



**A2+**

**STUDENT'S BOOK PACK**

# **BEYOND**

 **macmillan**  
education

**Robert Campbell**  
**Rob Metcalf**  
**Rebecca Robb Benne**



**A2+**

**STUDENT'S BOOK**

# **BEYOND**



**MACMILLAN**

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## A DAY IN DYLAN'S LIFE

pages 6–9

### BEFORE SCHOOL

**Grammar (1):** *be, have got, there is / there are*

**Vocabulary (1):** Routines, family, clothes, school things

### IN THE PICTURE

An app for everything

**Talk about communication and technology**

**Vocabulary (1):** Applications (apps)

**PRONOUNCE** The /æ/ sound

 An app for everything



### READING

Switch off

**Understand new words**

### GRAMMAR (1)

Present simple and expressions of frequency

**Talk about how often to do things**

**UNIT REVIEW** page 19



## SWITCH ON

pages 10–19


Three apartments

**Talk about homes and household jobs**

**Vocabulary (1):**

Homes and household jobs

**PRONOUNCE** Silent letters

 Three apartments



Living together

**Understand the main ideas**

Present continuous and present simple

**Talk about things happening now, and about habits and routines**

**UNIT REVIEW** page 29



## HOME AND AWAY

pages 20–29

### PROGRESS CHECK 1&2

pages 30–31



## WILD WORLD

pages 32–41

The natural world

**Talk about landscapes and natural features**

**Vocabulary (1):**

Landscapes and natural features

 The natural world



An environmental superstar

**Find specific information**

Past simple

**Describe completed events in the past**

**PRONOUNCE** The /ɔɪ/ sound

**UNIT REVIEW** page 41



## WHAT'S COOKING?


pages 42–51

Inside the kitchen

**Talk about food and cooking**

**Vocabulary (1):**

Kitchen equipment and cooking verbs

 Inside the kitchen



Zach's favourite recipe

**Use headings to find specific information**

Expressions of quantity

**Talk about quantity and number of things**

**UNIT REVIEW** page 51

### PROGRESS CHECK 3&4

pages 52–53



## WHO AM I?

pages 54–63

Different people

**Talk about somebody's personality**

**Vocabulary (1):**

Personality adjectives

 Different people



Doodles and me




**Identify the aim of a text**




Adjectives with prepositions + -ing form



**Express your feelings about doing things**



**UNIT REVIEW** page 63



AFTER SCHOOL		
	<b>Grammar (2):</b> <i>wh- questions, like + -ing</i>	<b>Vocabulary (2):</b> Classroom phrases, free-time activities

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Raspberry Pi <b>Listen for the main idea</b>  <b>Vocabulary (2):</b> Computer parts	Articles <i>a(n)</i> and <i>the</i> <b>Use a(n) and the to refer to things</b>	Get organised: <b>Use lists to help you organise your time</b>	Say what you think <b>Ask for and give opinions</b>   It's funny! 	Could you live without your mobile? (website answers) <b>Use the correct word order</b>

Soap story <b>Understand a situation</b>  <b>Vocabulary (2):</b> Free-time activities	Present continuous for future arrangements <b>Talk about arrangements in the future</b>	Get thinking: <b>Identify the cause of a problem</b>	On the phone <b>Check you understand on the phone</b>   Sorry?  	My status update (status updates) <b>Use and, also and too</b>
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Wonderful wildlife photos <b>Take notes</b>  <b>Vocabulary (2):</b> Wildlife	Past continuous and past simple <b>Talk about actions in progress and finished actions in the past</b>	Get organised: <b>Use mind maps to organise information for a talk</b>	I've got a suggestion <b>Make and react to suggestions</b>   No way! 	A holiday story (holiday story) <b>Write a story with time expressions</b>
---	---	---	--	---

What a waste! <b>Recognise facts and opinions</b> <b>Vocabulary (2):</b> Containers and amounts <b>PRONOUNCE</b> Word stress in phrases	Indefinite pronouns <b>Use indefinite pronouns</b>	Respect others: <b>Consider other people's needs and preferences</b>	At a restaurant <b>Express preferences when you order food</b>   I'll have salad 	My favourite recipe (recipe) <b>Order ideas</b>
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Where do I belong? <b>Recognise when speakers need time to think</b> <b>Vocabulary (2):</b> Countries, nationalities and languages <b>PRONOUNCE</b> Stress changes in words	Hopes, plans and predictions <b>Talk about your hopes and plans, and predict events in the future</b>	Know yourself: <b>Recognise what you're good at</b>	Can I help? <b>Offer help and express spontaneous decisions</b>   I'll help 	A letter to myself in the future (informal letter) <b>Use because and so</b>
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# 6

## MIND AND BODY

pages 64–73

### IN THE PICTURE

Create an avatar

*Talk about the human body*

**Vocabulary (1):** Parts of the body

 Create an avatar



**UNIT REVIEW** page 73

### READING

Train your brain

*Read quickly*

### GRAMMAR (1)

Zero conditional, *should*

*Talk about results and the best thing to do*

## PROGRESS CHECK 5&6

pages 74–75

# 7

## TIME FOR WORK

pages 76–85

At work

*Talk about jobs and workplaces*

**Vocabulary (1):** Jobs and workplaces

**PRONOUNCE** Consonant pairs

 At work



**UNIT REVIEW** page 85

Dangerous jobs

*Identify the topic of paragraphs*

*Must and mustn't, have to and don't have to*

*Talk about things you need or don't need to do*

# 8

## MEDIA MIX

pages 86–95

What's on?

*Talk about films and television programmes*

**Vocabulary (1):**

Types of films and TV programmes

**PRONOUNCE** The /tʃ/ sound

 What's on?



**UNIT REVIEW** page 95

A long time ago ...

*Identify the author's argument*

Present perfect with *ever* and *never*

*Talk about experiences*

## PROGRESS CHECK 7&8

pages 96–97

# 9

## SPORTS REPORT

pages 98–107

Strange sports

*Talk about sports and sports equipment*

**Vocabulary (1):** Sports equipment

 Strange sports



**UNIT REVIEW** page 107

The power of football

*Understand pronouns*

Relative clauses

*Use relative clauses to describe people, things and places*

# 10

## BRAINWAVES

pages 108–117

Science Museum

*Talk about inventions and materials*

**Vocabulary (1):**

Invention verbs and materials

**PRONOUNCE** The /v/ sound

 Science Museum



**UNIT REVIEW** page 117

How it works

*Use pictures for help with new words*



Present simple passive



*Use the present simple passive to talk about facts and processes*



## PROGRESS CHECK 9&10

pages 118–119

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Stretch! <b>Understand spoken instructions</b>  <b>Vocabulary (2):</b> Exercise verbs	First conditional <b>Talk about possible situations in the future</b>  <b>PRONOUNCE</b> Word stress in sentences	Communicate & cooperate: <b>Communicate your message when you give a talk</b>	At the doctor's <b>Ask for and understand advice at the doctor's</b>   What's the problem?	What's your advice? (forum post) <b>Give examples</b>   

An artist and app designer <b>Recognise a speaker's message</b>  <b>Vocabulary (2):</b> Work and study	Present perfect <b>Talk about actions and events at an unspecific time in the past</b>	Respect others: <b>Understand how different cultures think about time</b>	Sorry! <b>Make and react to apologies</b>   That's OK 	My week (informal email) <b>Start and finish informal emails and letters</b>
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My radio <b>Use the audio type to help you understand</b>  <b>Vocabulary (2):</b> Crime	Present perfect with already, yet and just <b>Talk about things related to the present</b>	Communicate & cooperate: <b>Talk about problems</b>	I know what you mean but ... <b>Agree and disagree with someone</b>   I agree 	The best film ever (blog post) <b>Use paragraphs</b>
--	---	--	---	---

Sports fans <b>Listen for specific information</b> <b>Vocabulary (2):</b> -ed and -ing adjectives <b>PRONOUNCE</b> Syllable stress in adjectives	Comparisons <b>Compare people, things and places</b>	Know yourself: <b>Learn to deal with stress</b>	Winners and losers <b>Congratulate and sympathise with people</b>   Well done! 	My sports report (report) <b>Use pronouns</b>
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Everyday objects <b>Understand new words</b>  <b>Vocabulary (2):</b> Everyday objects	Past simple passive <b>Use the past simple passive to talk about completed actions in the past</b>	Get thinking: <b>Share and exchange new ideas</b>	At the hardware store <b>Describe things when you don't know the English word</b>   I need a thing 	In my opinion (opinion essay) <b>Present an argument</b>
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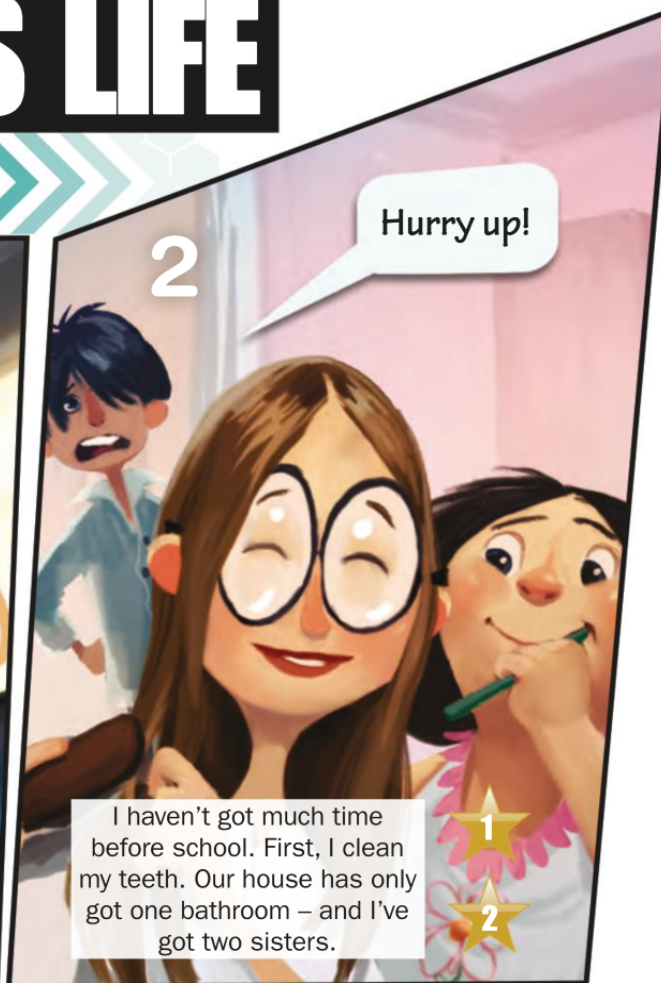


# A DAY IN DYLAN'S LIFE

## BEFORE SCHOOL



I'm Dylan. I wake up at 7 o'clock and I get up at 7.10. (OK, I don't always get up then – maybe at 7.20 or 7.30.)



## THINK AND READ

- 1 Think of three activities you do before school. Compare with the class.
- 2 1.01 Read the story. Are your activities in the story?
- 3 Read the story again. Do the exercises below when you see this icon ★.

## RECALL

- 1 ★ **FAMILY**  
Write the words for Dylan's family members.

- 2 ★ **HAVE GOT**

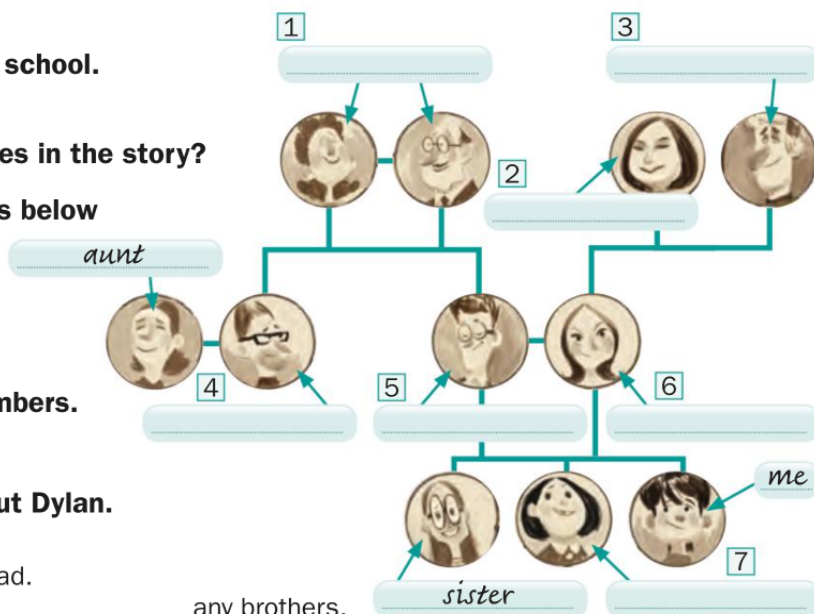
- a 1.02 Complete the sentences about Dylan. Listen and check.

- 1 Dylan has got a mum and dad.
- 2 He has got two sisters. He has got any brothers.
- 3 Dylan's dad has got a brother. He has got a sister.
- 4 Dylan and his sisters have got any cousins.
- 5 But they have got four grandparents.

- b Work in pairs. Ask and answer about your family. Use the words in Exercise 1.

Have you got a brother?

Yes, I have. His name is ... / I've got three brothers. / No, I haven't.



- 3 ★ **CLOTHES**

- a Underline eight words for clothes in the story. Can you add four more words?
- b What are your favourite clothes? Tell the class.



Hurry up!

3

Then I get dressed.  
At my school we wear black trousers (not jeans!), a white shirt, a green sweatshirt and black shoes (not trainers!). Ugh! Some girls wear a skirt or a dress.

3

4

I have breakfast with my dad and watch TV.

5

Have you got your house key and your lunchbox?

4

5

I pack my bag for school. Yuck, there are lots of horrible things!

6

Hurry up!

6

I go to school by bus with my sisters.

7

I meet my friend on the bus. We get to school at 8.30 – just in time.

#### 4 ★ THINGS IN YOUR BAG

▶ 1.03 Put the correct words together. Listen and check.

In Dylan's bag there's a/an ...

- |            |       |
|------------|-------|
| 1 exercise | key   |
| 2 lunch    | case  |
| 3 time     | book  |
| 4 text     | box   |
| 5 pencil   | table |
| 6 house    | book  |

#### 5 ★ THERE IS/THERE ARE

a Complete the sentences. Use *there is/isn't* or *there are/aren't*.

In my sister's school bag ...

- |     |           |                      |
|-----|-----------|----------------------|
| 1 ✓ | there are | five exercise books. |
| 2 ✓ |           | a blue pencil case.  |
| 3 ✗ |           | a timetable.         |
| 4 ✓ |           | a lunchbox.          |
| 5 ✗ |           | lots of textbooks.   |
| 6 ✗ |           | a house key.         |

5 b Work in pairs. Ask and answer questions about what's in your school bag.

Is there a ... ?

Yes, there is. / No, there isn't.

Are there any ... ?

Yes, there are. /  
No, there aren't.

#### 6 ★ YOUR ROUTINE

Work in pairs. Tell your partner about your morning routine.

I get up at 6 o'clock. I have breakfast at ...



## AFTER SCHOOL



### THINK AND READ

- 1 Tick (✓) the things you usually do after school.

cook  
do homework  
meet people  
go swimming  
read a book



- 2 1.04 Read the story. Which of the things in Exercise 1 does Dylan do today?

- 3 Read the story again. Do the exercises below when you see this icon ★.

### RECALL

- 1 ★ CLASSROOM PHRASES

1.05 Put the words in order to make classroom phrases. Listen and check. Then listen again and repeat.

24. / your / Open / at / books / page  
Open your books at page 24.
- repeat / you / please? / Can / that,  
\_\_\_\_\_
- the / don't / I / question. / understand  
\_\_\_\_\_
- please? / the / go / I / bathroom, / Can / to  
\_\_\_\_\_
- a / borrow / please? / I / Can / pen,  
\_\_\_\_\_
- How / say / English? / you / do / in / 'pizarra'  
\_\_\_\_\_



- 2 ★ LIKES and DISLIKES

a 1.06 Which activities does Dylan like doing? Write sentences. Then listen and check.

- ✓ cook He likes cooking.
- ✓ listen to music \_\_\_\_\_
- ✓ read \_\_\_\_\_
- ✓ swim \_\_\_\_\_
- ✗ act \_\_\_\_\_
- ✗ speak Spanish \_\_\_\_\_

- b Work in pairs. Tell a partner which activities in Exercise 2a you like and dislike. What other activities do you like?

I don't like reading. I like playing basketball ...



# NOTICES 3

## BOOK GROUP

We meet every Monday for 1 hour to talk about books.  
5:15 in the School Library with Sasha

## SPANISH CLUB

¡HOLA AMIGOS!  
CHAT IN SPANISH WITH DOLORES  
Wednesday 6:00 ROOM 90

## SWIMMING CLUB

FRIDAY @ 4:00  
AT THE SWIMMING POOL  
DON'T BE LATE!

## MUSIC CLUB

Bring an instrument.  
Day: Thursday  
Time: 5:00-6:00  
Place: Room 19  
Director Billy Barnes

## MR. GREEN'S COOKING CLUB

COME AND JOIN US IN THE SCHOOL CANTEEN  
TUESDAYS 4:45-6:00

## DRAMA CLUB WITH MISS HARRIS

MEETING TODAY 4:30-5:15 SCHOOL HALL

After school I usually go to a club. There are a lot of clubs in our school. I like doing lots of things. I like swimming but I don't like acting. I hate acting.

5

I get home at 6 and we all have dinner.  
Dad likes cooking a lot.

6

After dinner I do my homework and write about my life. I include some false information ... ha, ha!

7

I go to bed at 9 o'clock.  
Good night!

### 3 ★ QUESTION WORDS

- a 1.07 Complete the conversation with the question words in the box. Then listen and check. Dylan doesn't like acting but he says he loves drama. Why?

How What When Where Who Why

- Anna: (1) What time is it?  
Dylan: It's 4.15. (2) \_\_\_\_\_ do you want to know?  
Anna: I want to go to the drama club. (3) \_\_\_\_\_ does it start?  
Dylan: At 4.30.  
Anna: (4) \_\_\_\_\_ does the club meet? Do you know?  
Dylan: In the school hall.  
Anna: (5) \_\_\_\_\_ long does it last?  
Dylan: 45 minutes.  
Anna: (6) \_\_\_\_\_'s the teacher?  
Dylan: Miss Harris. She's my class teacher.  
Anna: Do you like drama?  
Dylan: Um ... yes, I love it.

- b Work in pairs. Ask and answer questions about another school club in the story.

When does the cooking club start?

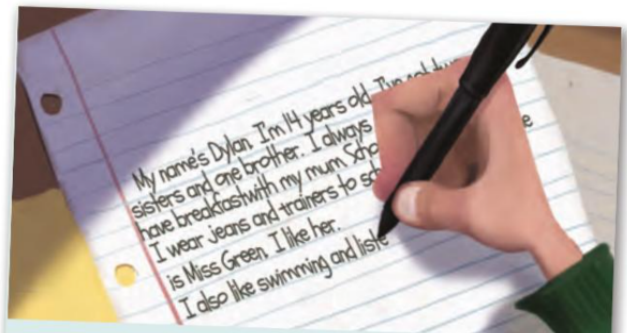
It starts at ...

- 4 a ★ Read Dylan's homework and find the six false facts.

He hasn't got a brother.

- b Write about your life and include three false facts. Show your description to a partner. Can your partner find the false facts?

My name's ...



My name's Dylan. I'm 14 years old. I've got two sisters and one brother. I always get up at 7.10. I have breakfast with my mum. School starts at 8.30. I wear jeans and trainers to school. My teacher's name is Miss Green. I like her. I also like swimming and listening to music. I always tell the truth.



# 1 UNIT

# SWITCH ON

## IN THE PICTURE An app for everything

»»» Talk about communication and technology

### WORK WITH WORDS

1 **RECALL** Work in pairs. Make a list of the devices you can see in the pictures. Can you add more things connected to communication and technology to your list? You have two minutes.

2 Match the icons (1–12) in the photo to the apps.

mail _____	maps <u>1</u>	web browser _____
calendar _____	calculator _____	app store _____
games _____	notes _____	compass _____
videos _____	messages _____	social networking _____

3 **1.08** Listen and check your answers. Then listen and repeat.

4 a **1.09** **PRONOUNCE** Listen and repeat the /æ/ sound in the word maps.

b **1.10** Listen and underline the /æ/ sound in the words. Then listen and repeat the words.

app store calculator calendar camera laptop tablet

5 Which app(s) can you use to ...

- go on the internet? web browser
- find north? \_\_\_\_\_
- write to other people? \_\_\_\_\_
- chat online to your friends? \_\_\_\_\_
- do your maths homework? \_\_\_\_\_
- find your location or destination? \_\_\_\_\_
- organise your time? \_\_\_\_\_
- get new apps? \_\_\_\_\_

6 Do the quiz.

## THE MINI APP QUIZ

HOW MUCH DO YOU KNOW ABOUT APPS?

DO THIS SHORT QUIZ TO FIND OUT!

- |  |                |             |              |
|--|----------------|-------------|--------------|
| 1 App is the abbreviation for ...          | A application. | B apple.    | C appliance. |
| 2 An app is ...                            | A an icon.     | B a device. | C a program. |
| 3 The first online app store opened in ... | A 1999.        | B 2003.     | C 2008.      |







## SPEAK

### 7 Work in pairs. Do one of the tasks.

- 1 Decide which three apps in Exercise 2 are the most useful. Explain why.
- 2 Invent a new app. What's it called? What can it do? Tell other students about it.

## PHRASE BYTES



I think ... are the most useful because ...  
Our new app's called ... and it can ...

### 8 THE MOVING PICTURE Watch four teenagers talking about apps. Which ones do they use? What are their favourite apps?

## GO BEYOND



Do the Words & Beyond exercise on page 130.





### SPEAK AND READ

1 Work in pairs. Read the sentences. Are they true for you? If not, explain why.

- 1 I have lots of free time.
- 2 I listen to music or watch TV when I do my homework.
- 3 It's difficult for me to relax at home.

2 1.11 Read the first paragraph of the magazine article. Underline the words you don't know.

3 a Read the tips in the **HOW TO** box.

b Write definitions for the words you underlined in Exercise 2. Use the tips in the **HOW TO** box to help you. Don't use a dictionary.

4 Work in pairs. Swap your definitions. Can your partner find the correct words in the text?

### HOW TO

understand new words

- Identify the type of word (verb, noun, adjective, adverb).
- Compare it to your language. Is there a similar word? Does its meaning help you?
- Look at the words and sentences before and after the new word.

## Do you need to **switch off** more?

How often do you do nothing? For a lot of young people the answer is never. When we sit down and relax, we're always doing something. We watch TV, listen to music or send text messages. We sometimes do all three at the same time. We hardly ever just sit quietly and stop thinking. But our brain uses a lot of energy during the day and gets tired. We need to stop thinking and switch off from time to time. Switching off helps us to relax completely and feel full of energy again.

Do you need to switch off more? Answer the questions in the survey to find out.

How often do you do these things? Tick your answers.

A = once a day  
or more

B = often, but not  
every day

C = sometimes

D = rarely or never

1 Watch TV

2 Listen to music

3 Play video games

4 Phone friends

5 Send text messages

6 Read and send emails

7 Use a social networking site

8 Chat online with friends

9 Go on the internet

10 Watch videos on the internet

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Calculate your score (A = 3; B = 2; C = 1; D = 0).  
Then read the explanation for your score.

### Scores and explanations

0-10

You regularly do nothing. Don't stop switching off!

11-20

You do nothing once or twice a week, but it's good to switch off more often.

21-30

You rarely switch off. Find 10 minutes a day to do nothing.

5 Do the survey in the magazine article and calculate your score. Then read the explanation for your score.

### REACT

6 Work in pairs. What do you think? Tell your partner.

- 1 Do you agree with the explanation? Why?/Why not?
- 2 Why is it difficult to switch off?
- 3 Is it possible to do your homework well if you listen to music at the same time?

### PHRASE BYTES

I agree / don't agree with it. I often/never ...

It's difficult because ...

Of course it's possible! / It's impossible because ...

### GO BEYOND

Put the 10 activities in the survey in order, with your favourite activity first. Then compare your list with a partner. Talk about what's similar and what's different.

## »»» Talk about how often you do things

### READ »»» Grammar in context

#### 1 Read the conversation. Why isn't Dan happy?

- Dan:** Do you use the class blog?  
**Carla:** Yes, I do. But I only log on from time to time. How often do you use it?  
**Dan:** I log on after school **every day**. I always log on at weekends too.  
**Carla:** I **rarely** log on during the week. I don't have time. I **occasionally** log on at the weekend, but my brother uses the computer a lot.  
**Dan:** Right. So that's why you don't see my messages.

### STUDY

#### 2 Complete the explanations with examples from Exercise 1.

##### Present simple

**Use:** For habits, routines, things that are generally true.

##### Form:

##### Positive

I/you/we/they + verb: *I log on after school.*

he/she/it + verb + -s/-es/-ies:

*My brother the computer.*

##### Negative

don't/doesn't + verb: *I time.*

##### Questions and short answers

do/does + I/he, etc + verb:

*the class blog?*

*Yes, I do. / No, he doesn't.*

See **GRAMMAR DATABASE**, page 120.

#### 3 Complete the explanations with examples from Exercise 1.

##### Adverbs and expressions of frequency

**Use:** To say how often we do things.

##### Word order:

Adverbs (*always*, \_\_\_\_\_, \_\_\_\_\_)

adverb + go/use/see

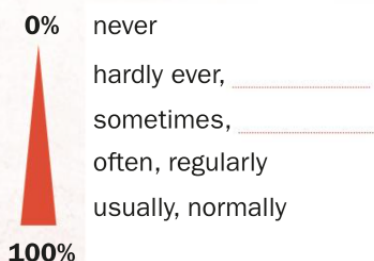
can/am/is + adverb

Expressions (*from time to time*, \_\_\_\_\_)

at the start or the end of a sentence

See **GRAMMAR DATABASE**, page 120.

#### 4 Complete the chart with the adverbs in bold in Exercise 1.



### PRACTISE

#### 5 Complete the interview with the present simple form of the verbs.

- Sonia:** Excuse me. I'm doing a survey about mobile phones.  
 (1) *Does your mobile have* (your mobile / have) a camera?  
**Jude:** Yes, it (2) \_\_\_\_\_ (do).  
**Sonia:** How often (3) \_\_\_\_\_ (you / use) it?  
**Jude:** Hardly ever. The photos (4) \_\_\_\_\_ (look) terrible.  
**Sonia:** So when you change your phone, you (5) \_\_\_\_\_ (not worry) about the camera.  
**Jude:** No. But that's because my dad always (6) \_\_\_\_\_ (give) me his old phone.

#### 6 a Put the adverbs and expressions in the correct place in the sentences.

- I check my emails. (**often**)  
*I often check my emails.*
- I can't play video games. (**every day**)
- I listen to music when I do my homework. (**occasionally**)
- I watch videos on the internet. (**from time to time**)
- My phone is switched on. (**rarely**)
- I send text messages to friends. (**now and then**)

#### b Change the false sentences to make them true for you.

#### 7 Prepare a survey. Write questions with **How often** about these ways to contact your friends.

chat online   phone   send emails  
 send text messages

*How often ...*

### SPEAK

#### 8 Work in pairs. Ask the questions in your survey and note the answers. Then tell another pair the results of your survey.

*Pavel sends emails ...*