



**A2**

**STUDENT'S BOOK PACK**

# **BEYOND**



**Robert Campbell  
Rob Metcalf  
Rebecca Robb Benne**





**A2**

**STUDENT'S BOOK**

# **BEYOND**



**MACMILLAN**

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Rob Metcalf  
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**GET READY:  
ENGLISH 24/7**  
pages 6–9

## SUMMER CAMP

**Grammar (1):** Be and personal information

**Vocabulary (1):** Dates, introductions, nationalities


### IN THE PICTURE

In town

**Talk about places in a town**

**Vocabulary (1):** Places in a town

**PRONOUNCE** Word stress: words with two syllables

 In town



**UNIT REVIEW** page 19

### READING

Meet Melbourne's sister cities

**Identify the type of text**

### GRAMMAR (1)

*There is / there are;*  
prepositions of place

**Describe what's in a place**

## 1


UNIT

**WELCOME TO  
MY WORLD**  
pages 10–19

Around the world

**Talk about your daily routine**

**Vocabulary (1):** Daily activities

 Around the world



**UNIT REVIEW** page 29

Midnight sun

**Find specific information**

Present simple positive;  
prepositions of time

**Talk about when you do things**

**PRONOUNCE** Verbs with an /ɪz/  
sound at the end

## 2

UNIT

**NIGHT AND  
DAY**  
pages 20–29

## PROGRESS CHECK 1&2

pages 30–31

School icons

**Talk about school subjects**

**Vocabulary (1):** School subjects

 School icons



**UNIT REVIEW** page 41

An interview

**Understand the main ideas**

Present simple negative,  
questions and short answers

**Use negative verbs and ask  
and answer questions**

## 3


UNIT

**CLASSMATES**  
pages 32–41

Staying in and going out

**Talk about activities**

**Vocabulary (1):** Activity verbs

 Staying in and going out



**UNIT REVIEW** page 51

Singing in the rain

**Understand the order of  
messages**

Present continuous

**Talk about what's happening  
now and future arrangements**

**PRONOUNCE** The /ɪŋ/ sound at  
the end of verbs

## 4

UNIT

**WHAT'S  
GOING ON?**  
pages 42–51

## PROGRESS CHECK 3&4

pages 52–53

Food and drink

**Talk about food and drink**

**Vocabulary (1):** Food and drink

**PRONOUNCE** Word stress: words with three syllables

 Food and drink



**UNIT REVIEW** page 63

What's for lunch?

**Identify who a text is for**

*A lot of, much, many, some  
and any*

**Describe how much there is  
of something**

## 5

UNIT

**IT'S GOOD  
FOR YOU!**  
pages 54–63

# ENGLISH CLASS

**Grammar (2):** *This/that/these/those*, plurals, object pronouns

**Vocabulary (2):** Classroom things, colours, the alphabet

**PRONOUNCE** the /i:/ sound

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>Meet my family</p> <p><b>Listen for the main ideas</b></p> <p><b>Vocabulary (2):</b> Family</p>	<p>Have got</p> <p><b>Talk about relationships and possessions</b></p>	<p>Communicate &amp; cooperate:</p> <p><b>Understand different ways to say 'hello'</b></p>	<p>How do I get there?</p> <p><b>Ask for and give directions</b></p> <p>Go straight on </p>	<p>Hello from St Petersburg (e-postcard)</p> <p><b>Use correct punctuation</b></p>
<p>Let me show you round</p> <p><b>Use sounds to help you understand</b></p> <p><b>Vocabulary (2):</b> Furniture and other things in the home</p>	<p>Present simple with adverbs of frequency</p> <p><b>Talk about how often you do things</b></p>	<p>Get organised:</p> <p><b>Organise your things</b></p>	<p>When's the next one?</p> <p><b>Ask for and tell the time when you travel</b></p> <p>What time's the fast train? </p>	<p>My favourite room (description)</p> <p><b>Use also and too</b></p>
<p>Dress code</p> <p><b>Listen for specific information</b></p> <p><b>Vocabulary (2):</b> Clothes and accessories</p> <p><b>PRONOUNCE</b> The /əʊ/ sound</p>	<p>Possessive 's, whose and possessive pronouns</p> <p><b>Talk about possessions and relationships</b></p>	<p>Know yourself:</p> <p><b>Understand your learning style</b></p>	<p>What are they like?</p> <p><b>Describe people</b></p> <p>She's got brown eyes </p>	<p>Things we do and like (A questionnaire)</p> <p><b>Use and, or and but</b></p>
<p>Soundscape</p> <p><b>Identify the type of audio</b></p> <p><b>Vocabulary (2):</b> Places in public buildings</p>	<p>Present continuous and present simple</p> <p><b>Talk about how often you do things</b></p>	<p>Get thinking:</p> <p><b>Find ideas and information</b></p>	<p>At the tourist information office</p> <p><b>Ask for information</b></p> <p>Can I ask a question? </p>	<p>School concert (A notice)</p> <p><b>Use headings</b></p>
<p>Food for the brain</p> <p><b>Identify the speaker</b></p> <p><b>Vocabulary (2):</b> Lifestyle adjectives</p>	<p>Like + -ing</p> <p><b>Talk about your likes and dislikes</b></p>	<p>Respect others:</p> <p><b>Follow the rules in electronic communications</b></p>	<p>I don't believe it!</p> <p><b>React to news</b></p> <p>Wow! </p>	<p>My favourite meal (description)</p> <p><b>Use because</b></p>



# 6

## IT'S YOUR TURN


pages 64–73

### IN THE PICTURE

In the game

*Talk about sports and games*

**Vocabulary (1):** Sports and games

 In the game



**UNIT REVIEW** page 73

### READING

In the final

*Understand new words (1)*

### GRAMMAR (1)

Can/can't for ability; adverbs of manner

*Talk about what you can do and how you do it*

## PROGRESS CHECK 5&6

pages 74–75

# 7

## TIMELINES

pages 76–85

A timeline

*Talk about people's lives*

**Vocabulary (1):** Times of life

 A timeline



**UNIT REVIEW** page 85

Life in the past

*Understand new words (2)*

Was/were; ago

*Talk about situations in the past*

# 8


## ON THE MOVE

pages 86–95

My travel blog

*Talk about places and the weather*

**Vocabulary (1):** Weather and prepositions of movement

 My travel blog



**UNIT REVIEW** page 95

A cool place to visit

*Identify the writer's opinion*

Past simple negative

*Talk about things that didn't happen in the past*

## PROGRESS CHECK 7&8

pages 96–97

# 9

## MEET ME AT THE MALL

pages 98–107

At the shops

*Talk about shops and shopping*

**Vocabulary (1):** Shops

 At the shops



**UNIT REVIEW** page 107

Shopping tips

*Use things you know to help you read*

Comparative adjectives

*Compare two things*

# 10

## SPECIAL DAYS

pages 108–117

A world of festivals

*Talk about festivals and celebrations*

**Vocabulary (1):** Festivals

**PRONOUNCE** The /f/ sound

 A world of festivals



**UNIT REVIEW** page 117

Celebrate the summer!

*Make notes when you read*

Going to



*Talk about future plans*


## PROGRESS CHECK 9&10


pages 118–119


GRAMMAR DATABASE pages 120–129


WORDS & BEYOND pages 130–139

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Game over <b>Understand spoken instructions</b> <b>Vocabulary (2):</b> Games verbs <b>PRONOUNCE</b> The /u:/ sound	Have to and don't have to <b>Talk about things that are and aren't necessary</b>	Communicate & cooperate: <b>Work with others in a team</b>	Can I? <b>Ask for and give or refuse permission</b> Is it OK if I go? 	My sporting hero (profile) <b>Use paragraphs</b>

Dear Diary <b>Use pictures to help you listen</b> <b>Vocabulary (2):</b> Personality adjectives	Past simple positive <b>Talk about completed events in the past</b> <b>PRONOUNCE</b> Past simple -ed endings	Get thinking: <b>Understand what makes people creative</b>	Guess what? <b>Tell an interesting or funny story</b> It was really funny 	My diary (blog post) <b>Use time expressions</b>
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The amazing story of Pallo Huld <b>Take notes</b> <b>Vocabulary (2):</b> Forms of transport <b>PRONOUNCE</b> Stress on important words in sentences	Past simple questions and short answers <b>Ask and answer questions about the past</b>	Get organised: <b>Plan for a night away</b>	Check in and out of a hotel <b>Ask for repetition</b> We have a reservation 	A message from Mexico (email) <b>Use descriptive language</b>
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Radio ads <b>Use important words to help you listen</b> <b>Vocabulary (2):</b> Money and measurements	Superlative adjectives <b>Compare one thing with the others in a group</b> <b>PRONOUNCE</b> The /ɜ:/ sound	Respect others: <b>Listen actively to other people</b>	What would you like? <b>Buy things at a market</b> I'd like ... 	The best place in town! (advert) <b>Check your writing</b>
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World days <b>Identify positive and negative feelings</b> <b>Vocabulary (2):</b> Feelings	Will for predictions <b>Predict things in the future</b>	Know yourself: <b>See things in a positive way</b>	Congratulations! <b>Give wishes and congratulate people</b> Good luck! 	Let's celebrate! (invitation) <b>Use typical phrases in invitations</b>
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# GET READY: ENGLISH 24/7

## SUMMER CAMP

3



2



Today's Monday, the fifteenth of July. It's the first day of Marta's summer camp.



### THINK AND READ

- 1 Work in pairs. What can you do at a summer camp? Write three more activities.

meet new friends \_\_\_\_\_  
eat different food \_\_\_\_\_  
speak in English \_\_\_\_\_



- 2 **1.01** Read the story. Which things in Exercise 1 does Marta do on her first day at summer camp? Why is today a special day for Marta?

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

### RECALL

#### 1 ★ DATES



- a **1.02** Write the dates from the calendar. Listen and check. Then listen and repeat.

15/07 = It's Monday the fifteenth of July.

1 03/07      3 20/07      5 21/07  
2 12/07      4 25/07      6 02/07

- b Write the names of the other months. Then write and say today's date.

#### 2 ★ INTRODUCTIONS

Complete the introductions with words from the table.

I	you	he	she	we	they
my	your	his	her	our	their

- 1 Hi. We 're Japanese. \_\_\_\_\_ names are Kaori and Shiro.  
2 This is Sergei and \_\_\_\_\_ brother, Pavel. \_\_\_\_\_ 're Russian.  
3 Hello. I'm Turkish. \_\_\_\_\_ name's Alara.  
4 This is Silvia. \_\_\_\_\_ 's Spanish. Her sister's here too.

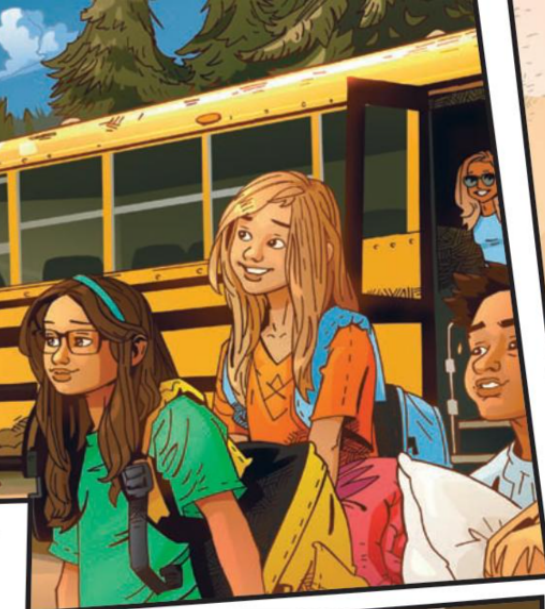
#### 3 ★ NATIONALITIES



- 1.03** Write the nationalities. Listen and check. Then listen and repeat.

Country	Nationality
Mexico	<u>Mexican</u>
Germany	_____
Italy	_____
Japan	_____
Russia	_____
Spain	_____
Turkey	_____





#### 4 ★ BE

1.04 Complete the conversation. Then listen and check.

**Max:** What (1) 's \_\_\_\_\_ your name?  
**Marta:** It (2) \_\_\_\_\_ Marta. Marta Esteban.  
**Max:** There's another student called Esteban. (3) \_\_\_\_\_ you brother and sister?  
**Marta:** No, we (4) \_\_\_\_\_. He (5) \_\_\_\_\_ my brother.  
**Max:** Where (6) \_\_\_\_\_ you from?  
**Marta:** I (7) \_\_\_\_\_ from Mexico. I'm Mexican.  
**Max:** How old (8) \_\_\_\_\_ you?  
**Marta:** I (9) \_\_\_\_\_ 14.  
**Max:** When (10) \_\_\_\_\_ your birthday?  
**Marta:** It's today.

#### 5 ★ PERSONAL INFORMATION

**a** You're one of the students in the picture. Think of a new name and nationality. Then complete the form for 'You'.

	You	Your partner
Name		
Surname		
Nationality		
Age		
Birthday		

**b** Work in pairs. Complete the form with your partner's new information. Ask questions from Exercise 4.

What's ... ?

How old ... ?

Where ... ?

When's ... ?

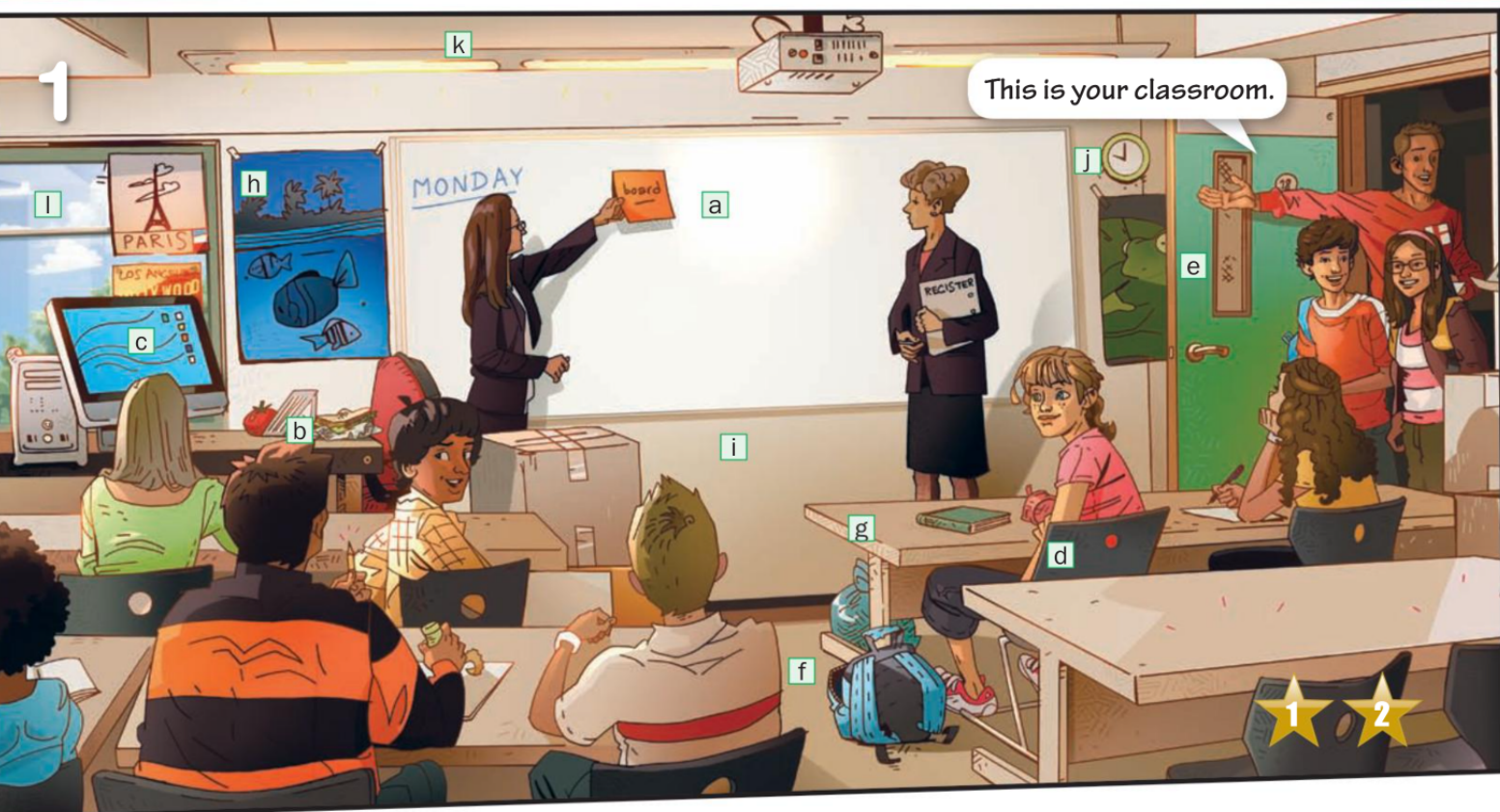
**c** Introduce your partner to other students.

This is ...

He/She's from ...

He/She's ... years old.





## THINK AND READ

- 1 Complete the things you usually do at school.

r e a d      w r \_ \_ t \_  
 l \_ \_ s t \_ \_ n      s p \_ \_ \_ k  
 r \_ \_ p \_ \_ \_ t      c h \_ \_ \_ c k

- 2 1.05 Read the story. Tick (✓) the things you see from Exercise 1.

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

## RECALL

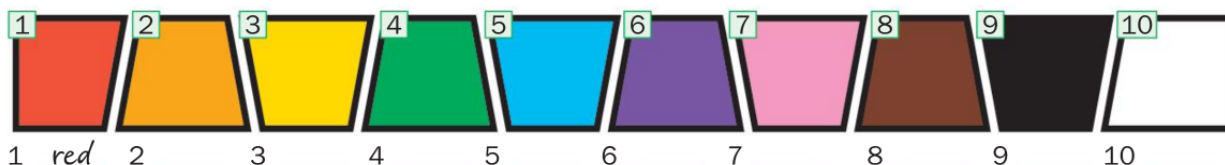
- 1 ★ **CLASSROOM THINGS**

1.06 Write the letter (a–l) of the things in the classroom in the picture. Listen and check. Then listen and repeat.

a board      floor  
 chair      light  
 clock      poster  
 computer      table  
 desk      wall  
 door      window

- 2 ★ **COLOURS**

a 1.07 Write the colours. Listen and check. Then listen and repeat.



1 red 2 3 4 5 6 7 8 9 10

- b Work in pairs. Talk about the colours in your classroom.

My pen's blue. Yes, and the ...

- 3 ★ **THE ALPHABET**

- a 1.08 Listen and write the missing letters in the correct place. Then listen and repeat.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
A	B	F	I	O	Q	R
J	C	M			W	
	D	S				
	G					
	T	Z				

- b 1.09 **PRONOUNCE** Listen and repeat the words with the /i:/ sound.

he she read speak repeat green  
these me





#### 4 ★ THIS, THAT, THESE, THOSE

a Complete the table.

	here ↓	there →
Singular		
Plural		those

b Work in pairs. Ask the name of things in the classroom. How do you spell the names?

What's that?

It's a ...

What are these?

They're ...

How do you spell it?

#### 5 ★ PLURALS

a 1.10 Listen and write the words.

b Write the plurals of the words.

#### 6 a ★ OBJECT PRONOUNS

1.11 Complete the conversation with the object pronouns in the box. Then listen and check.

her it me them us you

**Marta:** Can you help (1) me ?

**Cesco:** Sure.

**Marta:** Where's my pen? I can't see (2) \_\_\_\_\_.

**Cesco:** It's on your desk in front of (3) \_\_\_\_\_.

**Marta:** Right! And the teacher? I can't see (4) \_\_\_\_\_.

**Cesco:** There. She's looking at (5) \_\_\_\_\_ because we're talking. Where are your glasses?

**Marta:** I don't know. I can't find (6) \_\_\_\_\_.

b Where are Marta's glasses?



7 ★ Work in pairs. Which things in Exercise 5 can you see in the classroom picture?

Where's / Where are ... ?

It's/They're here/there.

8 ★ SAY GOODBYE  
Say goodbye to your teacher and other students when your class finishes.



# 1 UNIT

# WELCOME TO MY WORLD

## IN THE PICTURE In town

»»» Talk about places in a town

### WORK WITH WORDS Places in a town

1 a **RECALL** Work in pairs. Put the words in the correct order from big (1) to small (6). You have one minute.

_____ town	_____ street	_____ flat/house
1 city	_____ town centre / city centre	_____ building

b Complete the words for the places. You have two minutes.

- 1 You watch plays here. t \_\_\_\_\_
- 2 You swim here. s \_\_\_\_\_ p \_\_\_\_\_
- 3 You play sports here. s \_\_\_\_\_ c \_\_\_\_\_
- 4 You see animals here. z \_\_\_\_\_
- 5 You buy things here. s \_\_\_\_\_
- 6 You eat meals here. r \_\_\_\_\_
- 7 You watch films here. c \_\_\_\_\_
- 8 You walk and play games here. p \_\_\_\_\_

2 Look at the map and the photos. What city is this?

3 a **1.12** Listen to Teresa. Put the places in the photos in the order you hear them (1–10). What other place does Teresa talk about?

b **1.13** Listen and check your answers. Listen and repeat.

4 a **1.14** **PRONOUNCE** Listen to the places in the box. Choose the correct word for the explanation. Listen again and repeat.

airport castle library station tower

When a word has two syllables (sounds), the stress is usually on the **first** / **second** syllable.

b Say these words with the correct stress.

building centre city concert cricket football

5 **1.15** Choose the correct words to complete the conversation. Then listen and check.

Sienna: Hi Teresa. Where are you going?

Teresa: To the (1) **square** / **library** to get some books. Then to the (2) **airport** / **station** to meet my grandma from the train. She wants to go to the art (3) **castle** / **museum**.

Sienna: Is she here for a few days?

Teresa: Yes. Tomorrow she wants to do shopping at the (4) **theme park** / **shopping centre**. And at the weekend she wants to see the cricket match at the (5) **tower** / **stadium**. She loves cricket!



WELCOME TO  
MY CITY!







- 6 **THE MOVING PICTURE** Watch the video. Which place(s) would you like to visit? Why?

## WRITE AND SPEAK

- 7 a Work in pairs. Write a list of interesting places in your town or area.
- b Read out your list to another pair. Do you have the same places? What are your favourite places?

On our list we've got the technology museum, ...

My favourite place is ...  
(because ...)

We've got the technology museum too.

## GO BEYOND

Do the Words & Beyond exercise on page 130.



# READING Meet Melbourne's sister cities

Identify the type of text

## SPEAK AND READ

1 Work in pairs. Look at the title of the page. Together, choose the correct explanation for 'sister cities'.

- A cities in the same area with the same number of people
- B cities in different countries with a special link
- C cities in different countries with the same language

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

b **1.16** Use the tips in Exercise 2a and try and identify the type of text. Then read the text and check.

- A a magazine article
- B a 'What's on?' website with a list of events
- C an online city guide
- D a guidebook

### HOW TO

identify the type of text

- ☐ Read the titles.
- ☐ Look at the text. Does it look like a train timetable, an article, ... ?
- ☐ Look at the photos and the pictures.



## CITY GUIDE

Things To Do ▾

Shopping ▾

Art & Culture ▾

Food & Drink ▾

### OUR SISTER CITY Osaka

#### Melbourne Extra

Extra tips, extra information, extra fun!

Melbourne has six 'sister cities':

- [Osaka, Japan](#) (our first sister city in 1978)
- [Tianjin, China](#) (1980)
- [Thessaloniki, Greece](#) (1984)
- [Boston, USA](#) (1985)
- [St Petersburg, Russia](#) (1989)
- [Milan, Italy](#) (2004)

Follow the links and find out more.

Two and a half million people live in Osaka. The city has two main centres: Namba and Umeda. In Namba at the famous Bunraku Theatre you can see plays with one-metre-high Japanese puppets. There are also many good shops and cinemas. Near the station in Umeda, there's a big shopping centre under the city. The HEP Five shopping centre is also there and it's got a hundred-metre-tall big wheel on the roof! There are also lots of cafés and restaurants – people in Osaka love food. Osaka Castle is very popular with visitors. In the main tower there's a museum about the castle's long history. Visit the castle in the spring and have a picnic in the beautiful park next to it.



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

4 Teresa is making notes on Melbourne's sister cities. Read the text again and complete her notes. Use one word, number or date.

Number of Melbourne's sister cities: (1) six  
 Osaka: sister city from: (2) \_\_\_\_\_  
 Number of people in Osaka: (3) \_\_\_\_\_ million  
 Bunraku Theatre: (4) one-metre-high  
 Umeda shopping centre: (5) \_\_\_\_\_ the city  
 Big wheel: (6) \_\_\_\_\_ metres high  
 Osaka Castle: (7) \_\_\_\_\_ in the main tower

## REACT

5 Work in pairs. What do you think? Tell your partner, giving reasons for your answers.

- 1 Would you like to go to Osaka? Why?/Why not?
- 2 Has your town or city got sister cities? Where are they?
- 3 Why are sister cities a good idea?

### PHRASE BYTES

... sounds interesting/boring ...  
 My town's sister cities are ...  
 You can learn about ...

### GO BEYOND

Write the nationalities for the countries in the text.



## >>> Describe what's in a place

### READ >>> Grammar in context

1 Read the chat messages. Where does Owen live? How many people live there?

- ANTONIO: Where do you live?
- OWEN: In New York.
- ANTONIO: Wow! Are there any towers **next to** your home?
- OWEN: No, but there are some small houses.
- ANTONIO: Is there a sports stadium **near** you?
- OWEN: No, there isn't. And there aren't any parks.
- ANTONIO: Is there a zoo?
- OWEN: There isn't a zoo but there's a farm **opposite** our house.
- ANTONIO: Oh. Are there any shops?
- OWEN: Yes, there are. ... Well, there's one shop **between** my grandma's house and our house. There are only 15 people here.
- ANTONIO: But you live in New York City!
- OWEN: No, I live in New York, Texas! :)

### STUDY

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

#### There is / there are

Use: To describe what's in a place.

Form:

Positive

There's a ... / There (some) ...

Negative

There a ... / There aren't (any) ...

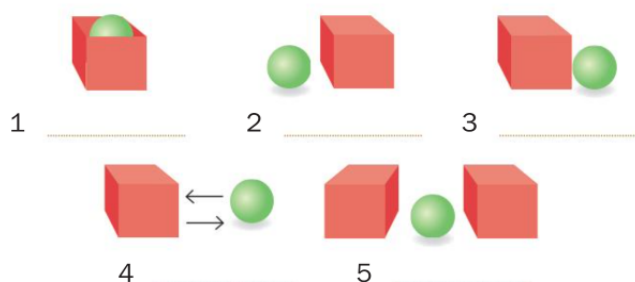
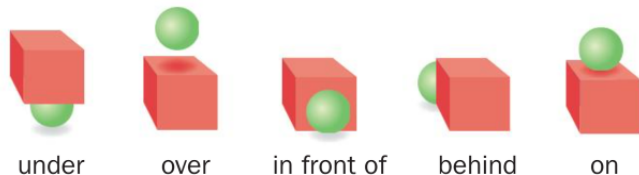
Questions and short answers

Is there a ... ? / Are there any ... ?

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

See GRAMMAR DATABASE, page 120.

3 Look at the pictures. Complete 1–5 with the correct words in **bold** from Exercise 1.



### PRACTISE

4 Write sentences about New York City.

- some tall buildings ✓  
*There are some tall buildings.*
- a big park ✓
- big farms X
- a lot of people ✓
- a beach X
- a lot of quiet places X

5 Complete the sentences about the picture. Use *there is / there are* and prepositions of place.



- There are* some shops *in* the square.
- a restaurant one of the shops.
- some trees the museum.
- a bookshop the museum.
- some tables the café.
- And me the chair!

### SPEAK AND WRITE

6 Student A: Look at the picture on page 141.  
Student B: Look at the picture on page 142.

- Describe your picture to your partner.
- Draw your partner's picture. Then compare it with the picture in the book.

7 a Write the questions for a survey.

Is your town or area a good or bad place for young people? We want to know!

- there / a theme park / in your area?
- there / a sports centre / near your home?
- there / any parks?
- there / a swimming pool?
- there / free concerts in your town?
- there / other places for young people?

b Write your answers. Tell the class if your town or area is a good place for young people.

