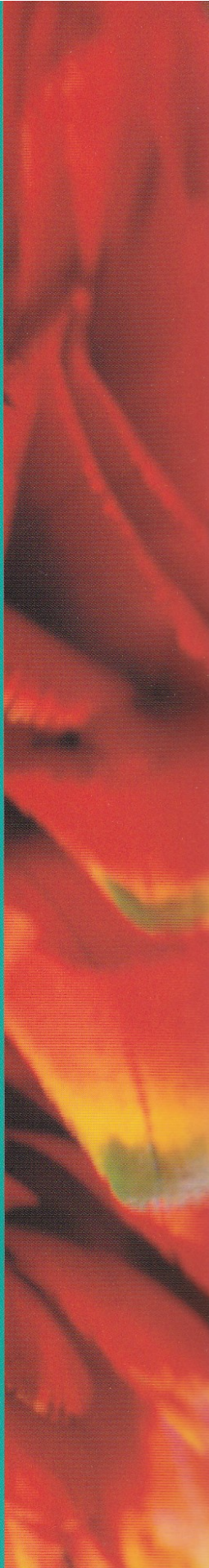



A2+
TEACHER'S BOOK PACK
PREMIUM

BEYOND



MACMILLAN

Anna Cole
Michael Terry

A2+

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PREMIUM

BEYOND



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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



SWITCH ON

pages 10–19

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 you do things

UNIT REVIEW page 19



HOME AND AWAY

pages 20–29

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

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

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

Soap story Understand a situation Vocabulary (2): Free-time activities	Present continuous for future arrangements Talk about arrangements in the future	Get thinking: Identify the cause of a problem	On the phone Check you understand on the phone  Sorry?	My status update (status updates) Use and, also and too
---	--	---	--	---

Wonderful wildlife photos Take notes Vocabulary (2): Wildlife	Past continuous and past simple Talk about actions in progress and finished actions in the past	Get organised: Use mind maps to organise information for a talk	I've got a suggestion Make and react to suggestions  No way!	A holiday story (holiday story) Write a story with time expressions
---	---	---	--	---

What a waste! Recognise facts and opinions Vocabulary (2): Containers and amounts PRONOUNCE Word stress in phrases	Indefinite pronouns Use indefinite pronouns	Respect others: Consider other people's needs and preferences	At a restaurant Express preferences when you order food  I'll have salad	My favourite recipe (recipe) Order ideas
--	---	---	--	--

Where do I belong? Recognise when speakers need time to think Vocabulary (2): Countries, nationalities and languages PRONOUNCE Stress changes in words	Hopes, plans and predictions Talk about your hopes and plans, and predict events in the future	Know yourself: Recognise what you're good at	Can I help? Offer help and express spontaneous decisions  I'll help	A letter to myself in the future (informal letter) Use because and so
--	--	--	---	---

	IN THE PICTURE	READING	GRAMMAR (1)
<div>6</div> <div>UNIT</div> <div>MIND AND BODY</div> <div>pages 64–73</div>	Create an avatar Talk about the human body Vocabulary (1): Parts of the body <div> <div></div> <div>Create an avatar</div> </div>	Train your brain Read quickly	Zero conditional, <i>should</i> Talk about results and the best thing to do
	UNIT REVIEW page 73		

PROGRESS CHECK 5&6

pages 74–75

<div>7</div> <div>UNIT</div> <div>TIME FOR WORK</div> <div>pages 76–85</div>	At work Talk about jobs and workplaces Vocabulary (1): Jobs and workplaces <div> <div>PRONOUNCE</div> <div>Consonant pairs</div> </div> <div> <div></div> <div>At work</div> </div>	Dangerous jobs Identify the topic of paragraphs	Must and <i>mustn't</i> , <i>have to</i> and <i>don't have to</i> Talk about things you need or don't need to do
	UNIT REVIEW page 85		

<div>8</div> <div>UNIT</div> <div>MEDIA MIX</div> <div>pages 86–95</div>	What's on? Talk about films and television programmes Vocabulary (1): Types of films and TV programmes <div> <div>PRONOUNCE</div> <div>The /tʃ/ sound</div> </div> <div> <div></div> <div>What's on?</div> </div>	A long time ago ... Identify the author's argument	Present perfect with <i>ever</i> and <i>never</i> Talk about experiences
	UNIT REVIEW page 95		

PROGRESS CHECK 7&8

pages 96–97

<div>9</div> <div>UNIT</div> <div>SPORTS REPORT</div> <div>pages 98–107</div>	Strange sports Talk about sports and sports equipment Vocabulary (1): Sports equipment <div> <div></div> <div>Strange sports</div> </div>	The power of football Understand pronouns	Relative clauses Use relative clauses to describe people, things and places
	UNIT REVIEW page 107		

<div>10</div> <div>UNIT</div> <div>BRAINWAVES</div> <div>pages 108–117</div>	Science Museum Talk about inventions and materials Vocabulary (1): Invention verbs and materials <div> <div>PRONOUNCE</div> <div>The /v/ sound</div> </div> <div> <div></div> <div>Science Museum</div> </div>	How it works Use pictures for help with new words	Present simple passive Use the present simple passive to talk about facts and processes
	UNIT REVIEW page 117		

PROGRESS CHECK 9&10


pages 118–119


GRAMMAR DATABASE pages 120–129


WORDS & BEYOND pages 130–139

IRREGULAR VERBS page 140

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

	An artist and app designer Recognise a speaker's message Vocabulary (2): Work and study	Present perfect Talk about actions and events at an unspecific time in the past	Respect others: Understand how different cultures think about time	Sorry! Make and react to apologies  That's OK	My week (informal email) Start and finish informal emails and letters
--	--	---	--	---	---

	My radio Use the audio type to help you understand Vocabulary (2): Crime	Present perfect with <i>already, yet and just</i> Talk about things related to the present	Communicate & cooperate: Talk about problems	I know what you mean but ... Agree and disagree with someone  I agree	The best film ever (blog post) Use paragraphs
--	--	--	--	--	---

	Sports fans Listen for specific information Vocabulary (2): -ed and -ing adjectives PRONOUNCE Syllable stress in adjectives	Comparisons Compare people, things and places	Know yourself: Learn to deal with stress	Winners and losers Congratulate and sympathise with people  Well done!	My sports report (report) Use pronouns
--	---	---	--	--	--

	Everyday objects Understand new words Vocabulary (2): Everyday objects	Past simple passive Use the past simple passive to talk about completed actions in the past	Get thinking: Share and exchange new ideas	At the hardware store Describe things when you don't know the English word  I need a thing	In my opinion (opinion essay) Present an argument
--	---	---	--	--	---

WELCOME TO THE *BEYOND* TEACHER'S BOOK

Beyond is an exciting 6-level course for teenagers, covering CEFR levels from A1+ to B2. Its scope & sequence is meticulously mapped to the CEFR and international exams. The course offers comprehensive coverage of the four language skills through the incremental and cumulative development of subskills. It equips students with transferable linguistic strategies to use in the English classroom and beyond. The inclusion of age-appropriate 21st century skills adds an inspiring new dimension to language teaching. The life skills lessons create a learning environment that's relevant and accessible to teenagers.

The course is flexible and works in a number of teaching contexts. Lessons are clearly labelled so that you can choose to prioritise material that's relevant in your teaching contexts. The extensive online materials present you with a variety of teaching and practice alternatives to enrich the learning experience.

A message from the authors

Secondary teaching is a rewarding but demanding profession. With this course we have aimed to make your role as a teacher as easy as possible, with material that is clearly organised and can be taught with little or no preparation time. We have also provided resources to help you deal with mixed-ability classes, test and evaluate progress and review material.

Having enthusiastic and interested students also makes the teaching role easier, so throughout the writing process we have considered the teenagers' perspective on learning and come up with materials that teach them about the world and allow them to express their own inner worlds.

When producing the course we used the following key principles to guide our writing.

With 6 levels, your school's needs can be met with one single course – be it for streaming, multi-level entry or a programme that takes your students from A1+ all the way up to B2.

The material has a creative and dynamic approach to topics which motivates students and makes language learning more meaningful and successful. Units provide constant opportunities for students to express themselves, while the pages are brought to life through a series of specially produced videos. Throughout the course, language is recycled and reviewed, allowing students to assess and consolidate their progress.

The course's combination of language skills, life skills and motivating material prepares students for success in and beyond the classroom.

10 KEY PRINCIPLES OF *BEYOND*

1 Subskills: learning how to read, listen, speak and write

All reading, listening, speaking and writing lessons have an integrated subskills focus that teaches students linguistic strategies to maximise their learning. This comprehensive subskills syllabus is a key part of **Beyond**'s aim to develop literacy.

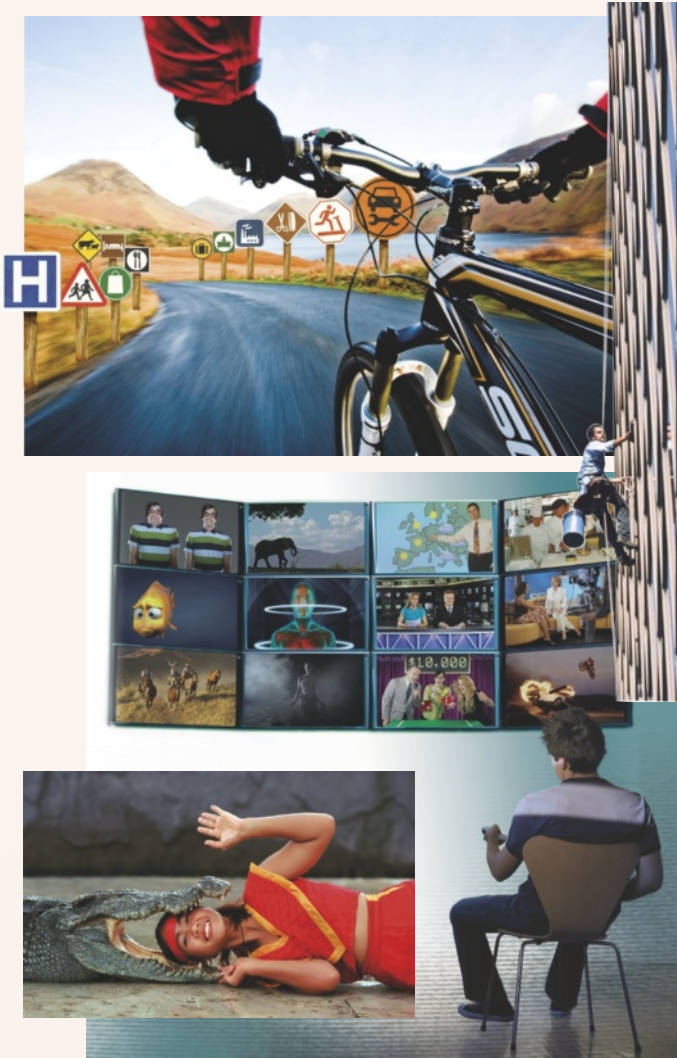
2 Life skills: learning for life

To be successful at school and in life, students need to learn skills that go beyond pure academic knowledge. In order to thrive in today's global market, they need to become aware of and acquire a range of life skills, such as learning to deal with stress, communicating effectively and understanding different cultures. One lesson in every unit is dedicated to developing a life skill under one of five umbrella headings: Get organised, Get thinking, Respect others, Know yourself and Communicate & cooperate.



3 Original content and striking images

The cross-curricular focus of *Beyond* helps students learn about the world around them and the original material sustains students' interest. The striking images create a strong visual impact and engage students with the content.



4 Varied and adaptable approach

Beyond caters for students' differing learning styles and levels, with ideas and prompts for students who need more help and a varied approach to dealing with topics and language. To help with differentiation in the classroom, the Teacher's Book suggests alternative procedures for stronger or weaker students and for fast finishers.

5 Clear and easy to use

All lessons in *Beyond* are easy to teach directly off the page, with clear aims and stages, so students see what they will be learning and progress in a structured way.

6 Opportunities for personalisation

Throughout the course, students are encouraged to relate what they have learned to their own experiences. This personal investment in the course is motivating and rewarding, and makes the learning process more memorable and the content more relevant.

7 Strong communication focus

Beyond's pairwork discussions, functional speaking tasks, presentations and variety of writing tasks all encourage students to produce meaningful and real communication.

8 Language in context

All new language in *Beyond* is contextualised for students to see its functional purpose and a situation for use before it is studied.

GRAMMAR Indefinite pronouns

>>> Use indefinite pronouns

READ >>> Grammar in context

1 Read the facts. Which fact do you think is most interesting?

Nobody likes waste. But nearly everybody wastes food.

FACT: Farmers **everywhere** throw away good fruit and vegetables. Why? Because supermarkets and food shops don't buy **anything** with a strange shape.

FACT: 24–35% of school lunches go in the bin. We can do **something** about this!

PRACTISE

a Complete the indefinite pronouns with *some, any, every* or *no*.

Alex: (1) *No* body in my family wastes food. My parents always tell us to eat (2) *some* thing on our plates.

Nate: Really? I often leave (3) *any* thing when I don't like it. Why eat it?

Alex: Well, (4) *every* body in my family is a great cook. I always like the food at home.

Nate: My parents are terrible cooks. They can't cook (5) *anything*! I love it when we eat out (6) *anywhere*.

b Which sentences in Exercise 4a are true about you or your family?

5 Complete these tips with indefinite pronouns. What do you think of these ideas?

Do (1) something to stop food waste at school!

All of you! (2) *anybody* can help. Eat all your school lunch. Don't throw (3) *anything* away.

Does (4) *anybody* in your class have a more interesting lunch box? Swap! Or make lunch yourself, so you like (5) *everything* in it.

Does your school have a garden? Is there (6) *anywhere* to put waste fruit and vegetables?

WRITE AND SPEAK

6 a Read the poem below. Do you like it? Why?/Why not?

b Write your poem. Use the words in colour and the ideas in the cloud. Comment on your partner's poem.

is / isn't
likes / eats / wears /
has / hurts / helps /

In my perfect world...

STUDY

2 Look at the words in bold in Exercise 1. Then complete the explanations with the words in the box.

-body/-one -thing -where

Indefinite pronouns – anything, nobody, etc

Use: To refer to an unspecified person, thing or place.

Form:

Use *anybody* with people.

Use *anything* with objects.

Use *anywhere* with places.

See **GRAMMAR DATABASE**, page 123.

3 Complete the table.

People	Things	Places
somebody	something	somewhere
anybody	anything	anywhere
	everything	
	nothing	nowhere

9 Learner autonomy

Students are encouraged to work independently in a variety of ways from a carefully graded inductive approach to grammar to self-study worksheets on the Online Resource Centre. This approach makes learning more memorable and furthers learner autonomy.

10 Flexible multi-media material

Beyond can be used by teachers with limited or no access to technology. But for those wanting to use technology, both inside and outside the classroom, the course includes a digital version of the Student's Book and Workbook as well as a huge bank of additional materials and tests in the Online Resource Centre. Every *Beyond* unit contains two original videos to supplement the lessons.

We hope you enjoy teaching and your students thrive learning with *Beyond*. We wish you a successful and productive academic year. We are always interested to know your thoughts on the course, so please get in touch at www.macmillanbeyond.com

The Beyond Team

USING THE *BEYOND* STUDENT'S BOOK

Lesson 1 – In the picture

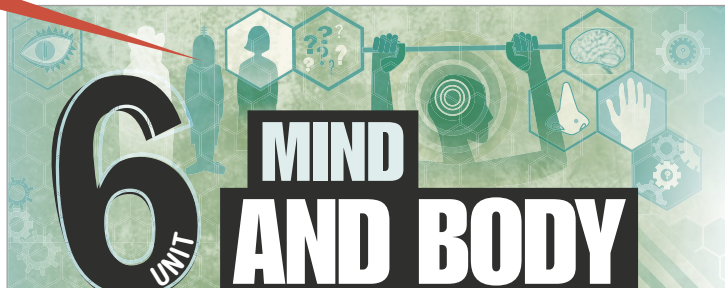
Unit themes appeal to teenagers and provide interesting, quirky and informative material.

“The first two pages are a single **vocabulary lesson** which serves as an introduction to the unit and its central theme.”

- 1 The lesson starts with a Recall activity that activates prior knowledge. Recall words are listed in the Words & Beyond section at the back of the book, where students learn and practise a related vocabulary Tip.

- 2 New vocabulary is clearly visible in a word box and is presented and practised with the support of the images on the pages. Lexical sets are recorded for ease of presentation. Once introduced, vocabulary is recycled throughout the unit and reviewed in the Unit Review and every two units in a Progress Check.

- 3 The Moving Picture feature on the opening pages brings a dynamic feature to the spread by introducing a video connected to the lesson and an accompanying task.



IN THE PICTURE Create an avatar

»»» Talk about the human body

WORK WITH WORDS

- 1 **RECALL** In pairs, write the names of the body parts (A–L) in the pictures. You have one minute.
- 2 **1.67** Listen to the clues and match the words to the body parts M–X in the pictures.

___ ankle	M. brain	___ chest	___ finger	___ heart
___ knee	___ neck	___ shoulder	___ stomach	
___ throat	___ thumb	___ toe		

- 3 **1.68** Listen and check your answers. Then listen and repeat.
- 4 Write the body parts in Exercise 2 in order, from the highest to the lowest when you're standing up.
brain, ...

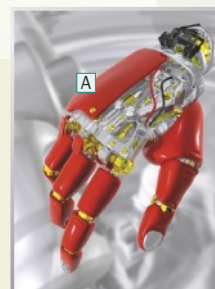
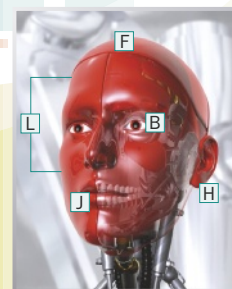
- 5 **THE MOVING PICTURE** Watch the video. Write the order in which the machine adds the avatar's body parts. What does the avatar do when it's complete?

- 6 Do the quiz. Then compare your answers with a partner.

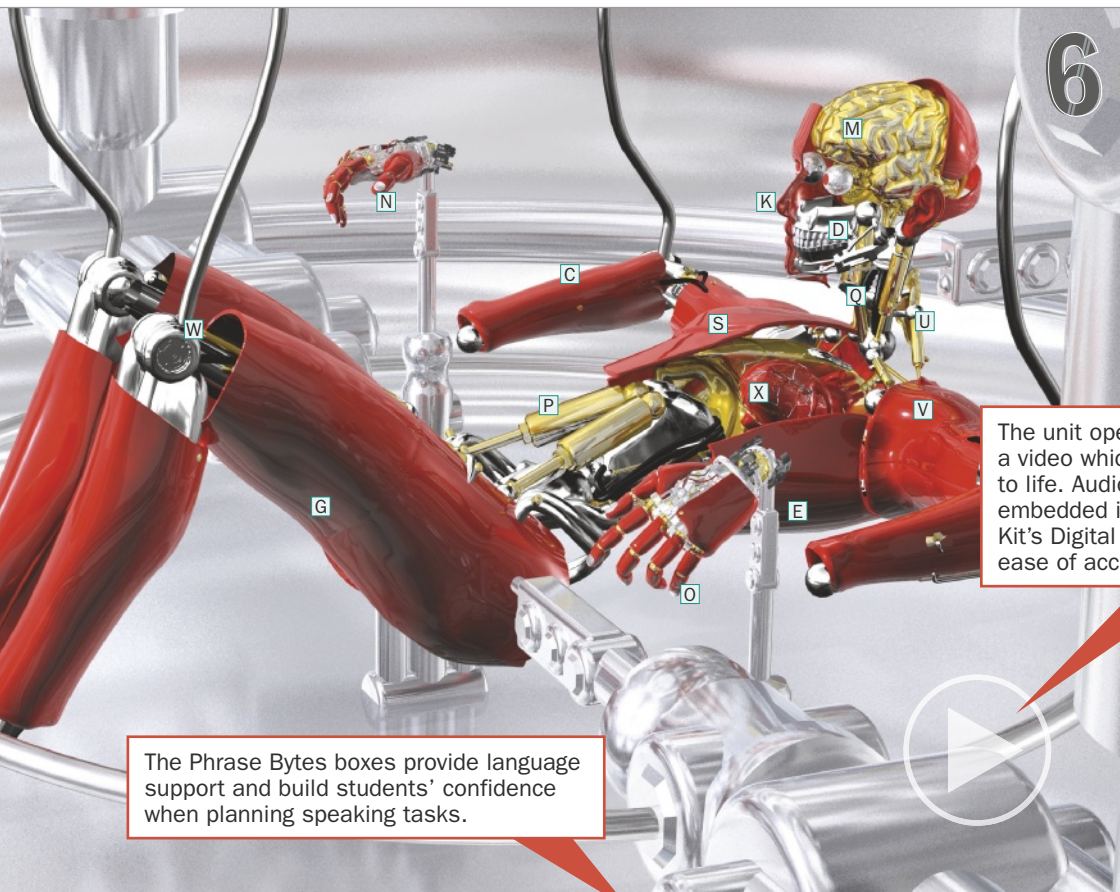
The Body Parts Quiz

How much do you know about the **human body**? Answer the questions.

- 1 It's the most complex object in the universe. What's it called?
- 2 It makes sure air and food goes to the correct place. What is it?
- 3 Two parts of our body get bigger and bigger, but we don't cut them. What are they?
- 4 Three bones connect here, including our biggest bone. What is it?
- 5 This part of our body can destroy metal. Which part?

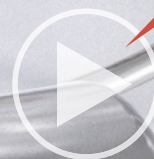


USING THE *BEYOND* STUDENT'S BOOK



The unit opener is supported by a video which brings the pages to life. Audio and video are embedded in the Presentation Kit's Digital Student's Book for ease of access in the classroom.

The Phrase Bytes boxes provide language support and build students' confidence when planning speaking tasks.



SPEAK

- 7 Draw an avatar but don't let other students see it. Use the avatars below for ideas.



Futuristic



Manga



Monster



Robot

- 8 Work in pairs. Describe your avatar to your partner. Can he/she draw it?

PHRASE BYTES

It's got (a) big/small/long/short/round/square ...
It's got ... next to/above/under/around its ...
It looks like a ...



- 4 The final exercises consolidate language with a communicative activity in a personalised context.

- 5 The Go Beyond extras provide material for fast finishers, homework or additional class activities and refer students to the additional exercises on the Words & Beyond pages at the back of the Student's Book.

GO BEYOND

Do the Words & Beyond exercise on page 135.



Workbook, page 68

A variety of illustration styles is used throughout.

65

USING THE *BEYOND* STUDENT'S BOOK

Lesson 2 – Reading

After the double-page opening spread, each individual page is one complete lesson. The **reading and listening** lessons include an integrated but explicit subskills focus, designed to teach students how to read and listen successfully to a variety of text types over the course of a level.

1 The first exercise gives students the opportunity to say what they know or think about the lesson's topic. This increases confidence and helps students to focus on the lesson.

2 The How To box provides tips for putting the subskill into action. Students read the tips, carry out a related task and then reflect on which tips they used to complete the task.

3 Students read a variety of text types and learn the subskills they need to apply to each type. Reading texts include unusual and original perspectives on familiar syllabus topics.

4 The React exercises encourage students to share opinions on the text and relate to it in a personal way.

5 The Go Beyond task provides a further activity related to the content of the reading text.

READING Train your brain

>>> Read quickly

SPEAK AND READ

1 **Work in pairs. Talk about doing them? Why?/Why not?**

crosswords Sudoku playing chess brain training games

Subskills are clearly identified.

PHRASE BYTES

I love/hate doing/playing ...
It's/They're really relaxing/boring/difficult ...

HOW TO

read quickly

- ☐ Read groups of words, not individual words.
- ☐ Don't stop if you don't understand a word or sentence.
- ☐ Move your finger down the page. Read at this speed.

THE BRAIN PUZZLER

Logic puzzles Word puzzles Number puzzles Quizzes Games

Welcome to The Brain Puzzler, the best site on the internet for free brain puzzles. We have over 10,000 puzzles to train your brain and keep it working quickly.

Why should we do brain puzzles?

We all know the importance of eating a balanced diet. If we eat well, our whole body works better and we feel better. We all know how important it is to exercise regularly too. To have a healthy heart we should exercise for 30 minutes at least three times a week. But did you know that our brain needs exercise too? We get a lot of our intelligence from our parents, but between 20 and 50% of our intelligence comes from how we use our brains. So if we regularly use our brains to do puzzles, we actually become more intelligent! But that's not all. Puzzles are also fun!

Try our top five! Click here to see the answers.

Not convinced? Try our all time top five brain puzzles. Then click on the tabs above to find more puzzles.

- 1 If you are in a race and you overtake the person in second place, what place are you in?
- 2 If 6 is equal to 11, and 8 is equal to 15, what is 11 equal to?
- 3 If you add two letters to this five-letter word it becomes shorter. What word is it?
- 4 In English, four days start with the letter 't'. What days are they?
- 5 If $5 - 2 = 3$, how can FIVE minus two be 4?

3 Which tips in the HOW TO box did you use for help with Exercise 2b? Tick (✓) or cross (✗).

4 Can you remember the answers to these questions? Read the website again.

- 1 How much does it cost to use the website?
- 2 How many puzzles are there on the website?
- 3 Why is it good to eat a balanced diet?
- 4 To have a healthy heart, how often do we need to exercise?
- 5 What happens if we do puzzles?
- 6 What other reason does the website give for doing puzzles?

5 Do the puzzles. Compare your answers with a partner, then check them on page 141.

REACT

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

- 1 Which puzzles were easy? Which were difficult? Why?
- 2 Do you think doing puzzles can make you more intelligent? Why?/Why not?

GO BEYOND

Make a list of other activities that are good for your brain. Which ones do you do?

66

Workbook, page 69

Students can also listen to the Phrase Bytes online for extra audio support with intonation and pronunciation.

Subskills are clearly identified.

All texts are recorded to provide extra classroom and self-study opportunities.

Reading texts contain examples of the next lesson's grammar point in context.

There are links to the corresponding Workbook page at the bottom of each page.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 3 – Grammar (1)

The target **grammar** is always presented in context and students are encouraged to work out rules from examples.

GRAMMAR Zero conditional, *should*

6

»» Talk about results and the best thing to do

READ »» Grammar in context

1 Answer the quiz questions.

Logic puzzles Word puzzles Number puzzles **Quizzes** Games

General Knowledge Quiz 1: Health

- 1 If you break your arm, it normally takes about ... to get better.
A 6–8 weeks B 6–8 months
- 2 If you don't want a cold, what should you do?
A eat oranges B wash your hands often

STUDY

2 Complete the explanations. Use Exercise 1 to help you.

Zero conditional

Use: To describe situations that are always true.

Form:

If + I/you, etc + present simple ... (= the action)

If you break your arm, ...

I/you, etc + ... (= the result)

... it takes six weeks to get better.

3 Complete the explanations. Use Exercise 1 to help you.

should

Use: To say that something is or isn't a good idea.

Form:

Positive and negative

I/you/she, etc + should/shouldn't + verb

Questions

... + I/you/he, etc + verb

See GRAMMAR DATABASE, page 125.

PRACTISE

4 Complete the quiz questions with the correct form of the verbs. Then choose the correct answer.

Logic puzzles Word puzzles Number puzzles **Quizzes** Games

General Knowledge Quiz 2: Science

- 1 Most things get ... if you (1) heat (heat) them.
A bigger B smaller
- 2 If you heat water at the top of Mount Everest, it (2) boils (boil) at ...
A 100°C B 71°C
- 3 You (3) don't need (not need) to wear sun cream if it (4) isn't (be) cloudy.
A True B False
- 4 If you (5) leave (leave) a fridge door open, (6) it (it / make) the room colder?
A Yes B No

5 a Choose the correct options. Then compare your answers with a partner.

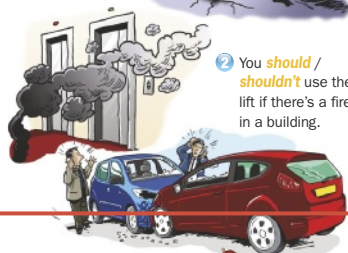
Logic puzzles Word puzzles Number puzzles **Quizzes** Games

General Knowledge Quiz 3: Dangerous situations

- 1 If you're in a storm, you should / shouldn't stand under a tree.



- 2 You should / shouldn't use the lift if there's a fire in a building.



- 3 If you're on holiday in Europe and you need the police, you should / shouldn't phone 112.

- 4 You should / shouldn't go swimming if you see a red flag at the beach.



- 5 If you burn your hand on something very hot, you should / shouldn't put ice on it.



b Check your answers with your teacher. Write and ask questions.

If you're in a storm, should you stand under a tree?

WRITE AND SPEAK

6 a Work in pairs. Prepare an extra question for Quiz 1, Quiz 2 and Quiz 3.

b Swap your questions with another pair and answer their questions.

1 Target grammar is always presented in context. Students either read or read and listen to a conversation or short text that expands on the unit's theme.

2 In the Study section, students are guided to notice grammar structures from the text and then to complete explanations in the Study box.

3 The target grammar is typically practised in a meaningful context that regularly provides opportunities for personalisation.

4 Practice exercises start with more controlled task types and then become progressively freer, helping students to talk about their own lives and experiences in the Speak exercise at the end of the lesson.

5 The final tasks focus on speaking and/or writing for accuracy of the target structure.

»» Workbook, pages 70–71

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USING THE *BEYOND* STUDENT'S BOOK

Lesson 4 – Listening and Vocabulary

Listening comprehension tasks are designed to support understanding and not to test. They work from a focus on global understanding to an understanding of specific details. Students are also asked to react personally to what they hear.

1 As on the Reading page, the first exercise ensures that students access their relevant knowledge and experiences before they listen. In the Work with Words section, students focus on the second lexical set of the unit. In some units the Work with Words comes before the listening in order to establish new target vocabulary first.

2 The How To box provides tips that help students.

3 Listening texts contain examples of the next lesson's grammar point, allowing students to hear the language in context before looking at it in depth.

4 The React exercise encourages students to give their personal opinion on the listening text.

5 The Go Beyond task allows students to do a further task related to the new vocabulary set.

VOCABULARY AND LISTENING Stretch!

Understand spoken instructions

WORK WITH WORDS

1 Work in pairs. Answer the questions.

- How often do you do exercise?
- What exercise do you do? Where do you do it?

2 Match the exercise verbs in the box to the pictures.

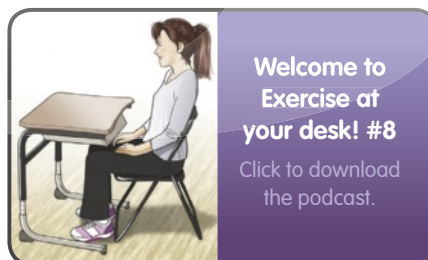
hold	look down	look up	point
pull	sit down	stand up	stretch
touch	turn		

3 2.02 Listen and check your answers. Then listen and repeat.

LISTEN

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

b 2.03 Listen to the podcast and do the exercises.



5 Which tips in the **HOW TO** box did you use for help with Exercise 4b? Tick (✓) them.

6 2.03 Listen again and fill in the missing information.

Exercise at your desk

The benefits: You'll feel better and (1) study better.
Be careful: It's important to do the exercises (2) carefully.
Exercise 1: You're (3) relaxed when you start this exercise.
Exercise 2: This exercise relaxes your (4) back.
Exercise 4: This exercise stretches your (5) arms.

PHRASE BYTES

I feel OK, but my ... hurts.
I feel really good.
I don't think it's a good idea. We come here to study.
We don't have much space, but ...

7 Work in pairs. Invent a short exercise routine with a maximum of three different exercises. Use the verbs in Exercise 2 and the parts of the body on page 64.

REACT

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

- Do you feel better after doing the exercises? Why?/Why not?
- Do you think it's a good idea to exercise in class? Why?/Why not?

GO BEYOND

Do the Words & Beyond exercise on page 135.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 5 – Grammar (2)

A pronunciation section focuses on the common misunderstandings when English is used between speakers of different first languages. Pronunciation sections can appear in any lesson, depending on the content, and focus on key sounds and stress patterns in words and sentences.

The second **Grammar** lesson follows the same structure as the first **Grammar** lesson of the unit – see page 13.

GRAMMAR First conditional

6

»»» Talk about possible situations in the future

READ »»» Grammar in context

1 Read the conversation. What do Rosa and Aiden decide to do?

Rosa: Look at this. There's a fun run in the town next month. It says that if you finish the run, they'll give £20 to charity.

Aiden: I'm really unfit. What will happen if I don't finish?

Rosa: It's only 5km. If it's too far, just walk.

Aiden: OK. I'll do it if you do.

Rosa: Great. Who knows, we might win if we train!



STUDY

2 Complete the explanations with examples from Exercise 1.

First conditional

Use: To talk about possible situations in the future and their results.

Form:

If + I/you, etc + present simple ... (= the action)

If you finish the run, ...

I/you, etc + will/won't + verb (= the result)

... I'll give £20 to charity.

Note: You can also use *may/might* (50% sure) and *will probably* (75% sure) in the result.

See **GRAMMAR DATABASE**, page 125.

PRACTISE

3 Choose the correct options.

- 1 If you don't / won't wear running shoes, you'll hurt your feet.
- 2 The charity will make money if your friends do / will do the run.
- 3 You hurt / might hurt yourself if you don't / won't stretch before the race.
- 4 If it's / it will be a hot day, you / you'll need to drink lots of water.

4 a 2.04 PRONOUNCE Listen to the sentences. The underlined words are stressed.

If you finish the run, they'll give money to charity.
If you don't train, your legs will hurt the next day.

b Look again at the sentences. Which group of words do we stress?

- 1 Pronouns, articles, prepositions and verbs like *will, can, might*.
- 2 Nouns, adjectives, verbs and negative verbs like *don't, can't*.

c 2.05 Listen and repeat the sentences, paying attention to stress.

5 a Complete the opinions about the future with the correct form of the verbs.

- 1 'If you eat a balanced diet, you (not live) longer.'
- 2 'You (do) better at school if you (exercise) regularly.'
- 3 'Your brain (work) faster if you (do) lots of puzzles.'
- 4 'If you (not go) to university, you (not get) a good job.'

b Do you think the opinions are true? If not, change them. Use *will probably, might* or *probably won't*.

If you eat a balanced diet, you might live longer.

6 Put the words in order to make questions.

- 1 this weekend / will / rains / you / What / if / do / it / ?
What will you do if it rains this weekend?
- 2 which website / go online / If / this evening, / you / visit first / you / will / ?
- 3 will / What / your English teacher / don't / your homework / do / you / do / if / ?
- 4 you / If / to the cinema this weekend, / you / will / see / go / what film / ?
- 5 if / all your next exams / your mum or dad / What / will / say / you / ?

SPEAK

7 Work in pairs. Answer the questions in Exercise 6.

PHRASE BYTES

I'll / I'll probably / I might ...

I'm not sure, but he/she/they won't ...

I really don't know.

There are frequent opportunities for students to talk about themselves and to express their views.

The Grammar Database is a useful reference section where all of the level's grammar points are covered in further detail. You can find additional tips and suggestions for using the Grammar Database in the Online Resource Centre.

Target vocabulary is recycled throughout the unit.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 6 – Language & Beyond

“

The **Language & Beyond** page is the life skills lesson. The aim of these lessons is to equip students with the necessary transferable skills for life beyond the classroom, especially at college/university and in the workplace. The life skills lessons are grouped under five umbrella headings: Know yourself, Get organised, Get thinking, Respect others, and Communicate & cooperate.

”


1 A wide range of texts and images is used to raise students' awareness of a particular issue or challenge in their everyday lives.

2 Students are then directed to carry out a practical task in the Do stage. Often working in small groups, they put themselves in the situation described and think about what they would do.

3 The Reflection Point feature encourages students to pause and think about what they've just done and guides them towards drawing their own conclusions.



4 The life skills in *Beyond* are transferable to other situations and contexts. The exercises in the Extend section enable students to transfer the skills learned, building a classroom-to-real-life bridge.

LANGUAGE & BEYOND



>>> Communicate your message when you give a talk

READ AND LISTEN

- Look at the photo of a student giving a talk and read the start of the talk. Do you think the talk went well? Why?/Why not?
-  2.06 Listen to Ruben's talk. What's it about?
-  Work in pairs. Answer the questions about the talk.
 - In general, do you think it was a good talk? Why?/Why not?
 - What could Ruben do to make his talk better? Think of two or three suggestions.

DO

- Work in pairs. Look at the tips for giving a talk. Give each tip a mark 1–5, where 5 = very important and 1 = not important.
 - Make eye contact with the audience.
 - Don't read the text. Use notes, or cards with a few words on.
 - Introduce the talk by saying what you're going to talk about.
 - Speak slowly.
 - Introduce a topic.
 - Practise your presentation.

REFLECT

- Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?
 - Which tips did you give 5 marks to? Why are those tips important?
 - How do you think the other students felt during Ruben's talk? Why?
 - When was the last time you gave a talk in class? Did it go well? Why?/Why not?

EXTEND

- Prepare a one-minute talk about one of your hobbies or interests. Use the tips in Exercise 4 to help you.
- Work in groups. Practise your talks. Give other students suggestions for making their talk better.

Er, hi. Shall I start now? Right. Erm. Where shall I start ... er ... Yes, well, you all know my hobby. Well.

Useful phrases help students to discuss issues and carry out tasks in English.

PHRASE BYTES

I don't think it's important to ...
I think it's more important to ... than to ...
Do you think you should ... ?
I think it depends on the talk/audience/topic. If ...

REFLECTION POINT

To communicate your message well during a talk, it's important to prepare well, to speak clearly and to look at your audience.

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Workbook, page 77

16

USING THE *BEYOND* STUDENT'S BOOK

Lesson 7 – Speaking

“

Using real life scenarios, the **speaking** page provides students with the language they need to communicate effectively in a range of everyday situations. Every speaking page features a video in which teenage members of a drama group act out scenes illustrating the speaking function/situation.

”

SPEAKING At the doctor's

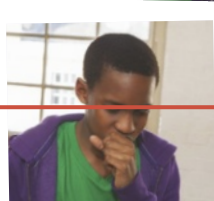
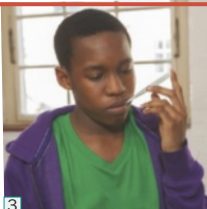
6

Ask for and understand advice at the doctor's

SPEAK

1 Match the expressions to the photos.

a temperature a sore throat a headache
a cough a runny nose a stomach ache



2 Listen and check your answers. Then listen and repeat.

3 Work in pairs. Answer the questions.

- When was the last time you were ill?
- Did you visit a doctor or a nurse? What did he or she say?

WATCH OR LISTEN

4 Ben visits a doctor. Watch or listen to the first part of the scene. What are his symptoms?

5 Watch or listen to the rest of the scene. What has Ben got? What does he need to do?

Doctor: I'm afraid you've got the flu.
Ben: The flu? So what should I do?
Doctor: Well, you shouldn't go to school. You should rest a lot.
Ben: Should I take some medicine?
Doctor: I'm not sure that will help, but perhaps you could take an aspirin for your headache.
Ben: I've got a basketball match on Friday.
Doctor: I think you should probably stay at home.
Ben: But I'm the captain!
Doctor: You won't be better on Friday, so maybe it'll be best for your team if you don't play.

6 a Read the tips in the HOW TO box.

b Underline examples of being sensitive in the conversation.

7 Listen and repeat the sentences from the conversation.

ACT

8 Work in pairs. Prepare a conversation at the doctor's. Include expressions from Exercise 1 and ways of expressing advice in a sensitive way.

9 Practise and memorise your conversation. Then present it to other students.

Teachers can choose to use the video or the audio version of the scene.

HOW TO

be sensitive

- Use *I'm afraid* for bad news.
- Use *Perhaps, Maybe* and *I think ... probably* for difficult advice.

PHRASEBOOK

Say what's wrong

I've got a cough/temperature/
runny nose.
I've got a headache/a stomach
ache/backache.
My head/stomach/back hurts.
I've got a sore throat.

Ask for and give advice

Should I go/see ... ?
What should I do/take?
Perhaps/Maybe you should ...
Shouldn't you go/play ... ?
I think you should probably stay/
take ...

Workbook, page 75

The drama group context reflects the classroom situation in which students often role-play scenes, and having teenage actors makes it easier for students to relate to the scene. Students feel more confident about role-playing the situations after watching the drama group video.

1 The lesson starts with speaking exercises, giving students the opportunity to describe photos and speculate about a situation.

2 Specially-commissioned videos, and photos from the videos, help students understand the context by showing facial expressions and body language, as well as the key functional language. Students watch or listen and complete an initial gist exercise before focusing on the speaking function or subskill.

3 A variety of exercise types focuses students' attention on the speaking function.

4 Each lesson ends with an Act section in which students prepare a scene of their own to present in groups or to the rest of the class.

5 A useful Phrasebook with relevant functional phrases is provided for use with the Act section of the lesson. This is part of the audio material provided and also serves as revision for speaking functions.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 8 – Writing



The **writing** lesson in each unit allows students to put everything they've learned in the unit into practice. Students are systematically guided to plan, write and check their writing in order to produce a final draft.



- 1 The lesson opens with a short reading and speaking exercise to establish the topic. Students read a model text and complete a task to check they have understood it.

WRITING What's your advice?

>>> Give examples

READ AND SPEAK

- 1 Read the problem and the replies on a forum. Which reply do you think gives the best advice? Why? Compare your answer with a partner.



I recently moved to a new town. At first I missed lots of things like my friends and my old room. I've got lots of new friends now, but school isn't going well. One girl in my class does really horrible things like telling lies about me. And she's horrible during lessons too. For example, if I talk in class, she laughs. What should I do?

Paula

[View comments](#) • [Like](#) • [Reply](#)

Added 3 days ago

I think you should speak to your teacher. The school can do a lot of things, such as talking to her, or contacting her parents.

James

[Like](#) • [Reply](#)

Added 1 day ago

Perhaps you should talk to her. If you talk to her when she's not with her friends, maybe she'll tell you why she's being so horrible.

Lidia

[Like](#) • [Reply](#)

Added 4 hours ago

- 2 The How To feature offers tips on how to structure writing and link ideas more effectively.

- 2 a Read the tips in the **HOW TO** box.

HOW TO

give examples

- Use *like* and *such as* before a noun (*friends*) or *-ing* form (*telling lies*).
- Use *For example*, at the start of a sentence.

- b Underline examples in the forum messages.

- 3 After practising the subskill, students follow a step-by-step writing plan to help them prepare for writing.

PRACTISE

- 3 Write **ONE** word in each gap to complete another message at the forum.

My problem is schoolwork. I just can't do it all. For (1) _____, I've got three exams next week, but I've also got lots of homework for difficult subjects (2) _____ maths and physics. And I've got other things to do too, such (3) _____ preparing to give a talk in class. I don't stop studying till ten at night and then I can't sleep. What should I do?
Stefan

- 4 Students are encouraged to check and reflect on their writing to help them assess their work.

- 4 Work in pairs. Decide on the best advice for Stefan.

- 5 Sharing work for peer review helps students identify the areas where they need to improve.

PLAN

- 5 You're going to write a real or invented problem to post on the forum in Exercise 1. Use the *Writing plan* to help you prepare.

WRITING PLAN

- 1 Think of a problem to post on the forum.

Is there a problem you want advice for?
If not, choose one of these problems:
'My parents don't understand me.'
'I need more pocket money!'
'I feel really tired all day.'
'I can't stop worrying about things.'

- 2 Describe the problem.

Use the zero and first conditionals to talk about the results of different actions.

- 3 Include examples.

Look at the tips in the *How to* box.

- 4 Ask for advice.

Use a question with *should*.

WRITE AND CHECK

- 6 Write your post about a problem. Then check it. Tick (✓) the things in the plan.

SHARE

- 7 Swap your problem with other students. Read other problems and reply to them with your advice. Who gives the best advice for your problem?

USING THE *BEYOND* STUDENT'S BOOK

Lesson 9 – Unit Review

“The **Unit Review** page allows students to check and assess their own progress in vocabulary and grammar.”

UNIT REVIEW

6

VOCABULARY Parts of the body

1 Complete the parts of the body.

The Whole Body Workout!



The Whole Body Workout will benefit every part of your body, from your (1) ne _ _ , (2) th _ _ _ , (3) sh _ _ _ _ _ s, (4) ch _ _ _ , (5) he _ _ _ and (6) st _ _ _ _ _ in the top half of your body, to the (7) f _ _ _ _ s and (8) th _ _ _ s on your hands and the (9) t _ _ s on your feet. Strong, flexible (10) k _ _ _ s and (11) an _ _ _ s will help you walk faster, and the exercises will help your (12) b _ _ _ _ to think faster too.

_ _ _ /12

Exercise verbs

2 Complete the instructions with the verbs in the box.

hold look look point pull
 sit stand stretch touch turn

‘OK, you’re sitting on the sofa watching TV. The ads come on. Put on your DVD and move your body! First, (1) _ _ _ _ _ up. Now you’re on your feet, (2) _ _ _ _ _ up. Can you see the ceiling? With your arms above your head, (3) _ _ _ _ _ your fingers at the ceiling. Next, slowly (4) _ _ _ _ _ your _ _ _ _ _ to the right. Then to the left. Now _ _ _ _ _ down. Can you see _ _ _ _ _? You’re going to (6) _ _ _ _ _ at toes next. Slowly move your chest forward. This will (7) _ _ _ _ _ your back and the muscles in the back of your legs. Are you there? If you can, (8) _ _ _ _ _ your toes between your thumb and your fingers. Now (9) _ _ _ _ _ your head down towards your toes. That’s it! You can (10) _ _ _ _ _ down again now and have a rest!’

_ _ _ /10

GRAMMAR Zero conditional, should

3 Complete the advice with the zero conditional and *should* form of the verbs.

Work out – but take it easy!

We all know that we (1) _ _ _ _ _ (exercise) regularly. If you (2) _ _ _ _ _ (exercise) three or four times a week, your body (3) _ _ _ _ _ (have) more energy. But you (4) _ _ _ _ _ (not start) your workout without warming up first. If you (5) _ _ _ _ _ (do) some stretching and light exercises first, it (6) _ _ _ _ _ (prepare) your body for action. And listen to your body when you’re exercising. It (7) _ _ _ _ _ (be) time to stop if an exercise (8) _ _ _ _ _ (not feel) comfortable.

_ _ _ /16

First conditional

4 Choose the correct options.

Sign up now!

(1) *You / You’ll* get 50 more fantastic exercises if (2) *you / you’ll* buy ‘The Whole Body Workout 2’. And if (3) *you / you’ll* sign up for our internet service, (4) *you / you’ll* have your own personal trainer. For just £5 a month, you’ll be able to ask for all the help you need. And if (5) *you aren’t / you won’t* be completely happy after 30 days, (6) *we / we’ll* return your money.

_ _ _ /12

Your score: _ _ _ /50

SKILLS CHECK

✓✓✓ Yes, I can. No problem!

✓✓ Yes, I can. But I need a bit of help.

✓ Yes, I can. But I need a lot of help.

I can read quickly. _ _ _ _ _

I can understand spoken instructions. _ _ _ _ _

I can communicate my message when I give a talk. _ _ _ _ _

I can ask for and understand advice at the doctor’s. _ _ _ _ _

I can give examples when I write. _ _ _ _ _

1 The Unit Review starts with two exercises to assess both lexical sets covered in the unit. Each exercise has a space for students to record their score.

The exercises in the Unit Review are all set in a single context and reflect the way language is used in real life.

2 Two grammar exercises test both grammar points covered in the unit.

3 Students then calculate their total score. Each review has the same overall score so that students can assess their progress across units.

4 Students are encouraged to self-assess their progress using CEFR ‘can do’ statements that refer directly back to the aims of the skills pages.