or nouns.

Adjective	Noun
violent	violence
romantic	
_____	cynicism
_____	determination
indecisive	
attentive	
_____	greed
critical	

- 5 Do the adjectives in 4 describe positive or negative characteristics? Can any be both positive and negative?
- 6 Ask and answer about people you know. Use the adjectives in 4.  
*What's your brother like?*

# MATT GROENING

When did you first take an interest in drawing?

Well, my father was a cartoonist, and he encouraged me from an early age.

Tell me about your schooling.

I went to Lincoln High School, in Portland, Oregon. But I wasn't particularly interested in studying, so my friends and I did other things to fill our time.

For example?

We created our own political party. I was even elected student body president as a result.

What did you do after that?

I went to Evergreen State College in Olympia, Washington.

What made you choose Evergreen?

I hadn't done well in high school and it was an easy school to get into.

And what did you study?

Philosophy.

What did you do after you graduated?

I moved to Los Angeles.

Why Los Angeles?

I had always wanted to be a writer, and I thought there would be more opportunity there.

And when did you start writing comic books?

It happened by accident really. I started writing to friends back home complaining about life in Los Angeles. But instead of writing letters, I created a comic strip called *Life in Hell*, starring a lonely rabbit called Binky. I hadn't intended to publish it, but it soon became popular. It still appears in a couple of hundred newspapers around the world today.

Could you tell me the story behind *The Simpsons*?

I was asked by a television producer to work on some short cartoons for a comedy program. So I created a family of five called *The Simpsons*. It first showed in 1987 and the rest is history.

Explain how you chose the names for the characters in *The Simpsons*.

Homer and Marge are my parents' names, and Lisa and Maggie are my sisters' names. Bart is an anagram of "brat," and some of the other characters are named after streets in Portland.

Thanks for talking to us today, Matt. My pleasure.



- 1 Which cartoon characters do you like?
- 2 Read the magazine interview with Matt Groening, the famous cartoonist, and choose the best headline.  
Life before *The Simpsons*      Matt Groening: In his own words      The story of *The Simpsons*
- 3 Number the topics in the order they appear in the text.
 

a Matt's first comic success	e College studies
b Matt's high school	f What Matt did after graduating
c The origins of <i>The Simpsons</i>	g Life in Los Angeles
d Matt's dad	h Names in <i>The Simpsons</i>
- 4 What questions did the interviewer ask to get the answers below?
  - a I was born in 1954 in Portland, Oregon.
  - b I have two brothers and two sisters.
  - c I've lived in Portland, Olympia and Los Angeles.
  - d My father was from Canada.
  - e My favorite musician is Captain Beefheart.


## Express

### Elevator

### Finding out details

5 Match the beginnings and endings of the sentences.

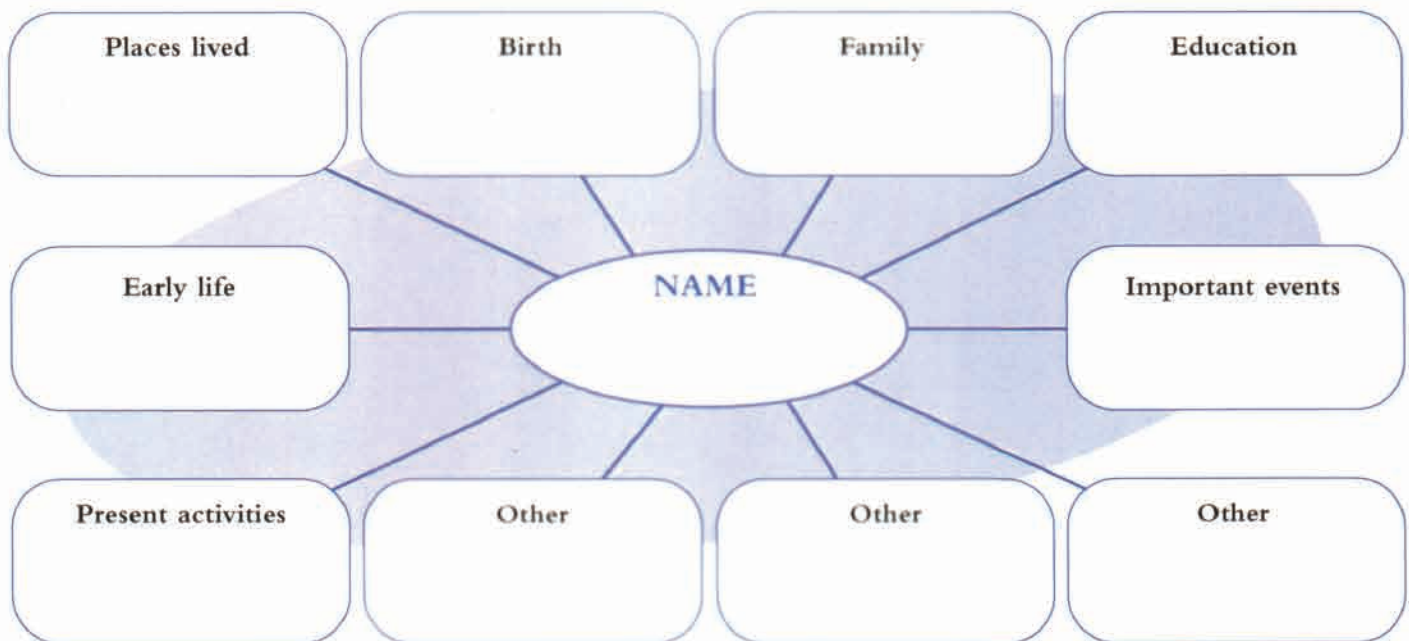
- |                        |                           |
|------------------------|---------------------------|
| a Explain why you      | 1 example?                |
| b Could you tell me    | 2 get your first job?     |
| c For                  | 3 named him Bart.         |
| d Tell me about        | 4 after you graduated?    |
| e When exactly did you | 5 do that?                |
| f What made            | 6 your early life.        |
| g What happened        | 7 you choose Los Angeles? |
| h Why did you          | 8 the story behind Binky? |

6  Listen to the sentences in 5. Does the intonation rise or fall at the end of each one? How does the interviewer show interest?

 Practice saying the sentences.

7 Choose a person from the box or someone else you know well. Complete the life map below with brief notes about the person.

a family member    my oldest friend  
my favorite star (of movies, TV, music, etc.)



8 Exchange your biography with another student's. Read your partner's biography and find out more details. Take notes.

9 Work in groups.

- Present information from your partner's biography. Other students will ask you questions for more details.
- Listen for interesting information in other biographies. Find out more details and take notes.

10 Report the information you noted in 9 to the class.