



A2

TEACHER'S BOOK PACK

PREMIUM

BEYOND




MACMILLAN

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A2

TEACHER'S BOOK
PREMIUM

BEYOND

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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

READING

Meet Melbourne's sister cities

Identify the type of text

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There is / there are;
prepositions of place

Describe what's in a place

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Around the world

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Talk about food and drink

Vocabulary (1): Food and drink

PRONOUNCE Word stress: words with three syllables

Food and drink

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

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PRONOUNCE The /i:/ sound

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

<div>6</div> <div>UNIT</div> <div>IT'S YOUR TURN</div> <div>pages 64–73</div>	IN THE PICTURE	READING	GRAMMAR (1)
	In the game Talk about sports and games Vocabulary (1): Sports and games <div>▶ In the game</div>	In the final Understand new words (1)	Can/can't for ability; adverbs of manner Talk about what you can do and how you do it
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WORDS & BEYOND pages 130–139

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

Dear Diary Use pictures to help you listen Vocabulary (2): Personality adjectives	Past simple positive Talk about completed events in the past PRONOUNCE Past simple -ed endings	Get thinking: Understand what makes people creative	Guess what? Tell an interesting or funny story It was really funny	My diary (blog post) Use time expressions
--	--	---	---	---

The amazing story of Pallo Huld Take notes Vocabulary (2): Forms of transport PRONOUNCE Stress on important words in sentences	Past simple questions and short answers Ask and answer questions about the past	Get organised: Plan for a night away	Check in and out of a hotel Ask for repetition We have a reservation	A message from Mexico (email) Use descriptive language
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Radio ads Use important words to help you listen Vocabulary (2): Money and measurements	Superlative adjectives Compare one thing with the others in a group PRONOUNCE The /ɜ:/ sound	Respect others: Listen actively to other people	What would you like? Buy things at a market I'd like ...	The best place in town! (advert) Check your writing
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World days Identify positive and negative feelings Vocabulary (2): Feelings	Will for predictions Predict things in the future	Know yourself: See things in a positive way	Congratulations! Give wishes and congratulate people Good luck!	Let's celebrate! (invitation) Use typical phrases in invitations
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WELCOME TO THE *BEYOND* TEACHER'S BOOK

Beyond is an exciting six-level course for teenagers, covering CEFR levels from A1+ to B2. Its scope and 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 six 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 Can/can't for ability; adverbs of manner

6

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

READ AND LISTEN >>> Grammar in context

1 Listen to the interview. When does the school badminton club train?

Kim: So, you want to join the school badminton club. Can you play badminton?

Sophie: Yes, I can. I can't play very well but I learn quickly.

Kim: Can you get up early? We train at 7am.

Sophie: I can be here for 7. Can you stay late on Wednesdays? We sometimes have matches.

Sophie: No, I can't. I've got a piano lesson and I can't change it very easily.

WRITE >>> Grammar in context

4 Complete the conversation. Use can/can't, the verbs in brackets and short answers. Then listen and check.

Kim: What do you think of Sophie?

Mia: She (1) can play (play ✓) quite well. But she's got some bad habits and she (2) can't change (change X) them.

Kim: (3) can't get (she / get) to training on time?

Mia: Yes, she (4) can't. She's always on time. But she (5) comes (come X) on Wednesdays.

Kim: So (6) can't (she / play) in competitions for the club?

Mia: No, she (7) can't. She (8) needs to (train ✓) with us but she needs to get better first.

STUDY

2 Complete the explanations with the correct words from Exercise 1.

Can/can't for ability

Use: For things you have the ability or time to do.

Form:

Positive and negative

I/you/he, etc + can/can't + verb

I can here for 7.

I can't very well.

Questions and short answers

Can + I/you/she, etc + verb

Can you play badminton?

Yes, I can. / No, she can't.

See GRAMMAR DATABASE, page 125.

3 Complete with examples from Exercise 1.

Adverbs of manner

Use: To say how you do something

Form:

adjective + -ly

quick > quickly

easy > easily

(Spelling rules: Page 125)

Greenmore School's Annual Talent Show

Can you do maths (1) quickly (fast)? Can you sing (2) well (good)? Can you play the piano (3) perfectly (perfect)? Can you remember things (4) easily (easy)? If you've got a talent, enter our talent show before the end of this month. But do it (5) quickly (quick). You can't be in the show if your entry arrives (6) late (late).

6 Write the sentences with adverbs.

Silvia Williams, karate

1 She obviously trains. (hard)

2 She moves. (slow)

Scamus and Mary Beatty

3 They can sing. (beautiful)

4 He plays the guitar. (bad)

Ivan Perce, comedian

5 He speaks in public. (confident)

6 He can't tell jokes. (good)

WRITE AND SPEAK

7 a Write four questions for a partner to discover his/her talents. Use exercises 5

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 in the Online Resource Centre. This approach makes learning more memorable and furthers learner autonomy.

10 Flexible multimedia 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.



IN THE PICTURE My travel blog

»»» Talk about places and the weather

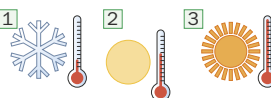
WORK WITH WORDS Weather and prepositions of movement

1 a **RECALL** Work in pairs. Write adjectives for the nouns. You have one minute.

- | | |
|-----------------------|--------------|
| 1 cloud <u>cloudy</u> | 4 snow _____ |
| 2 fog _____ | 5 sun _____ |
| 3 rain _____ | 6 wind _____ |

b Complete the adjectives.

- 1 c _____
2 w _____
3 h _____

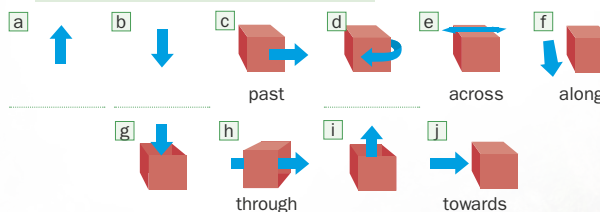


2 Work in pairs. Describe the weather in the photos. Use the words in Exercise 1.

3 **▶3.01** Listen to the audio blogs (1–5) and match them to the photos (b–f).

4 a Label the icons (a–j) with the prepositions of movement in the box.

around down into out of up



b **▶3.02** Listen and check. Then listen and repeat.

5 **▶3.01** Complete the blog entries with the correct prepositions from Exercise 4. Then listen and check.

6 Look at the photo of the signpost. What's unusual about it? Where do you think it is?

Signposts usually show ...

This one shows ...



MY TRAVEL BLOG
Home Blog About Subscribe

Posted Wednesday 21st

1 On the second day we took a lift and went _____ to the top of the Empire State Building. The weather was really bad. We couldn't see anything through the fog. So we came _____ after about two minutes!

2 Today we walked _____ the Monteverde Cloud Forest. It was amazing. In this photo we're looking at some birds in the trees.

3 This is my grandma and my brother. They're walking _____ a street in the Marais district of Paris, _____ some shops.

4 In this photo I'm looking _____ the tent. It's sunny but some clouds are moving _____ the sky. They're coming _____ me!

5 It rained all day, but we had a good time and the music was great. We walked _____ the festival area and then went _____ the tents to get out of the rain.

Like Comments

USING THE *BEYOND* STUDENT'S BOOK

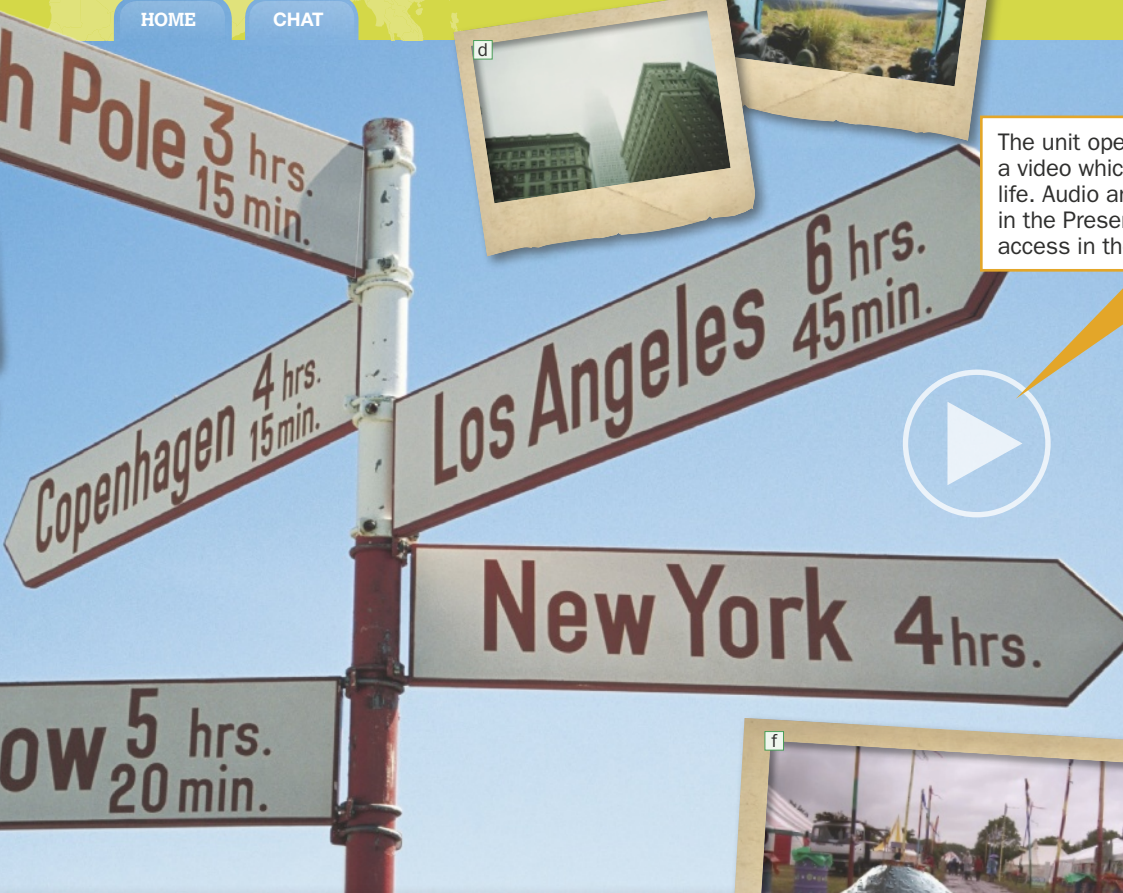
ALL DIRECTIONS ↑ → ↻

WHERE TEENS TALK TRAVEL!

HOME

CHAT

8



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



- 7 **THE MOVING PICTURE** Watch the video and describe what you see. What's the weather like? What are the people doing? Use the prepositions from Exercise 4.

SPEAK

8 Work in pairs. Complete the tasks.

- 1 Draw a signpost like the one in the photo. Use the names of places in or near your school.
- 2 Take it in turns to ask for directions to one of the places.
- 3 Give directions using the prepositions in Exercise 4. How many prepositions can you use?

How do I get to ... ?

Go through the door,
walk along ...

Go out of the school ...

Workbook, page 92



GO BEYOND

Do the Words & Beyond exercise on page 137.

- 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.

- 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.

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

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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 A cool place to visit

Subskills are clearly identified.

Identify the writer's opinion

SPEAK AND READ

1 Work in pairs. Answer the questions.

- What can you see in the photos of Istanbul?
- What do you know about Istanbul? Write three facts.




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

b **3.03** Read Sara's travel blog. Did she have a good time, an OK time or a bad time?

HOW TO

Identify the writer's opinion

- Look for words meaning good or bad: *great, terrible* ...
- Look for *be* and *like*: *It was / wasn't* ... , *I liked / didn't like* ...
- Look for these phrases: *I think / don't think* ...

MY TRAVEL BLOG

Posted Monday 21st

Istanbul

Last month I went with my family to Turkey. We flew by plane from Toronto to Istanbul. The flight took 11 hours! It was very boring and I couldn't sleep. At the airport we got into a taxi and drove (very fast) to the hotel. The hotel was OK but it wasn't fantastic. The next day I woke up very early and we had breakfast. There were eggs, some bread, yoghurt, tomatoes and cheese. It was different but I liked it. After breakfast we walked into the centre and looked around the city. The weather was terrible. It was cold and windy. We did some sightseeing and I had a great time. We visited the Sultan Ahmed Mosque (the Blue Mosque), which was BIG!!! I took millions of photos outside. In the afternoon we walked through the Grand Bazaar (it's got 3,000 shops!). It was an amazing place but I didn't buy anything. I don't speak Turkish but a lot of people could understand English. I think Turkey is a very cool place to visit. I had a great time and I'd like to go back one day.

3 What was Sara's opinion of these things. Tick (✓) the correct box in the table on the right.

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

5 Order the activities in Sara's blog.

___ We walked through the bazaar.	___ We visited the mosque.
___ I took millions of photos.	___ We got a taxi to the hotel.
___ We flew to Istanbul.	___ We walked into the centre.
___ I had breakfast.	

REACT

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

- Which three cities would you like to visit in the world? Why would you like to visit them?
- Choose one city and tell the class about it.

We'd like to go to ... because ...

We think ... is a(n) ... place.

GO BEYOND

Make a list of the things to see and do in one of the other cities you chose in Exercise 6.

	OK	bad
breakfast		
weather		
sightseeing		
Grand Bazaar		

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Workbook, page 93

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 Past simple negative

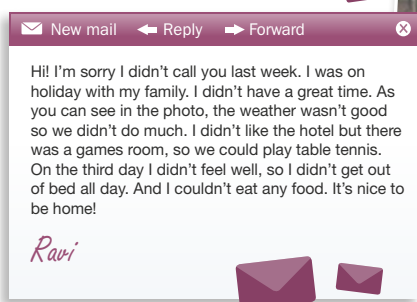
8

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

READ »» Grammar in context

1 Read the email message.

Why is Ravi happy to be home?



STUDY

2 a Complete the explanations with examples in Exercise 1.

Past simple negative

Use: For describing things that didn't happen in the past.

Form:

Negative

I/you, etc + didn't + verb:

We _____.

I/you, etc + wasn't/weren't:

The weather _____.

I/you, etc + couldn't + verb:

I _____.

See GRAMMAR DATABASE, page 127.

b Underline more examples of the negative past simple in Exercise 1.

PRACTISE

3 a What did Ravi's family do when he was ill in bed? Write sentences in the past simple.

- Ravi's brother / go / to the shops.
Ravi's brother went to the shops.
- His mum and dad / walk / around the town.
- Ravi's sister / dance / at the disco.
- Mum / take / lots of photos.
- They all / eat / pizzas for lunch.
- 'We / have / an amazing time.'

b Write the sentences in Exercise 3a about Ravi in the past simple negative.

Ravi was in bed so ...
I he didn't go to the shops.

4 Choose the correct words in Ravi's story.

On the last day of the holiday I felt OK so I (1) *could* / *couldn't* get out of bed. It (2) *wasn't* / *was* very late so I couldn't have breakfast. Dad was really nice. He (3) *drove* / *didn't drive* us around the island. When we came back it was late so the shops (4) *were* / *weren't* closed. But I (5) *couldn't* / *could* eat pizza again so it (6) *was* / *wasn't* all bad!

5 3:04 Look at the advert and complete the conversation. Then listen and check.

COME TO OUR HOTEL!

- It has a swimming pool.
- The beaches are beautiful.
- The weather is always sunny.
- You can visit the theme park.
- We have tour guides to help you.

**IT'S
CHEAP!**

Sonia: Hi Ravi. How was the holiday?

Ravi: It was terrible. All the information in the advert was wrong.
The hotel (1) *didn't have a swimming pool*.
The beaches (2) _____.
The weather (3) _____.
We (4) _____.
The tour guides (5) _____.
And the holiday (6) _____!

SPEAK

6 Work in pairs. Talk to your partner about your last holiday. Find three things that you both did.

I stayed at a hotel.

I didn't stay at a hotel. I took some photos.

Me too! / I didn't take any photos. I ...

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

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.

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 A pronunciation section focuses on 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.

5 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.

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

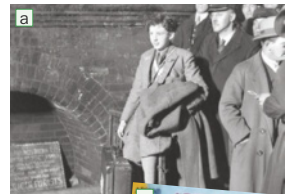
LISTENING AND VOCABULARY The amazing story of Palle Huld

>>> Take notes

SPEAK AND LISTEN

1 Work in pairs. Match the sentences (1–3) to the pictures (a–c).

- 1 Phileas Fogg is a character in a novel by Jules Verne.
- 2 Palle Huld was a Danish schoolboy. He became famous in 1928, aged 15 years old.
- 3 Tintin and his dog, Snowy, are characters in a series of comic books by Hergé.

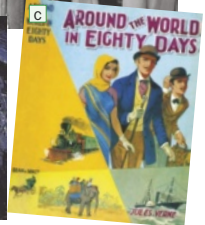


2 a Read the tips in the **HOW TO** box.

b ▶ 3.05 Listen to the radio programme about Palle Huld and take notes. What's the connection between Palle Huld, Jules Verne and Tintin?

3 ▶ 3.05 Listen again and complete your notes. Then work in pairs. How many facts do you have about Palle Huld?

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



5 ▶ 3.06 **PRONOUNCE** We stress the important words in a sentence. Listen and repeat these sentences. Stress the underlined words.

- 1 He had to complete the trip in 46 days.
- 2 He became an actor and died in 2010.

HOW TO

take notes

- ☐ Listen for the important information – Who? What? When? Where?
- ☐ Write important words or numbers.
- ☐ Don't write complete sentences.

REACT

6 Work in pairs. Would you like to travel around the world like Palle Huld? Why?/Why not?

WORK WITH WORDS Forms of transport

7 a Match the pictures (a–j) to the words in the box.

boat coach
helicopter lorry
motorbike plane
ship train tram
underground



b ▶ 3.07 Listen and check. Then listen and repeat.

8 Write the forms of transport in Exercise 7a in the correct group.

Land	Air	Sea
		boat

Get it right

You travel **by** boat, plane, car ...
You travel **on** foot.

9 Work in pairs. Answer the questions.

- 1 Which forms of transport do you think Palle used on his trip?
- 2 Which forms of transport do you usually use? When?
- 3 Which other forms of transport from the list did you use last year?

GO BEYOND

Do the Words & Beyond exercise on page 137.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 5 – Grammar (2)

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

GRAMMAR Past simple questions and short answers

8

Ask and answer questions about the past

READ AND LISTEN >>> Grammar in context

- 1 ▶ 3.08 Read and listen to the quiz show about the book *Around the World in 80 Days*. How many questions does Laura answer correctly?



Quizmaster: You need four correct answers to win a trip around the world! Are you ready?

Laura: Yes, I am.

Quizmaster: Question 1: Where did Phileas Fogg start his journey?

Laura: He started in London.

Quizmaster: Correct. Did he travel by plane?

Laura: No, he didn't. He travelled by boat, ship, train and ... on an elephant!

Quizmaster: Correct. Which form of transport did Fogg use first?

Laura: He travelled by train first.

Quizmaster: Correct. Who was Fix?

Laura: He was a detective.

Quizmaster: Correct! That's four correct answers. Well done, Laura. You win a trip around the world!

STUDY

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

Past simple questions and short answers

Use: For completed actions in the past.

Form:

Most verbs

did + I/she, etc + verb:

_____ he travel by plane?

Yes, he did. / No, he _____.

be

was/were + I/you, etc:

Who _____ Fix? Was he a detective?

Yes, he was. / No, he wasn't.

could

could + I/you, etc + verb:

Could Laura answer all the questions?

Yes, she could. / No, she couldn't.

See GRAMMAR DATABASE, page 127.

Workbook, page 98

PRACTISE

- 3 Laura is going on her world trip. Complete the questions with the correct form of the words and write the short answers.

1 Did Laura say (Laura / say) goodbye to her friends? ✓ Yes, she did.

2 _____ (they / give) her a present?

✗ _____

3 _____ (they / be) sad?

✓ _____

4 _____ (she / remember) her

passport? ✓ _____

5 _____ (she / can / take) her cat

with her? ✗ _____

6 _____ (her dad / take) her to the

station? ✗ _____

- 4 ▶ 3.09 Complete the conversation after Laura came home with the correct form of the words. Then listen and check.

Harry: Hi Laura. (1) _____ (you / have) a good trip?

Laura: Yes, (2) _____, thanks.

Harry: Where (3) _____ (you / go)?

Laura: I went to lots of different countries.

What (4) _____ (you / do) while I was away?

Harry: I stayed at home and studied.

Laura: (5) _____ (you / be) very bored?

Harry: No, (6) _____. I like studying.

- 5 a Work in pairs. Student A:

Write the questions and

answers on page 141.

Student B: Write the

questions and answers

on page 142.

b Ask your questions.

Answer your partner's questions with the correct answer.



- 6 Write four past simple questions about famous people, characters or events.

Did Jules Verne write *Robinson Crusoe*?

Which sport did Björn Borg play?

SPEAK

- 7 Work in pairs. Ask and answer the questions you wrote in Exercise 6. How many questions can your partner answer correctly?

Did Jules Verne ... ?

No, he didn't. Daniel Defoe wrote it.

Which sport ... ?

I don't know. / I think it was tennis.

Target vocabulary is recycled throughout the unit.

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

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 Teacher's Resource Centre.

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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 are 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 bridge from the classroom to real life.

LANGUAGE & BEYOND

Plan for a night away

READ AND SPEAK

1 a Read about Karl's weekend. What does he have to do?
It's Friday afternoon. It's cold and it's raining. Karl is getting ready to go and stay at his best friend's house for the night. His best friend, Hal, lives in a different part of town and Karl is going there by bus. Karl has to decide what things to take away with him.

b Work in pairs. Look at the list and find the things in the picture. Underline any new words.

books
phone
pyjamas
shirt
socks
tablet
toothbrush

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

DO

2 Work in groups. What things in Exercise 1b does Karl need?
✓ = important ? = not very important ✗ = he doesn't need this

3 Work in pairs. Tick (✓) the important things to think about when you go away.
How long? *one night, two nights, ...*
Where? *in a house, a hotel, a tent, ...*
Which transport? *by bus, by train, ...*
What plans? *go swimming, go to the cinema, ...*
What weather? *sunny, rainy, ...*

Working with other students is a key part of the life skills lesson.

4 Work in pairs. Look at Karl's list again. What other things do you think he needs to take? Add them to the list.

REFLECT

5 Talk about the questions. Then read the REFLECTION POINT.

- How often do you spend a night away from home?
- Why is it a good idea to make a list of things to take?
- What do you need to think about when you make your list?

EXTEND

6 In groups, think of a place to go for a weekend school trip. Make notes about the things to think about in Exercise 3. Then prepare a list of things to take.

We can go to ... and stay in/at ...

We can play ...

PHRASE BYTES

This is ... / These are ...
I think this is called ...
Where's / Where are ... ?

PHRASE BYTES

This is/isn't important because ...
He needs / doesn't need to take ...
His friend probably has ...

REFLECTION POINT

When you spend a night away, remember all the different things you need to think about. Make a list to help you remember.

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 Check in and out of a hotel

8

▶▶▶ Ask for repetition

LISTEN

- 1 **▶▶▶ 3.10** Work in pairs. Listen to Liz on the phone and complete the reservation information.

WATCH OR LISTEN

- 2 **▶▶▶ 3.11** Watch or listen to the scenes. Did Liz, Skye and Alex enjoy their stay at the hotel?

Alex: We'd like to check in.
Liz: We have a reservation.
Receptionist: One moment, please. What's the name?
Liz: The reservation's in the name of Finnie.
Receptionist: One single and one twin room for three nights.
Liz: That's right.
Receptionist: Could ... sign ...
Liz: I'm sorry?
Receptionist: ...
Receptionist: ...
Skye: ...
Receptionist: ... please?
Skye: ...
Receptionist: ... the doors,
(3) ... the hall, (4) ...
the breakfast room and they're on the right.
Alex: Good morning. We'd like to check out, please.
Receptionist: One moment, please. I ... enjoyed ...
Alex: Sorry. What did you say?
Receptionist: I said – I (5) ...
Alex: Yes, we did, thank you.

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

NEW RESERVATION

Name: _____

Arrival date: _____

N° nights: _____

N° rooms & type

☐ SINGLE ☐ TWIN ☐ DOUBLE



HOW TO

ask for repetition

If you don't understand what someone says:

- be polite. Say: (I'm) sorry.
- ask for repetition: I'm sorry? Can you repeat that, please?

PHRASEBOOK ▶▶▶ 3.13

- 1 _____
I'd/We'd like to check in.
I/We have a reservation.
The reservation's in the name of ...
Where are the lifts?
- 2 _____
We'd like to check out, please.
- 3 _____
I'm sorry?
Can you repeat that, please?
Sorry. What did you say?

ACT

- 6 **▶▶▶** In groups of three or four, do the tasks.
- 1 Choose a location and name for a hotel.
 - 2 Choose one student to be the hotel receptionist. The others are tourists.
 - 3 Prepare two short scenes:
 - checking in
 - checking out

▶▶▶ Workbook, page 99

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 listening or speaking exercises, giving students the opportunity to practise functional language.

- 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 speaking and reading exercise to establish the topic. Students read a model text and complete a task to check they have understood it.

- 2 The How To feature provides tips on how to achieve the lesson aim.

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

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

WRITING A message from Mexico

Use descriptive language

SPEAK AND READ

1 Work in pairs. Answer the questions.

- Do you have an email address? If so, what do you use email for? If not, why don't you use email?
- When you write an email, what information do you write at the top?

2 Read the email from Alex and choose the best subject.

- Goodbye Mexico City!
- My first day in Mexico City
- The weather in Mexico City

HOW TO

use descriptive language

- Use adjectives (*big, amazing ...*).
- Use adverbs (*late, perfectly ...*).
- Add details (*how, when, where, why, who*) and opinions (*I think ...*).

New mail Reply Forward

From: Alex Prentice
To: Jamie_Watson@beyondmail.net
Subject:

Hello from Mexico City! We arrived late last night after a long flight. This city is very BIG and LOUD! This morning we went from the hotel to the Zócalo, the main square, by taxi. There's a really big Mexican flag there and an amazing cathedral. The people here are very friendly and I think the food is great (but very hot!). We had lunch in a market. I spoke some Spanish and the waiter understood me perfectly! (He didn't understand Dad's terrible Spanish!) See you soon.

Alex

3 a Read the tips in the HOW TO box.

- b Underline the adjectives Alex uses to describe things.



Get it right

Most adjectives come before nouns and after the verb *be*.

It was a long flight.

The people are friendly.

PRACTISE

4 Complete each sentence with two of the adjectives in the box.

amazing boring cold different fantastic
friendly hot long rainy rude

- The journey was /
- The food was /
- The weather was /
- The people were /
- I had a(n) / time.

PLAN

5 You're going to write an email message from another country. Use the Writing plan to help you prepare.

WRITING PLAN

1 Say where you are.

Which country are you in? Who are you with? How did you get there?

2 Explain what you did yesterday and this morning.

Where did you go? What did you do? What did you see?

3 Describe things and give your opinion.

Look at the tips in the HOW TO box.

WRITE AND CHECK

6 Write your message. Then check it. Tick (✓) the things in the plan.

SHARE

7 Swap your message with other students. Read their messages. Which places would you like to visit?

Workbook, pages 100–101

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

8

VOCABULARY Prepositions of movement

1 Complete the information about TinCan with the prepositions in the box.

across along around down into
out of past through towards up

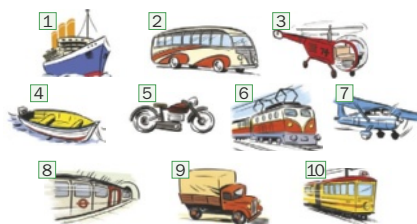
TinCan was a cartoon character. In his adventures he travelled (1) _____ the world. He also went (2) _____ into space in a rocket and (3) _____ to the bottom of the sea. He walked (4) _____ the Sahara Desert from north to south. In the picture you can see his pet cat Foggy running (5) _____ a road. He's running (6) _____ some trees (7) _____ his master. TinCan often walked (8) _____ dangerous situations but he always got (9) _____ them before the end of the story. In his most famous adventure, *TinCan in Brazil*, he ran (10) _____ the Amazon rainforest.



____/10

Forms of transport

2 Write the forms of transport TinCan used in his adventures.



1 s _____ p
2 c _____ h
3 _____ r
4 b _____ t
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

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

____/10

Each exercise has a space for students to record their score.

GRAMMAR Past simple negative

3 Write the verbs in the past simple negative.

TinCan (1) _____ (become) a famous character. A lot of people (2) _____ (like) him or Foggy the cat. Other people (3) _____ (can understand) the stories because they were very complicated. And the drawings (4) _____ (look) nice. Stefan Iceberg, the film director, (5) _____ (make) a 3-D film version of *TinCan in Brazil* and the artist Horgé (6) _____ (win) any prizes.

____/12

Past simple questions and short answers

4 Write past simple questions and complete the short answers in this conversation between a father and son.

Jordi: you / read / the *TinCan* books when you were young, Dad? (1) _____
Dad: Yes, (2) _____.
Jordi: you / like / them? (3) _____
Dad: No, (4) _____. They were terrible.
Jordi: you / think / they were funny? (5) _____
Dad: No, (6) _____. They were boring.
Jordi: Foggy / be / a nice cat? (7) _____
Dad: No, (8) _____. He was a horrible cat.
Jordi: Why / you / read them? (9) _____
Dad: I don't know. I can't remember.

____/18

Your score: ____/50

1 The Unit Review starts with two exercises to assess both lexical sets covered in the unit.

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.

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 identify the writer's opinion. _____
I can take notes when I listen. _____
I can plan for a night away. _____
I can ask for repetition. _____
I can use descriptive language. _____