

**B1**

**TEACHER'S BOOK PACK**  
**PREMIUM**

# **BEYOND**

  
**MACMILLAN**

**Anna Cole**  
**Michael Terry**

**+** Teacher's Resource Centre, Presentation Kit & Online Workbook

**Bigtree**

Welcome to your **BEYOND** learning space. Your code gives you access to the Online Workbook and the Teacher's Resource Centre, including the downloadable Presentation Kit, course audio and video, worksheets, tests, Test Generator and much more!

## Before joining, you will need:

- your code at the bottom of the page
- the email address you use when you teach
- a password that is easy to remember

## 1 READY TO GET STARTED?

- >> Go to the website [www.macmillanbeyond.com](http://www.macmillanbeyond.com)
- >> Click 'Activate your code'.
- >> Type in the code.
- >> Enter your email address and password.

## 1 IMPORTANT INFORMATION!

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- >> Do not share your code.
- >> Your code will last 48 months from the date you activate it.
- >> If you need help, contact us at [help@macmillan.com](mailto:help@macmillan.com)

## 1 YOUR CODE:

**BEYOND** B1

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# Big tree

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### Minimum system requirements for online components

Windows			Macintosh OS		
	Windows XP SP3	Windows 7 & 8		10.6	10.7   10.8
CPU Speed (equivalent)	Core 2 Duo, 2.53 GHz	Core 2 Duo, 2.93 GHz	CPU Speed (equivalent)	Core 2 Duo, 1.83 GHz	
Browser	IE 8, 9, 10 / Firefox / Chrome		Browser	Safari 5, 6	

Internet connection required

RAM: 1GB for 32 bit, 2GB for 64 bit, Display: 1024 x 768 pixels, 32-bit colour, Audio sound card; DVD Player (for DVD-Videos)

### Minimum system requirements for the Presentation Kit

Hard Disk (Downloadable application only): Minimum 1 GB free on the install drive and minimum 2 GB free on the system drive. Add-ins: Adobe AIR runtime 3.8 and Flash Player 11.8 (included on this disc). Internet connection required for Authentication/Registration/Updates. Administrator access required.

For customer support please contact [help@macmillan.com](mailto:help@macmillan.com)



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online

Kit,

**B1**

**TEACHER'S BOOK PACK<sup>®</sup>**  
**PREMIUM**

# BEYOND

  
**MACMILLAN**

**Anna Cole**  
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IN THE PICTURE	READING	GRAMMAR (1)
<p>Special days</p> <p><i>Talk about special days in your life</i></p> <p><b>Vocabulary (1):</b> Special days</p> <p><b>PRONOUNCE</b> the /e/ and /ɜ:/ sounds</p> <p>▶ Special days</p>	<p>Coming of age</p> <p><i>Find specific information</i></p>	<p>Present tenses review</p> <p><i>Talk about present actions</i></p>
UNIT REVIEW page 15		

<p>Travel</p> <p><i>Talk about travel items</i></p> <p><b>Vocabulary (1):</b> Travel items</p> <p><b>PRONOUNCE</b> the /p/ and /b/ sounds</p> <p>▶ Travel</p>	<p>Be a voluntourist</p> <p><i>Identify the purpose of a text</i></p>	<p>Present perfect</p> <p><i>Talk about how long something has happened</i></p>
UNIT REVIEW page 25		

## PROGRESS CHECK 1&2 pages 26–27






<p>Live music</p> <p><i>Talk about music and music events</i></p> <p><b>Vocabulary (1):</b> Music words</p> <p><b>PRONOUNCE</b> the /ɔ:/ and /ɒ/ sounds</p> <p>▶ Live music</p>	<p>A dream concert</p> <p><i>Understand new words</i></p>	<p>Verbs followed by -ing form or to + infinitive</p> <p><i>Talk about things you enjoy doing</i></p>
UNIT REVIEW page 37		

<p>Relationships</p> <p><i>Talk about people you know</i></p> <p><b>Vocabulary (1):</b> People and relationships</p> <p>▶ Relationships</p>	<p>Close friends</p> <p><i>Recognise examples</i></p>	<p>First conditional with if/ unless</p> <p><i>Talk about possible situations in the future</i></p>
UNIT REVIEW page 47		

## PROGRESS CHECK 3&4 pages 48–49

<p>Can you feel it?</p> <p><i>Talk about how we use our senses</i></p> <p><b>Vocabulary (1):</b> The senses and sense verbs</p> <p><b>PRONOUNCE</b> Consonant combinations</p> <p>▶ Can you feel it?</p>	<p>Fragrance fact file</p> <p><i>Use pictures to help you understand</i></p>	<p>Passives (past, present and future)</p> <p><i>Use the past, present and future passives to talk about senses</i></p>
UNIT REVIEW page 59		



LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Leaving home <b>Recognise informal speech</b> <b>Vocabulary (2):</b> Adjectives for describing objects	Past tenses review <b>Talk about past actions</b>	Get organised <b>Collaborate to organise a group activity</b>	Invitations <b>Make and react to invitations</b>  I'd love to	A special object (description) <b>Make a writing plan</b>
Around the world <b>Listen for the information you need</b> <b>Vocabulary (2):</b> Travel	The future <b>Talk about events in the future</b>	Respect others <b>Respect other people's personal space</b>	At the airport <b>Check in at the airport</b>  I'd like to check in	Wish you were here (postcard) <b>Use correct verb tenses</b>
Talking music <b>Transfer spoken information to a table</b> <b>Vocabulary (2):</b> Adverbs of degree	Comparison of adverbs <b>Compare how people do things</b>	Get organised <b>Stay on task and avoid distractions</b>	My sister thinks ... <b>Present other people's opinions</b>  What's your opinion?	My music profile (profile) <b>Link contrasting ideas</b>
Back from the future <b>Use stress and intonation to help you understand</b> <b>Vocabulary (2):</b> Extreme adjectives	Second conditional <b>Talk about imaginary situations in the present and future</b> <b>PRONOUNCE</b> stressed words and phrases	Know yourself <b>Decide what's important to you</b>	Do you mind? <b>Make and react to requests</b>  Go ahead	A poem about true friends (poem) <b>Use a dictionary</b>
The power of colour <b>Follow a conversation</b> <b>Vocabulary (2):</b> Colour idioms	(In order) to ... , so (that) ... <b>Talk about the purpose of doing things</b>	Communicate & cooperate <b>Recognise non-verbal communication</b>	At the chemist's <b>Ask for help with words</b>  What's the difference?	A place I really like (description) <b>Link similar ideas</b>

# 6

## SELLING POWER

pages 60–69

### IN THE PICTURE

In a shop

*Talk about shopping*

**Vocabulary (1):** Shopping

**PRONOUNCE** the /æ/ and /ɑ:/ sounds

▶ In a shop

### READING

What's it for?

*Identify the tone of written comments*

### GRAMMAR (1)

Possibility and impossibility

*Make logical guesses*

**UNIT REVIEW** page 69

## PROGRESS CHECK 5&6

pages 70–71

# 7

## TRADITION AND CHANGE

pages 72–81

Traditional ways

*Talk about traditional and modern ways of living*

**Vocabulary (1):** Traditional activities

▶ Traditional ways

Living in the past

*Make notes*

Used to

*Talk about habits and situations in the past*

**PRONOUNCE**

the /s/, /ʒ/ and /z/ sounds

**UNIT REVIEW** page 81

# 8

## SHE SAID, HE SAID

pages 82–91

In the news

*Talk about people working in the media*

**Vocabulary (1):**

Print and digital media jobs

**PRONOUNCE**

stressed syllables and the /ə/ sound

▶ In the news

Media culture

*Recognise formal and informal writing*

Reported speech

*Report what people say*

**UNIT REVIEW** page 91

## PROGRESS CHECK 7&8

pages 92–93

# 9

## LEARNING JOURNEYS

pages 94–103

At school

*Talk about different types of school*

**Vocabulary (1):** Types of school

▶ At school

School journeys

*Understand referring words*

Reported requests and commands

*Say what people ask and tell you to do*

**PRONOUNCE** word stress

**UNIT REVIEW** page 103

# 10

## CHANGING FASHIONS

pages 104–113

In fashion

*Talk about changing fashions*

**Vocabulary (1):** Fashion

**PRONOUNCE** the /t/ and /d/ sounds

▶ In fashion

Fashion statements

*Understand paraphrase*

So and such ... that

*Emphasise somebody's or something's qualities*

**UNIT REVIEW** page 113

## PROGRESS CHECK 9&10


pages 114–115

EXTRA READING pages 116–119

GRAMMAR DATABASE pages 120–129

WORDS & BEYOND pages 130–139



LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Smart shopping <b>Understand the speaker's intention</b> <b>Vocabulary (2):</b> Things and people in a shop	Indirect questions <b>Ask polite questions</b>	Communicate & cooperate <b>Be assertive</b>	At the cash desk <b>Return goods and make a complaint</b> It doesn't fit	We look forward to hearing from you (letter and survey) <b>Use polite phrases in formal emails and letters</b>
The Pretty Colored Snake <b>Understand the situation</b> <b>Vocabulary (2):</b> Feelings	Past perfect simple <b>Talk about things that happened before another time in the past</b>	Respect others <b>Value your elders</b>	At the library <b>Join and use a library</b> Can I borrow a DVD?	Telling tales (story) <b>Say how and when things happen in a story</b>
Picture stories <b>Infer meaning</b> <b>Vocabulary (2):</b> Reporting verbs	Reported questions <b>Report what people ask</b>	Get thinking <b>Compare and evaluate information that you read or hear</b>	Excuse me ... <b>Interrupt someone</b> Can I say something?	School news (news story) <b>Use correct punctuation</b>
Circus school <b>Understand spoken instructions</b> <b>Vocabulary (2):</b> Words with self-	Reflexive pronouns; each other <b>Use reflexive pronouns and each other</b>	Know yourself <b>Learn to be more self-confident</b>	Go on! <b>Persuade people to do things</b> Don't be boring	Our school (website section) <b>Express reasons and results</b>
Materials and more <b>Recognise formal and informal speech</b> <b>Vocabulary (2):</b> Adjectives with -able	Ability <b>Talk about ability in the past, present and future</b>	Get thinking <b>Consider all the options</b>	You look great! <b>Give and react to compliments</b> Thanks!	For sale (online advert) <b>Refer to two options</b>

# 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.

**WRITING A special object**  
Make a writing plan

**SPEAK AND READ**  
1 Work in pairs. Describe and compare the elephants in the photos. Which do you like best? Why?  
2 Read Jessica's description. Which elephant is she describing? What does Lucy's elephant look like?

**My special object**  
I'm looking at my special object now. It's a small, black, wooden model elephant. It's standing on a shelf in my room with some books and photos.  
I got the elephant while I was staying with my friend Lucy in Wales. We were walking through an antique market one day when she saw two elephants. She said they were best friends like us. They weren't expensive, so we bought both of them. I kept one elephant, and Lucy kept the other.  
People say that elephants never forget. When I see my elephant, it reminds me of that summer and my friend. It's a nice feeling to know that Lucy has an identical elephant.

**WRITING For sale**  
Refer to two options

**SPEAK AND READ**  
1 Work in pairs. Answer the questions.  
1 Do you ever sell things that you don't need any more? How?  
2 Do you ever buy things second-hand? What kinds of things, and where do you buy them?  
2 Read Jessie's advert. Complete the notes.

Item	Kit	Boots
Size		
Colour		
Condition		
Brand		
Material		
Other details		

**SALE England football kit and boots**  
Original England away unisex football kit and a dark blue cotton football shirt with short sleeves and a light blue collar, a pair of matching light blue shorts and long blue socks. The shirt and shorts are size 164, and the socks are one size. The football boots are black leather but with white stripes and very comfortable. They're size 40. Both the kit and the boots have been worn quite a lot, but neither the kit nor the boots have any marks and are in good condition.  
The price is for everything, but if you want to buy either the kit or the boots separately, please contact me.

**PLAN**  
You're going to write an online advert to sell some clothes, accessories or other items that you don't need. Think of two items and make a plan for your advert.

**LANGUAGE & BEYOND**  
What do you think about group work? To find out, decide which option you think is better, A or B.  
1 A: An activity is more fun if everybody helps to organise it.  
B: It's not important who does the work. The important thing is the result.  
2 A: Some people have ideas, and I don't like them.  
B: I like ideas, but I don't like people who don't listen to me.

**LANGUAGE & BEYOND**  
Stay on task  
SPEAK AND READ  
1 Work in pairs. Give for not first.  
2 Work in pairs finishing his box.  
DO  
3 Work in groups  
1 If you don't  
2 First a quiet  
3 Work with  
4 Make sure you complete the

**LANGUAGE & BEYOND**  
Consider all the options  
SPEAK AND READ  
Denny: I don't know which bag to buy. There are so many! What do you think?  
Tyson: Let me look. Well, this one's leather, and it looks good. It's not very big, though.  
Denny: This one's made from recycled water bottles. The label says it's 'it's green, eco-friendly bag for people who care about the environment and animal rights'. The company also gives one euro for every bag to an environmental charity. ... That's



### 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.

### 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.

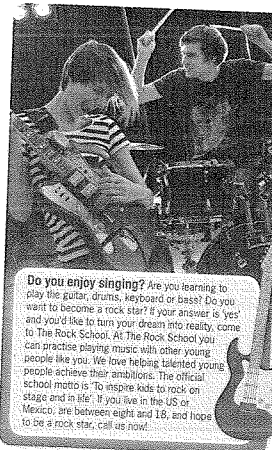
3

**GRAMMAR** Verbs followed by *-ing* form or *to + infinitive*

>>> Talk about things you enjoy doing

**READ >>> Grammar in context**

1 Read the advertisement. Would you like to go to The Rock School? Why?/Why not?



**Do you enjoy singing?** Are you learning to play the guitar, drums, keyboard or bass? Do you want to become a rock star? If your answer is 'yes' and you'd like to turn your dream into reality, come to The Rock School. At The Rock School you can practise playing music with other young people like you. We love helping talented young people achieve their ambitions. The official motto is 'To inspire kids to rock on stage and in life.' If you live in the US or Mexico, are between eight and 18, and hope to be a rock star, call us now!

**PRACTISE**

3 Read Marta's interview. For each sentence, choose the correct option or both options.

Jeff: Why would you like (1) coming / to come to The Rock School?

Marta: I've always imagined (2) being / to be famous.

Jeff: Are you learning (3) playing / to play any instruments or do you want (4) being / to be a singer?

Marta: I don't mind (5) singing / to sing, but I prefer (6) playing / to play the guitar and piano.

Jeff: So what else do you enjoy (7) doing / to do in your free time?

Marta: I love (8) swimming / to swim.

4 Complete the text with the correct form of the verbs in the box.

become   give   go   learn   make   perform

When he was a teenager, Paul Green planned (1) to go to college, but he didn't have enough money. A lot of young people in his neighbourhood wanted (2) the guitar, so he decided (3) to play guitar lessons at his home. His classes were popular, and two years later he opened the Paul Green School of Rock Music. It was a place where teenagers could enjoy (4) music and learn (5) in front of an audience. Today there are more than 90 schools in the United States and Mexico. Paul Green hopes he can inspire more young people (6) to become better musicians.

**STUDY**

2 Complete the explanations with verbs from the advertisement in Exercise 1.

first verb	+ second verb
mind, imagine	don't + <i>-ing</i> form (doing)
learn	would(n't) like + <i>to + infinitive</i> (to do)

5 Write the questions. Use the infinitive with *to* or the *-ing* form of the words in blue.

- Which instruments / you / learn / play / at the moment?
- Which other instruments / you / would like / learn?
- you / enjoy / sing?
- you / like / perform / in front of people?
- What / you / hope / do / in the future?
- What other things / like / do / in your free time?

### 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.

### 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](http://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.



# UNIT 8

## SHE SAID, HE SAID

### IN THE PICTURE In the news

»»» Talk about people working in the media

### WORK WITH WORDS

- 1 **RECALL** Work in pairs. Do the tasks. You have three minutes.

#### a Complete the names of things we read.

- |                           |                |
|---------------------------|----------------|
| 1 _____ rtoon             | 8 _____ em     |
| 2 _____ cipe              | 9 _____ ofile  |
| 3 _____ port              | 10 _____ ticle |
| 4 _____ tter              | 11 _____ ory   |
| 5 _____ cture _____ ption | 12 _____ iz    |
| 6 _____ og                | 13 _____ les   |
| 7 _____ terview           | 14 _____ rvey  |

#### b Find an example in this book of three of the things in the list.

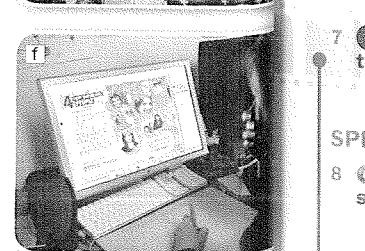
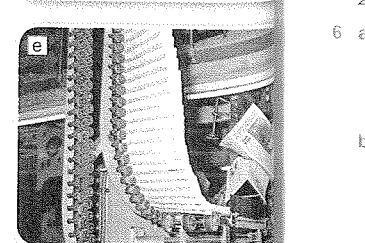
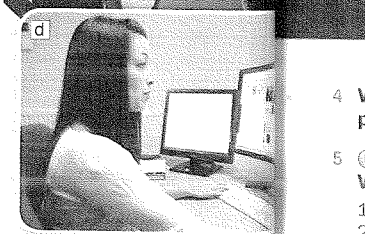
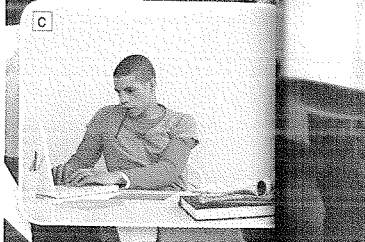
- 2 **LISTEN** Write the media jobs in the correct category. Listen and check. Then listen and repeat.

author blogger cartoonist designer editor  
gossip columnist graphic artist journalist  
photographer printer publisher reporter

People who write	People who work with visuals	People who work behind the scenes

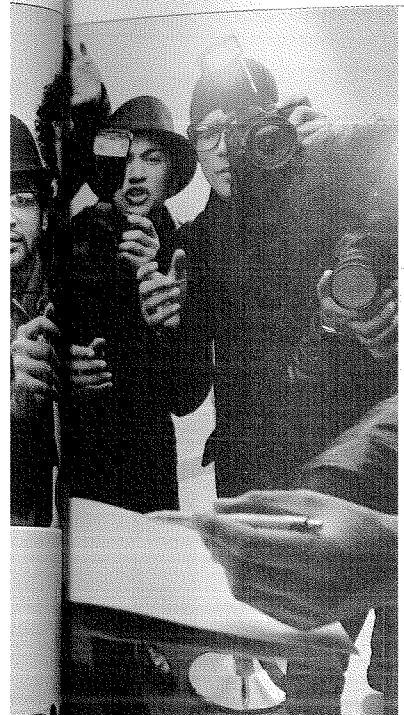
- 3 Choose the correct people from Exercise 2 to complete the sentences about a newspaper.

- 1 The *printer / publisher* owns the newspaper and employs a lot of people.
- 2 The *reporter / journalist* reports the news while the *reporter / journalist* investigates the news.
- 3 The *designer / photographer* takes pictures to illustrate the stories. The *graphic artist / cartoonist* creates other visuals, like graphs and diagrams.
- 4 The *author / editor* decides which stories to include in tomorrow's paper.
- 5 The *designer / photographer* creates the final pages.
- 6 The *printer / cartoonist* adds some visual fun to the news while the *gossip columnist / blogger* writes funny things about famous people. Today he's writing about the famous *author / reporter* of a bestselling book.
- 7 When the newspaper is ready to print, it goes to the *printer / publisher*.
- 8 While the paper is being printed, the *designer / blogger* is writing for the digital edition of the paper.





# 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 Book for ease of access in the classroom.

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

4 Which of the people in Exercise 2 can you see in the photos?

5 **3.02** Listen to a designer talk about the photos. Which photos is she talking about?

1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

6 a **3.03 PRONOUNCE** Listen and repeat the word. Pay attention to the stressed syllable and the /ə/ sound in the unstressed syllable.

/ə/ author

b **3.04** Listen to the other words in the box in Exercise 2. Underline the stressed syllables, and circle the syllables that have the /ə/ sound. Then listen and repeat.

7 **THE MOVING PICTURE** Watch the video. Which of the people from Exercise 1 do you see?

## SPEAK

8 Work in pairs. Ask and answer the questions in the survey on media habits.

Workbook, page 88

## PHRASE BYTES

I hardly ever/rarely/occasionally ...  
I was looking for ... / I wanted to find ...  
I'd prefer to be the ... because ... / Being a ... must be ...  
Really? But surely ...  
I'd want to publish ...

## Media habits

- 1 Which magazines or comics do you read?
- 2 Which cartoons or cartoonists do you like?
- 3 When was the last time you looked at a newspaper? What part(s) did you look at (eg sports, TV, news)?
- 4 What was the last book or story you read? Who is your favourite author and why?
- 5 Which media job would you most like to do? Why?
- 6 If you were a publisher, what type of magazine would you like to publish and why?

## GO BEYOND

Do the Words & Beyond exercise on page 137.

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.

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.

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.

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

# 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 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.

- 3 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.

- 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 Media culture

Subskills are clearly identified.

#### Recognise formal and informal writing

#### SPEAK AND READ

- 1 Work in pairs. Answer the questions.

- 1 Which famous people do you like in music, television, sport or film?
- 2 What facts do you know about their lives?
- 3 Where did you find the information?

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

- b **GO BEYOND** Read each text then match it to the correct publication (1–3).

- 1 A showbiz blog 2 A celebrity magazine 3 A serious newspaper

**A**

**A young Hollywood** celebrity has spoken about being a victim of the paparazzi. In an interview with the *Los Angeles Times*, the 26-year-old actor said: 'Today's media culture is a dangerous monster.' Currently promoting his latest film, the star has also been in the news for personal reasons. Separating public and personal life has always been difficult for film and music stars. On the one hand, they want media attention in order to help promote their careers. On the other hand, they want the media to respect their privacy. One magazine has suggested that the actor should move to France, where there are stricter privacy laws. In the United States however, the paparazzi can take photographs of anyone if they are in a public place, including the children of celebrities. Sue Jakes, the respected journalist, told me that some photographers often scare celebrity children to make them cry. She said that an emotional or embarrassing photograph was easier to sell. Maybe it's time to stop this form of 'journalism'. It's easy to do – just stop buying celebrity magazines.

**B**

**Hot young star** [redacted] has told a newspaper that I am a monster! What did I do? Did I hurt his feelings when I suggested that the 26-year-old actor's relationship was over? Or was it last week's embarrassing photo in our 'They're only human' feature? If you don't like being famous, go to France, *chéri!* But please stop saying terrible things about the people who helped to make you a star. By the way, an anonymous source told me that she had seen [redacted] having dinner with a famous singer at one of the city's top restaurants. Hello? If you don't want to be photographed, eat at home! We respect your privacy. Let's stop appearing in print!

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

- 3 Choose the best title for each of the texts.

- 1 'Celebrity children complain about paparazzi'
- 2 'Star tells me to leave him alone!'
- 3 'Can public figures have private lives?'
- 4 'Anonymous monster attacks Hollywood star!!'

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

- 5 Read the sentences and circle A (text A) or B (text B).

- 1 A / B includes a quote by the actor.
- 2 A / B includes the views of an expert.
- 3 A / B includes a fact that is wrong.
- 4 A / B includes information given by an anonymous person.
- 5 A / B says that the actor should move to France.
- 6 A / B thinks we can do something to change the situation.

#### REACT

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

- 1 Which of the texts is more interesting? Give reasons for your answer.
- 2 Why is text A probably more accurate than text B?
- 3 Why do people like reading about the lives of famous people?
- 4 How can famous people have private lives?

#### HOW TO

recognise formal and informal writing

In formal writing, look for ...

- ☐ longer sentences with formal words and phrases (*on the one hand, however*).
- ☐ full verbs (*I will, do not*).
- ☐ correct use of punctuation.

In informal writing, look for ...

- ☐ shorter sentences with spoken English phrases (*well, By the way*).
- ☐ contractions (*I'll, don't*).
- ☐ extra punctuation to add emphasis, especially exclamation marks.

#### GO BEYOND

Read the two texts again and find two more differences between them.

Workbook, page 89

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



# USING THE *BEYOND* STUDENT'S BOOK

## Lesson 3 – Grammar (1)

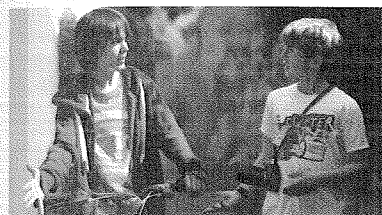
The target **grammar** is always presented in context and students are encouraged to work out rules from examples.

### GRAMMAR Reported speech

#### >>> Report what people say

#### READ AND LISTEN >>> Grammar in context

- 1 Read and listen to the conversation. Who is Lucy's new photographer?



**Harry:** Jack! I'm surprised to see you. Where's Lucy?  
I told her that I'd meet her here at seven.  
We're doing a story for the school magazine.  
**Jack:** Lucy told me she didn't want to see you. I told her that I could talk to you.  
**Harry:** I don't understand. We arranged to meet here yesterday. I've brought my camera.  
**Jack:** She said that she'd found another photographer. She said she was going to do the story with him. Hello? ... Yes, I'll tell him ... Yes, I can be there in five minutes.  
**Harry:** Was that Lucy?  
**Jack:** Yes. She said she was sorry. She also said that she was waiting for her new photographer.

#### STUDY

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

#### Reported speech

##### Use:

To report something that somebody said.

Direct speech: *She said: 'I'm sorry.'*

Reported speech: *She said she was sorry. / She told me/him, etc (+ that) she was sorry.*

##### Form:

##### Tense changes

Use the past forms of the verbs:

*'I'm sorry.'* > *She said (that) she was sorry.*

*'I don't want to see him.'* > *Lucy told me (that) she ... to see you.*

##### Other changes

Pronouns and possessive adjectives change in reported speech:

*'I'm surprised to see ...'*

*Harry said that he was surprised to see him.*

See GRAMMAR DATABASE, page 127.

#### PRACTISE

- 3 Write the sentences from Exercise 1 in reported speech with **said**.

- 1 Harry: 'I'm surprised to see you.'  
*He said that he was surprised to see him.*
- 2 Harry: 'We're doing a story for the school magazine.'
- 3 Harry: 'I don't understand.'
- 4 Harry: 'I've brought my camera.'
- 5 Jack: 'I'll tell him.'
- 6 Jack: 'I can be there in five minutes.'

- 4 Write the sentences from Exercise 1 in direct speech.

- 1 Lucy told me that she didn't want to see you.  
Lucy to Jack:  
*'I don't want to see him.'*
- 2 I told her that I'd meet her here at seven.  
Harry to Lucy:  
...
- 3 I told her that I could talk to you.  
Jack to Lucy:  
...
- 4 She said that she'd found another photographer.  
Lucy to Jack:  
...
- 5 She also said she was going to do the story with him.  
Lucy to Jack:  
...
- 6 She also said that she was waiting for her new photographer.  
Lucy to Jack:  
...

- 5 Complete the sentences about yourself.

#### Your life in six sentences

- 1 Food: For breakfast, I usually have ...
- 2 Entertainment: The last film I saw was ...
- 3 Plans: Next weekend, I'm going to ...
- 4 Dreams: One day I hope I'll ...
- 5 Now: At the moment I'm feeling ...
- 6 Skills: I can't ..., but I can ...

#### SPEAK

- 6 Work in pairs. Read out your sentences from Exercise 5. Take notes about your partner and then tell the class what she or he said.

*She said that she usually had ... for breakfast.*

*She told me that the last film ...*

- 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.

# 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 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.

3 The How To box provides tips that help students.

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

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 Picture stories

#### >>> Infer meaning

#### SPEAK AND LISTEN

1. Work in pairs. Describe what you can see in the pictures.
2. **▶ 3.07** Listen and tick (✓) the correct picture to answer each question.
3. a Read the tips in the **HOW TO** box.  
b **▶ 3.07** Listen to the scenes again and choose the correct option in the sentences.
  1. The police officer is *happy* / *unhappy* that the reporter called.
  2. The actor *likes* / *doesn't like* talking about her next project.
  3. The reporter *is* / *isn't* sure the witness remembers what she saw.
  4. The athlete feels *very happy* / *a bit disappointed* after the race.
  5. The reporter and his source *trust* / *don't trust* each other.
  6. In the same scene, the *reporter* / *reporter's source* switches off the recorder.
- c Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

#### REACT

4. Work in pairs. Act one of the scenes in Exercise 2 in your own words, reflecting the feelings of the characters.

#### WORK WITH WORDS

5. **▶ 3.08** Complete the sentences with the correct form of the reporting verbs in the box. Then listen and check.

add admit claim confirm deny promise

**Police officer:** You said you wouldn't call me again, remember?

**Reporter:** I know. It's the last time. I (1) \_\_\_\_\_.

**Reporter:** Can you (2) \_\_\_\_\_ the stories about you and rap star Dustin Dredd?

**Reporter:** In your original statement you (3) \_\_\_\_\_ that you saw three men?

**Witness:** That's right. I (4) \_\_\_\_\_ it sounds strange.

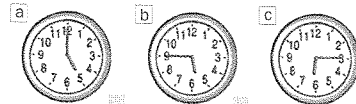
**Athlete:** Can I just (5) \_\_\_\_\_ one more thing? I couldn't have done this without the support of everyone back home.

**Source:** If you use my name, I'll (6) \_\_\_\_\_ I ever spoke to you.

6. **▶ 3.09** Complete the sentences. Then listen and repeat the verbs from Exercises 5 and 6.

1. The police officer **suggested** that they meet at ...
2. The witness **insisted** that she saw ...
3. The athlete **explained** how she felt ...
4. The reporter **agreed** to switch off ...

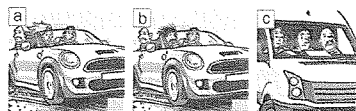
1. When will the journalist meet the police officer?



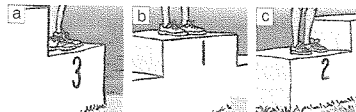
2. What type of film is the star going to make next?



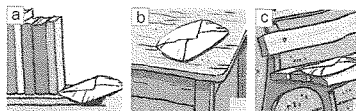
3. What did the witness see?



4. In which place did the athlete finish the race?



5. Where's the letter?



#### HOW TO

##### infer meaning

People often don't say directly what they think and feel.

- ☐ Listen to **how** people talk. How people say things often tells you what they really think.
- ☐ Identify the **relationship** between speakers. People often don't say things directly when they don't know or don't trust the other person.

#### GO BEYOND

Do the Words & Beyond exercise on page 137.

Workbook, pages 92–93



# 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 Reported questions

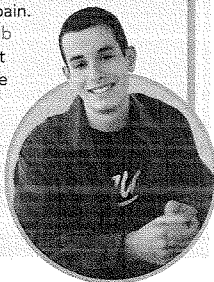
8

#### >>> Report what people ask

##### READ >>> Grammar in context

- 1 Read the news report. What kind of job does Johan have?

When I met Johan after the game, I asked him why he was leaving the club. He explained that it was for personal reasons. I then asked him how the other players had reacted. At first, he denied that there had been any problems on or off the pitch, but when I asked him if he was still friends with Pepe, he refused to comment. I asked him whether he had any immediate plans and he said that he was talking to a club in Spain. I asked him which club he was talking to, but he wouldn't say. As he was leaving, I asked him if he could say something to his fans. He promised that he'd come back one day.



##### STUDY

- 2 Complete the explanations with examples from Exercise 1.

###### Reported questions

###### Use:

To report a question that somebody asked.

Direct question: 'Why are you leaving the club?'

Reported question: I asked him why he was leaving the club.

###### Form: *wh-* questions

asked + person + question word + I/you, etc + verb:

I asked him how

I asked him which

###### Form: *yes/no* questions

asked + person + if/whether + I/you, etc + verb:

I asked him if

I asked him whether

###### Other changes:

Change verb tenses, pronouns, possessive adjectives, time expressions and adverbs of place if necessary (see page 85).

See GRAMMAR DATABASE, page 127.

##### PRACTISE

- 3 Write the reported questions in orange in Exercise 1 as direct questions.

'Why are you leaving the club?'

- 4 Read the journalist's notes and write her questions in reported speech.

- 1 Janet Mills (politician): 'Have you spoken to the minister? I asked her if she'd spoken to the minister.'
- 2 Justin (singer): 'Can you play any instruments?'
- 3 Cyclops (pop group): 'When will you play in Britain again?'
- 4 Mrs Mills (witness): 'Did you see what happened?'
- 5 Jeff Manners (athlete): 'How are you feeling?'
- 6 Mary Webb and Jack Landon (actors): 'Are you excited about the film?'

- 5 a Look at the information you were asked for in an oral exam. Write the direct and reported questions.

- 1 Where / from?  
'Where are you from?' /  
They asked me where I was from.
- 2 What / school / go to?
- 3 How long / study English?
- 4 ever / visit / the UK?
- 5 like / go to the cinema?
- 6 What / do / next weekend?

- b Answer the questions in reported speech.  
I told them I was from Mexico City.

- 6 Complete the tasks. Choose the type of reporter you'd like to be.

- sports reporter  
■ entertainment reporter  
■ news reporter

Write the name of a famous person you'd like to interview. Write five questions you'd like to ask the famous person.

##### SPEAK AND WRITE

- 7 Work in pairs. Complete the tasks. Your partner is the famous person you chose in Exercise 6. Ask your partner the five questions you prepared. Make a note of their answers. Write a short report of the interview using reported questions and reported speech. Read your report to the class.

Target vocabulary is recycled throughout the unit.

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

>>> Workbook, page 94

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.


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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.

### LANGUAGE & BEYOND



**Anonymous**  
is a student in another class at the school. 'A friend told me that Laura had been excluded from school. Another friend said that Laura had used a phone camera to take photos of Beth's homework and copied it at home. I heard a long time ago that she'd copied other people's homework.'

**Laura**  
is Laura's best friend. 'I know Laura better than anyone. She told me that she didn't copy Beth's homework, and I believe her. She admitted that she'd copied some school work from the internet in the past, but she said she'd never copy another student's work.'

**Beth**  
is Beth's friend. 'Beth told me that she'd seen Laura copying her homework in the break. She asked me if I could tell the teacher. She said that the teacher wouldn't believe her. Last year, someone said Beth had stolen a phone. Beth denied it, but no-one found the phone.'

**Friend**  
is in Laura's class. 'I don't know Laura very well, but I think she's a good person. People claim that she stole someone's homework, but why would she do it? She helped me last month when I was having problems with history. She knows a lot. She's clever. She doesn't have to cheat.'

#### Compare and evaluate information that you read or hear

##### SPEAK AND READ

- 1** **▶▶▶** Work in pairs. Read and listen to the four people. What's the guilty? Why?
- 2** After reading and listening. Discuss your opinions.

**DO**

**3** Work in groups. Answer the questions. Which speaker(s) ...

- 1 share the same opinion?
- 2 might be influenced by their relationship with the people involved?
- 3 don't agree about some facts?
- 4 don't give their name or the name(s) of their sources?
- 5 include information that is possibly out of date?

**4** **▶▶▶** Order the speakers from the *least* to the *most* reliable, giving reasons for your choices.

##### REFLECT

**5** Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?

- 1 Why was it important to have more than one source for information in the situation in Exercise 1?
- 2 Why are multiple sources important when you look for facts?
- 3 How often do you use the internet to find information for school work? How often do you compare the information from different sources?

##### EXTEND

**6** Work in groups. Write five tips for using the internet to find factual information. Use Exercise 3 to help you.

*Always check your information at more than two different sites.*

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

**PHRASES**

I don't believe much of what ... says because ...

She/He isn't very reliable because ...

... is much more reliable than ...

##### REFLECTION POINT

It's important to find more than one source for information in order to compare and evaluate the different sources and information.

**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.



# 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 Excuse me ...

#### Interrupt someone

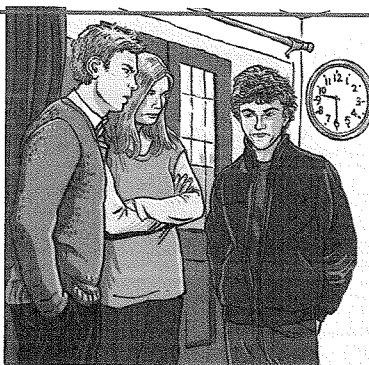
#### SPEAK

- 1 Work in pairs. Describe the picture. What's the situation?

#### WATCH OR LISTEN

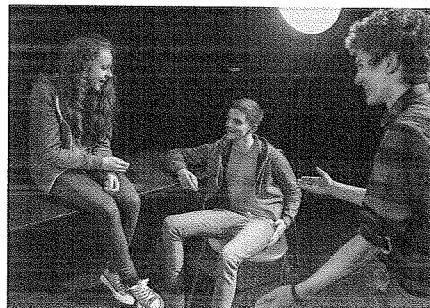
- 2 **▶▶▶▶▶** Watch or listen to the first scene and check your answer to Exercise 1.

Dad: What time do you call this?  
 Leo: I ...  
 Mum: You promised you'd be back by eight.  
 Dad: We've been worried.  
 Leo: (1) ... ?  
 Dad: You should've phoned us and ...  
 Leo: (2) ... I did phone you. I got voicemail.  
 Mum: What? Where's my phone?



- 3 **▶▶▶▶▶** Watch or listen to the second scene. Where was the phone?

Ethan: Then what happened?  
 Ruby: My mom and dad are just the same.  
 Leo: (3) ... let me finish.  
 Ruby: If I'm late home, they get real mad.  
 Leo: (4) ... I haven't finished the story.  
 Ethan: My dad is always losing his phone. It drives Mum up the wall.  
 Leo: (5) ... Will you let me tell the story?  
 Ruby: OK. Keep your shirt on.  
 Leo: Thanks. The phone was ...



- 4 a **▶▶▶▶▶** Watch or listen to both conversations again and write the correct phrases in the spaces.  
 b **▶▶▶▶▶** Listen and repeat the phrases. Pay attention to intonation.

- 5 Read the sentences. Match them to the conversations with the same

- 1 It makes Mum extremely angry.
- 2 I heard the answering machine.
- 3 They get very angry.
- 4 You're very late.
- 5 Calm down.

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

- 6 Work in groups of three. Practise saying the conversations.

#### ACT

- 7 **▶▶▶▶▶** Work in groups of three. Complete the tasks. Read the conversation in Exercise 2 and decide what happens next. What do the people say? How do they find the phone? Write the conversation and include at least three interrupting phrases. Give each person in the group one of the parts and perform the scene for the class.

#### PHRASEBOOK ▶▶▶▶▶

##### Interrupting phrases

Can I say something?  
 Excuse me ...  
 Hang on a second/minute/moment.  
 (I'm) sorry to interrupt, but ...  
 (I'm) sorry for interrupting, but ...  
 Wait a second/minute/moment.

- 1 The lesson starts with speaking exercises, giving students the opportunity to describe pictures 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.

▶▶▶▶▶ Workbook, page 95

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.

# 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 School news

#### Use correct punctuation

##### SPEAK AND READ

- 1 Work in pairs. Put the words in order to make newspaper headlines.
- 2 Match the news story to the correct headline in Exercise 1.
- 3 Complete the punctuation rules with the words in the box.

apostrophes capital letters commas  
exclamation marks full stops  
question marks

- 1 Use \_\_\_\_\_ for names, nationalities, titles, days of the week and professions, titles of books, etc.
  - 2 Use \_\_\_\_\_ at the end of sentences.
  - 3 Use \_\_\_\_\_ for short forms of verbs and possessive s.
  - 4 Use \_\_\_\_\_ at the end of direct questions.
  - 5 Use \_\_\_\_\_ in lists, to separate phrases and with direct speech.
  - 6 Use \_\_\_\_\_ to indicate surprise or to add emphasis.
- 4 a Read the tips in the **HOW TO** box.

##### HOW TO

use correct punctuation

- Use a colon (:) to start a list or a quote.
- Use a semicolon (;) to separate longer phrases in a list.
- Use dots (...) to show that a sentence or quote isn't complete.
- Use single (') or double (") quotation marks for direct speech.

- b Work in pairs. Find examples of the punctuation in the news story and explain how it is used.

##### PRACTISE

- 5 Check and correct the punctuation and spelling in another news story from the school magazine.

This year the drama group is going to perform a musical version of William Shakespeares play *romeo and juliet*. Are you interested in acting if you are, come to the auditions on friday. Mrs jones the director of the show told me i am looking for poeple who luv doing all these things singing in the shower dancing to diffrent types of music and performing in public.

### 1 IMPROVE / RESULTS / EXAM / SPANISH

### 2 TEACHER / WELCOMES / SCHOOL / NEW

### 3 PROBLEMS / BICYCLE / CONTINUE

This term a new Spanish teacher has started working at the school. Rosa Martinez, from Granada in Andalucia, has a lot of exciting interests: going to the cinema, the theatre and museums; taking photos of people, buildings and wildlife; and improving her English! When I met her yesterday, I asked her if she was looking forward to meeting her new students. 'Of course,' she said, 'I'm really excited to be here.'

##### PLAN

- 6 Work in pairs. You're going to write a news story about your school for the school magazine. Choose a topic and make a plan for your story.

##### WRITING PLAN

- 1 Write a short news story. Explain the main points of your news story at the beginning. Use direct and indirect speech.
- 2 Use examples of different punctuation. Include some of the punctuation from Exercise 3 and the **HOW TO** box.
- 3 Give your news story a headline. Look at the sample headlines in Exercise 1 and write a similar headline.
- 4 Check the punctuation and spelling. Read your story carefully, then give it to another person to check.

##### WRITE AND CHECK

- 7 Use your plan and write your news story. Then check it. Tick (✓) the things in the plan.

##### SHARE

- 8 Swap your story with other students.

Workbook, pages 96–97

- 2 The How To feature offers tips about the lesson aim.

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

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

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



# 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 Print and digital media jobs

1 Complete the text with the missing words.



Meet Bill Hearst. He's the (1) p\_\_\_\_\_ of the *Billington Post*. Bill also writes for the paper. In fact, he's the paper's top (2) r\_\_\_\_\_. Actually, he's the paper's only real (3) j\_\_\_\_\_. Bill is also the paper's award-winning (4) p\_\_\_\_\_. When Bill has written a story, he gives it to his (5) e\_\_\_\_\_, who's called Bill. Bill then gives the story to Bill, the (6) d\_\_\_\_\_, who prepares the page. If the story needs some other visuals, he contacts Bill, the (7) g\_\_\_\_\_ a\_\_\_\_\_.

Write the missing letters in some of Bill's other jobs.

8 c \_ r t \_ n \_ s t      11 b l \_ g g \_ r  
9 g \_ s s \_ p \_ c \_ l \_ m n \_ s t      12 \_ t h \_ r  
10 p r \_ n t \_ r



\_\_\_\_/12

#### Reporting verbs

2 a Choose the correct options in each newspaper story.

- 1 'It's not me!' Yesterday Hearst *admitted / denied* that he was the thief.
- 2 'OK. It was me!' Today Hearst *admitted / suggested* that he'd stolen his dad's biscuit.
- 3 'I'll do it soon.' Last week, Hearst *added / promised* that he'd do the washing-up soon.
- 4 'You're right!' Today Hearst *agreed / denied* that he still hadn't done the washing-up.
- 5 'It's true! I don't like them.' Hearst also *confirmed / explained* that he didn't like cats.

b Match the verbs in the box with the correct definitions.

add claim decide explain insist suggest

- 1 \_\_\_\_\_ : to help somebody understand something
- 2 \_\_\_\_\_ : to offer an idea or a plan
- 3 \_\_\_\_\_ : to say something more about the same thing
- 4 \_\_\_\_\_ : to say something is true
- 5 \_\_\_\_\_ : to continue saying that something is true

\_\_\_\_/10

#### GRAMMAR Reported speech

3 a Write the quotes in reported speech.

- 1 The President: 'I will make the world a better place.'
- 2 Actor: 'I'm making a film in Brazil now.'
- 3 Policewoman: 'I saw the thief here yesterday.'
- 4 Pop group to Bill: 'We're going to play six concerts next week.'
- 5 Mum to Bill: 'You're the best editor in the world.'
- 6 Athletes to reporters: 'We love your country.'

b Choose the correct option to complete the sentences.

- 1 I *said / told* Bill that he needed to find more reporters.
- 2 But Bill *said / told* he enjoyed writing all the stories.
- 3 His mum and dad *said / told* him he should do a sport.

\_\_\_\_/18

#### Reported questions

4 Report the questions, using pronouns in place of names.



- 1 Bill to his parents: 'Can I go out tonight?'
- 2 Dad to Bill: 'Have you done your homework?'
- 3 Mum to Bill: 'Where are you going?'
- 4 Bill to Mum: 'Do I have to tell you?'
- 5 Mum and Dad to Bill: 'What time will you be home?'

\_\_\_\_/10

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 recognise formal and informal writing. \_\_\_\_\_  
I can infer meaning when I listen. \_\_\_\_\_  
I can compare and evaluate information that I read or hear. \_\_\_\_\_  
I can interrupt someone. \_\_\_\_\_  
I can use correct punctuation 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.