

**A2+**  
WORKBOOK

# BEYOND FOR SWITZERLAND

BEYOND for SWITZERLAND is a 4-level course for teenagers, from A1+ to B1 based on a detailed mapping onto the Swiss Lehrplan 21, as well as the CEFR and international exams. It offers a comprehensive syllabus for the four skills through systematic development of transferable language competencies and learning strategies. The age-appropriate *life skills* strand equips students with valuable skills for life beyond the classroom.

BEYOND's creative and dynamic approach to topics motivates students to engage with the material, making 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. It caters for differentiation in the streamed secondary school system and in the mixed-ability classroom; while raising cultural awareness and supporting multilingualism

**BEYOND's unique combination of language skills, life skills and a unique digital learning environment prepares students for success in the 21st century classroom and beyond.**

### FOR THE STUDENT

#### Student's Book

#### Workbook Book including:

- Student's App
- Online Resource Centre
  - Full course audio
  - Full course video
  - German wordlist
  - German grammar database

### FOR THE TEACHER

#### Teacher's Book including:

- Teacher's App
  - Presentation Kit
  - Tests Generator
  - Student's App
- Online Resource Centre:
  - course audio and video
  - extra worksheets and projects
  - Answer keys and scripts
  - Static tests and German wordlist



Learn Beyond.  
Teach Beyond.  
Go Beyond.

BEYOND for SWITZERLAND

A2+

WORKBOOK

Nina Lauder

Ingrid Wisniewska

### COMMON EUROPEAN FRAMEWORK

**A1 | A2 | B1 | B2 | C1 | C2**

#### System Requirements

Information is correct at the time of print. We recommend that you review the latest system requirements at: <https://www.macmillaneducationeverywhere.com/system-requirements/>  
The app works online and offline. Internet connection is required to download content, synchronise data and for initial login.  
Full terms and conditions available at: <https://www.macmillaneducationeverywhere.com/terms-conditions/>

#### Desktop

Windows: 8.1, 10; Browser: IE 11, Edge / Firefox / Chrome.  
Apple Macintosh: 10.12, 10.13, 10.14; Browser: Safari 12.0.2 / Firefox / Chrome.  
Linux: (Ubuntu) 16.04, 18.04 (64-bit and 32-bit); Debian 8 (64-bit and 32-bit); Browser: Firefox / Chrome.  
CPU Speed (equivalent): Any 2GHz dual core processor.  
RAM: 4GB; Local storage: 4GB\*.  
Sound and graphic cards for playback of audio and video files.

#### Tablet

Android: 7.0, 7.1, 8, 8.1; Browser: Chrome.  
iOS: 10.3, 11.2, 11.4.1; Devices: iPad Air 2, iPad (2017), iPad Pro; Browser: Safari.  
CPU Speed (equivalent): Dual core 1GHz or better.  
RAM: 4GB\*; Local storage: 4GB\*\*  
Screen size: 7" and 10".

#### Mobile

Android: 7.1, 8, 8.1; Google Chrome on Android.  
iOS: 12; Browser: Apple Safari on iOS.  
RAM: 4GB\*; Local storage: 4GB\*\*

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MACMILLAN

Nina Lauder  
Ingrid Wisniewska

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WORKBOOK

# BEYOND FOR SWITZERLAND



# 4

UNIT

# WHAT'S COOKING?

## VOCABULARY 1 >>> Talk about food and cooking

1 a > Find the food and drinks in the word snake. Then complete the lists with the words.

mineral water lemon onion eggs bread tea chicken juice potato banana carrot apple milk tomato coffee

- vegetables \_\_\_\_\_
- drinks mineral water
- fruits \_\_\_\_\_
- other \_\_\_\_\_

b > Add two fruits, two vegetables and two drinks to the lists.

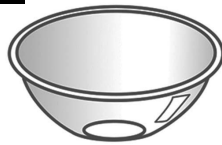
2 > Complete the words.

1



k \_\_\_\_\_

2



b \_\_\_\_\_

3



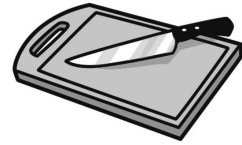
f \_\_\_\_\_  
p \_\_\_\_\_

4



s \_\_\_\_\_

5



c \_\_\_\_\_  
b \_\_\_\_\_

3 > Match the sentence parts.

- |                               |   |
|-------------------------------|---|
| 1 You use a frying pan to     | a cook foods like soup, rice or pasta.        |
| 2 You use a saucepan to       | b cut vegetables into pieces.                 |
| 3 You use a chopping board to | c beat or stir things in before cooking.      |
| 4 You use a bowl to           | d cut food on.                                |
| 5 You use a knife to          | e cook foods like eggs, meat and fish in oil. |

4 a >> Complete the recipe with the verbs in the box.

beat chop fry heat pour stir

- 1 \_\_\_\_\_ the eggs in a large bowl, then cover them.
- 2 Carefully \_\_\_\_\_ the vegetables with a sharp knife.
- 3 \_\_\_\_\_ some oil in a frying pan.
- 4 \_\_\_\_\_ the potatoes until they are golden brown.
- 5 Add the onions and \_\_\_\_\_ the mixture.
- 6 Then \_\_\_\_\_ in the eggs from the bowl.

b >> What's your favourite meal to make at home? What ingredients do you need to make it?

\_\_\_\_\_

\_\_\_\_\_

5 >> Write the missing letters to make words. Then check your answers by finding them in the word search.

## MENU

### Main courses:

- (1) s \_\_\_\_\_ k with chips, tomato and  
 (2) ch \_\_\_\_\_ pizza, tomato (3) p \_\_\_\_\_ a, selection  
 of (4) s \_\_\_\_\_ es

### Extras:

- bread and (5) b \_\_\_\_\_ er, (6) ch \_\_\_\_\_ s

### Desserts:

- (7) i \_\_\_\_\_ c \_\_\_\_\_, (8) ch \_\_\_\_\_ e cake, fruit (9)  
 s \_\_\_\_\_ d with apples, (10) o \_\_\_\_\_ es and (11)  
 g \_\_\_\_\_ es

a	p	e	r	w	b	i	y	b	z
s	a	n	d	w	i	c	h	e	s
t	s	g	r	a	p	e	s	u	y
e	t	k	j	x	e	c	w	v	r
a	a	t	k	h	y	r	n	b	m
k	c	y	u	c	h	e	e	s	e
c	h	i	p	s	s	a	l	a	d
b	u	t	t	e	r	m	i	o	p
x	z	q	o	r	a	n	g	e	s
m	c	h	o	c	o	l	a	t	e

Use headings to find specific information

1 > Read the first paragraph of Adam's blog below. Is he a good cook? .....



2 > Read Adam's text quickly. What's he making?

- a a sandwich    b an omelette    c a large meal

3 Complete the tips with the correct imperatives from the box.

**STRATEGIES TO REMEMBER**

How to use headings to find specific information

decide    find    read (x2)

- 1 ..... what information you need.
- 2 ..... the headings (and first sentence if necessary).
- 3 ..... the correct heading and ..... the information under this heading.

4 > Put the headings in the correct place in the recipe.

Method    Time    Things you need    Notes    Ingredients

5 >> Choose the best option to complete the sentences.

- 1 You can make Adam's Kitchen Creation in ..... time.
  - a a lot of
  - b not much
  - c few
- 2 You don't need a ..... to make this recipe.
  - a knife
  - b frying pan
  - c bowl
- 3 Cook the eggs for ..... minutes.
  - a ten
  - b five
  - c three
- 4 Adam says that his recipe is not ..... to make.
  - a easy
  - b difficult
  - c cheap
- 5 To make the meal larger, you can add ..... .
  - a a salad
  - b ketchup
  - c butter
- 6 Adam says that sandwiches in ..... can have a lot of layers.
  - a Greece
  - b the USA
  - c Lebanon

**GO BEYOND**

Find a recipe online. Write headings, then add notes next to each heading.

.....

.....

.....

.....

Hi, I'm Adam. I'm a student at Exeter University. I'm living away from home for the first time, and it's not easy! I love eating, but I'm not sure about cooking. This is one of my easy Kitchen Creations! I hope you like it ...

**Adam's Kitchen Creations #1**

(1) ..... : 10 minutes	(2) .....	(3) .....
Level of difficulty: simple	2 eggs	knife
Serves: me!	a little cheese	chopping board
	50ml oil	frying pan
	some bread	



- (4) .....
- 1 First, heat the oil in a small frying pan.
  - 2 Carefully break the eggs into the frying pan, and stir. (Don't use a bowl ... so you do less washing-up 😊.)
  - 3 After that, stir the eggs in the frying pan for three minutes. Then turn off the heat.
  - 4 Cut pieces of cheese, and then cut some bread.
  - 5 Put the cheese on the bread – you don't need butter.
  - 6 Add the eggs from the frying pan.
  - 7 If you're more creative than me, add some more ingredients. For example, tomatoes or even meat.
  - 8 Enjoy!

(5) .....

This is my favourite recipe because there are only a few ingredients and it's super quick and cheap!

You can make your meal healthier (and bigger!) with a salad! Mix lettuce, tomatoes, carrots and onions with oil and lemon juice.

**Fact!** People all over the world eat sandwiches. In Greece and Lebanon, they sometimes use 'pitas' (thin bread) for their sandwiches. In the USA, 'club sandwiches' have a lot of layers.



# GRAMMAR 1 Expressions of quantity

»»» Talk about the quantity and number of things

## 1 Complete the grammar table with the correct forms.

	Countable (eg eggs)	Uncountable (eg cheese)
+	(1) s _____, no, (2) a f _____, (3) a l _____ of	some, no, (6) a l _____, a lot of
-	any, (4) m _____, a lot of	(7) a _____, (8) m _____, a lot of
?	(5) a _____, many, a few, a lot of	any, (9) m _____, (10) a l _____, a lot of

## 2 Look at the table in Exercise 1 and complete the rules with the words in the box.

countable uncountable countable and uncountable (x2)

- 1 Use *not many* and *(a) few* with plural \_\_\_\_\_ nouns.
- 2 Use *not much* and *(a) little* with \_\_\_\_\_ nouns.
- 3 Use *a lot of* and *some* with \_\_\_\_\_ nouns.
- 4 Use *no* with \_\_\_\_\_ nouns.

## 3 a Complete the table with the nouns in the box.

~~banana~~ cheese cola egg juice lemon milk oil  
pasta potato rice sandwich tea vegetable

Countable	Uncountable
<i>banana</i>	

## b Add two words to each list.

## 4 Put the expressions of quantity in the correct circles.

a few a little a lot of many much  $\neq$  not many not much some

**zero**

*no*

**a small amount**

**not a big or small amount**

**a big amount**

## 5 Choose the best option to complete the sentences.

- 1 *There's / There are* a little cheese.
- 2 *There's / There isn't* no bread.
- 3 *Are / Is* there a lot of vegetables?
- 4 I *have / don't have* much chocolate.
- 5 *Are / Is* there some coffee?
- 6 *There's / There isn't* any food in the fridge.

**6 > Choose one correct option to describe the nouns.**

- |  |  |
|--|--|
| 1 <i>some</i> / <i>a few</i> bread         | 4 <i>not many</i> / <i>some</i> rice     |
| 2 <i>some</i> / <i>a little</i> vegetables | 5 <i>not many</i> / <i>not much</i> eggs |
| 3 <i>a few</i> / <i>a lot of</i> fruit     | 6 <i>some</i> / <i>many</i> orange juice |

**7 > Complete the conversation with the expressions of quantity.**

an a few (x2) a little (x2) not much

**Sam:** Hey Amy!

**Amy:** Hi Sam!

**Sam:** What are you doing?

**Amy:** I'm making (1) \_\_\_\_\_ omelette.

**Sam:** Yum! I'm hungry. How do you make an omelette, Amy?

**Amy:** Well, you need (2) \_\_\_\_\_ eggs and some oil.

**Sam:** OK.

**Amy:** You heat some oil – (3) \_\_\_\_\_, though – then mix the eggs and stir them in the frying pan.

**Sam:** Sounds complicated!

**Amy:** It's easy! After that you add (4) \_\_\_\_\_ salt and pepper.

**Sam:** That's it?

**Amy:** You can also add (5) \_\_\_\_\_ vegetables ... or (6) \_\_\_\_\_ cheese.

**Sam:** Delicious!

**8 >> Complete the sentences with *not much* or *not many* and the verb in brackets.**

- We \_\_\_\_\_ (eat) vegetables.
- There \_\_\_\_\_ (be) good restaurants near here.
- I \_\_\_\_\_ (have got) friends at this school.
- We \_\_\_\_\_ (have got) cheese. Can you buy some?
- We \_\_\_\_\_ (have) homework tonight.
- I \_\_\_\_\_ (have) time to cook in the evenings.

**9 >> Complete the second sentence so that it has the same meaning as the first.**

- The shopping centre has got two cafés.  
There \_\_\_\_\_ two cafés at the shopping centre.
- We don't have many eggs.  
There are a \_\_\_\_\_ eggs.
- There isn't much juice.  
There's a \_\_\_\_\_ juice.
- There isn't any bread.  
There's \_\_\_\_\_ bread.
- There are no eggs on the table.  
There aren't \_\_\_\_\_ eggs on the table.
- There aren't many good recipes in this book.  
This book has only got a \_\_\_\_\_ good recipes.

**10 >>> Write questions and answers.**

- Q: (any / bread) *Is there any bread?*  
A: (a little) *There's a little bread.*
- Q: (any / cheese) \_\_\_\_\_  
A: (not much) \_\_\_\_\_
- Q: (any / apples) \_\_\_\_\_  
A: (a few) \_\_\_\_\_
- Q: (any / eggs) \_\_\_\_\_  
A: (a few) \_\_\_\_\_
- Q: (a little / tea) \_\_\_\_\_  
A: (some) \_\_\_\_\_
- Q: (any / grapes) \_\_\_\_\_  
A: (not many) \_\_\_\_\_

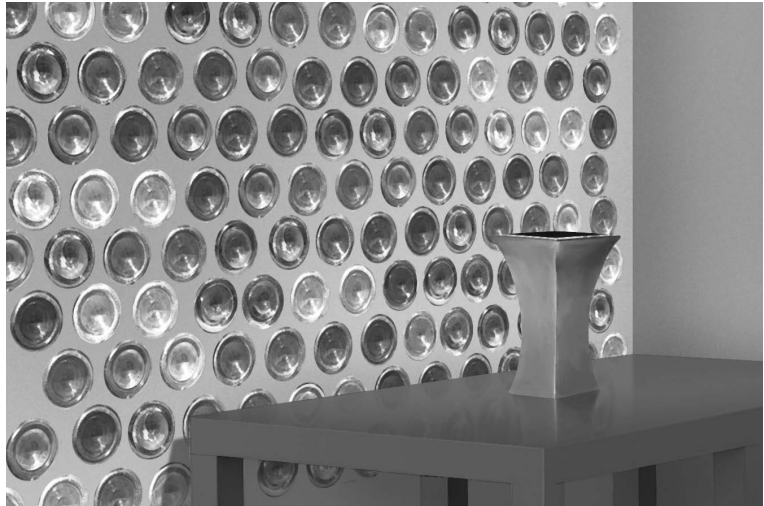
# LISTENING

## »»» Recognise facts and opinions

1 > Read about Martin's home. What materials is he using to make his bedroom wall and kitchen furniture?

- a boxes and jars
- b bottles and cans
- c packets and milk cartons

Martin Ramsey is very interested in the environment and recycling. He thinks people don't recycle enough, so he's building his new home from recycled materials. His bedroom and bathroom walls are made from plastic bottles. His kitchen furniture is made from empty cans. The house is an excellent example of really bringing recycling home! Some of his neighbours think it's unhealthy to make a house out of rubbish, but in my opinion, recycled homes are a great idea!



2 >> Circle the facts and underline the opinions in Exercise 1. How many are there of each?

Number of facts: \_\_\_\_\_  
Number of opinions: \_\_\_\_\_

3 > ▶14 Listen and choose the percentages and numbers you hear.

50      22      75      17  
1,000      2      5,000

4 >> ▶14 Complete the sentences with information from the listening. Then listen again and check your answers.

- 1 The show begins at \_\_\_\_\_ o'clock.
- 2 \_\_\_\_\_ percent of rubbish can be recycled.
- 3 \_\_\_\_\_ percent of people say that recycling is complicated.
- 4 The local school gave Martin \_\_\_\_\_ plastic bottles.
- 5 He needs over \_\_\_\_\_ cans to make the kitchen furniture.

5 a >>> Read the extracts from the listening text. Say which are facts (F) and which are opinions (O).

- 1 Today's show is called *Waste Not, Want Not*. \_\_\_\_\_
- 2 Later, we will see if people think it's a good idea. \_\_\_\_\_
- 3 75% of people think that recycling is too complicated. \_\_\_\_\_
- 4 People make a lot of excuses not to recycle. \_\_\_\_\_
- 5 To make the kitchen table and chairs I need over 5,000 cans. \_\_\_\_\_

b >>> ▶14 Listen again find one more fact and one more opinion.

6 >>> Look at the different ideas about recycling. Tick (✓) the ones you think are good ideas. Think of two more ideas.

- 1 Throw all waste into one big rubbish bin.
- 2 Tell people recycling is very complicated and a lot of work.
- 3 Think about ways to use recycled material, for example, to build houses.
- 4 Give friends and neighbours tips on how to recycle.



Containers and amounts

1 > Rearrange the words to complete Rebecca and Ethan's shopping lists.

Rebecca

- 2 x tins of p u s o (1) .....
- 1 x carton of e c j u i r a n o e g (2) .....
- 1 x box of t e s c h c o l o a (3) .....
- (for Ai)
- 2 x pieces of m e t a (steak?) (4) .....
- 1 x box of g s g e (5) .....
- 1 x bottle of olive l i o (6) .....
- Salt

Ethan



2 > Look at Exercise 1. Who is a vegetarian? Who is allergic to dairy?

Vegetarian ..... Allergic to dairy .....

3 a >> Label the pictures with the containers and the type of food/drink.

1 a ..... of	2 a ..... of	3 a ..... of	4 a ..... of
5 a ..... of	6 a ..... of	7 a ..... of	8 a ..... of

b Which of the things in 3a have you got in your fridge at home?

4 >>> Find and correct six mistakes in the conversation. Write the correct sentences below.

**Rebecca:** Hey Ethan! Ready to go shopping?  
**Ethan:** Yeah, just a second. Are there any eggs in the fridge?  
**Rebecca:** Yes, there's a can of eggs in the fridge. What else do we need?  
**Ethan:** Check and see if there's any butter.  
**Rebecca:** Let's see. Yes, there are two bottles of butter next to this cake.  
**Ethan:** Perfect. What about a can of soup?  
**Rebecca:** Uh, no, there's no soup.  
**Ethan:** OK, let's get some. And ... is there any bread?  
**Rebecca:** Yes, there's a jar of bread in the cupboard. There's also a piece of oil and a loaf of rice. Can I have this cake, please?

- 1 .....
- 2 .....
- 3 .....

WORDS & BEYOND

Find the odd word out in each group. Write down why it's different.

- 1 biscuits    cakes    chicken    pancakes
- 2 milkshake    ice cream    cream    coffee
- 3 flour    butter    cola    eggs
- 4 salt    pepper    milk    spices
- 5 lemons    jam    grapes    oranges
- 6 throw away    recycle    take out    eat

- 4 .....
- 5 .....
- 6 .....

# GRAMMAR 2 Indefinite pronouns

## Use indefinite pronouns

### 1 Complete the grammar table with the correct forms.

People	Things	Places	Examples
(1) <i>somebody</i> or someone	something	(2) .....	Somebody/Someone is waiting for you outside. There's something on the table for you. We need to choose somewhere to go on holiday.
anybody or (3) .....	anything	(4) .....	I can't see anybody/anyone in the classroom. There isn't anything on the table. Is there anywhere I can buy a bottle of water?
(5) ..... or (6) .....	(7) .....	everywhere	Everybody/Everyone loved the party. I have everything I need for the cake. Everywhere I go people help me.
(8) ..... or (9) .....	nothing	(10) .....	Nobody/No one came to the party. There's nothing in the fridge. I have nowhere to go after class.


### 2 Choose the correct option to complete the rules.

- Indefinite pronouns (*anything, nobody, etc.*) *refer* / *don't refer* to a specific person, thing or place.
- Use *some-* and *no-* in *negative* / *positive* sentences.
- Use *any-* in questions and *negative* / *positive* sentences.
- Use *every-* with *singular* / *plural* verbs.

### 3 Choose the correct option to complete the sentences.

- No one* / *Anyone* in my family recycles.
- I haven't got *something* / *anything* in my school bag that I can recycle.
- Is there *everywhere* / *anywhere* that I can recycle this bottle?
- Somebody* / *Everybody* left their bag in the classroom.
- There's *everything* / *nothing* in the recycling bin.
- Has *anybody* / *something* seen my pen?

### 4 Complete the blog with indefinite pronouns.



## ROSEWOOD RECYCLES!

Thanks to the hard work of students in Class 8 at Rosewood School, next year (1) ..... in the school is going to start recycling.

Right now, only 40% of classrooms have recycling bins. Some students recycle a lot, and some don't recycle (2) .....

But next year bins are going to be (3) ..... - in classrooms, corridors and on the school grounds.

In Class 8, we think (4) ..... is more important than the environment. You can recycle at home and at school - it's easy and simple. Andrew, the president of our Recycling Club says, (5) '..... should recycle - it's important and very easy! So do (6) ..... about it today. Why not ask (7) ..... from Class 8 to tell you about it? Put recycling boxes in your classroom for a start. Last year, (8) ..... in Class 8 understood how recycling works, but now we're changing the whole school!'

Congratulations to (9) ..... from the Recycling Club for bringing this great idea to Rosewood!

### 5 a Complete the poem with the correct indefinite pronouns.



Hands up (1) .....,  
There's (2) ..... we  
can do!  
Recycling is important  
for me and for you!

Does (3) ..... have ideas  
So we can make the plan?  
Let's look (4) ..... for  
things to recycle  
All around the town.

Hands up (5) .....,  
Do (6) ..... right away!  
Recycling is important  
for tomorrow and today.

### b Complete the poem's message?

.....



Express preferences when you order food



**1 a > Match the questions to the answers.**

- 1 Can you repeat your address, please? b
  - 2 How can I help you? \_\_\_\_\_
  - 3 Would you like some chicken on your salad? \_\_\_\_\_
  - 4 Where are you calling from? \_\_\_\_\_
  - 5 Have you got any salads? \_\_\_\_\_
- a No thanks, I'm a vegetarian.
  - b 13 Copacabana Road.
  - c I'd like to place a takeaway order, please.
  - d Yes, of course. We've got the Tomato Salad and our Chef's Salad.
  - e I'm calling from Ipanema.

**b > Circle the polite words.**

**2 >> 15 Put the conversation in Exercise 1 in order. Then listen and check your answers.**

- i 2c
- ii \_\_\_\_\_
- iii \_\_\_\_\_
- iv \_\_\_\_\_
- v \_\_\_\_\_

**3 >> 15 Listen to the phone conversation again and complete the sentences.**

- 1 Tomas works at \_\_\_\_\_.
- 2 Maria is calling from \_\_\_\_\_.
- 3 Maria orders a \_\_\_\_\_.
- 4 The order includes \_\_\_\_\_ chips or bread.
- 5 Maria is \_\_\_\_\_ to flour.
- 6 Tomas asks Maria to \_\_\_\_\_ her address.

**4 >> Choose the polite form of each request. Then practise repeating the polite phrases.**

- 1 a What?
- b Can you repeat that, please?
- 2 a I want to place an order.
- b I'd like to place an order.
- 3 a What do you want?
- b What would you like?
- 4 a Do you have any steak?
- b Where's the steak?
- 5 a Can I have the vegetable soup?
- b Give me the vegetable soup.
- 6 a I want apple juice instead.
- b I'd prefer apple juice.

**5 >> 16 Complete the conversation below with the phrases in the box. Then listen and check.**

can I have    can I help    could you say  
do you have    I'd like    I'd rather    please  
sorry    thank you    would you like

**Sarah:** Let's stop and get something to eat while we look for Marco's house.

**Nick:** Good idea!

**Man:** Hello there. (1) \_\_\_\_\_ you?

**Nick:** Let me see. (2) \_\_\_\_\_ an egg and salad sandwich.

**Sarah:** (3) \_\_\_\_\_ the same but with no lettuce, please?

**Man:** Of course. (4) \_\_\_\_\_ some cold drinks?

**Nick:** (5) \_\_\_\_\_ any cola?

**Man:** No, sorry. I've got cartons of juice or bottles of water.

**Sarah:** (6) \_\_\_\_\_ have tea, actually.

**Nick:** One bottle of water and one cup of tea, (7) \_\_\_\_\_.

**Man:** OK, that's €7.70.

**Sarah:** Thank you. Oh, and can you tell us where Marigold Avenue is?

**Man:** (8) \_\_\_\_\_ ? Marigrove Avenue?

(9) \_\_\_\_\_ that again, please?

**Sarah:** Marigold Avenue – M-A-R-I-G-O-L-D.

**Man:** Ah, yes. It's just around the corner.

**Nick and Sarah:** (10) \_\_\_\_\_ !



**6 >> 17 PRONOUNCE Listen and complete the phrases. Mark the stressed syllables. Then practise repeating the phrases.**

- 1 a bottle of milk
- 2 a \_\_\_\_\_ of \_\_\_\_\_
- 3 a \_\_\_\_\_ of \_\_\_\_\_
- 4 a \_\_\_\_\_ of \_\_\_\_\_
- 5 a \_\_\_\_\_ of \_\_\_\_\_

# WRITING

## Order ideas



### 1 > Number the steps in the correct order.

- ..... Finally, put all the paper and cardboard into the green recycling bin.
- ..... Next, fold the cardboard and flatten the egg boxes.
- ..... First, wash the glass bottles.
- ..... Then, put the clean bottles into the blue recycling bin.

### 2 Match the two parts of the sentences to make tips.

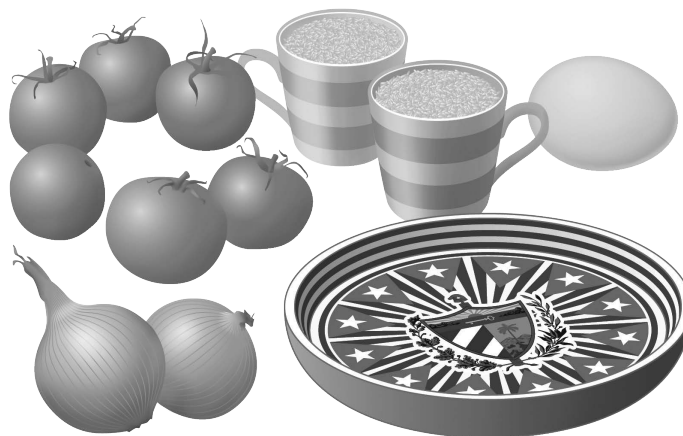
- |  |                           |
|--|---------------------------|
| 1 Use <i>first</i>                           | a for steps 2, 3, 4, etc. |
| 2 Use <i>next, then</i> or <i>after that</i> | b for the last step.      |
| 3 Use <i>finally</i>                         | c for step 1.             |

### 3 > Underline five sequencers in the instructions.

My uncle is visiting. He's teaching me to make something special. It's a typical dish called Cuban-style rice. I love trying new food ...

*'Pay attention Joseph. Here's everything you need to make Cuban-style rice: some oil, one egg, two cups of rice, six tomatoes and two onions. Add spices and bananas to make it even better!*

*First, you need to cook the rice with water in a saucepan. It takes about 15 minutes. Next, prepare some tomato sauce. Stir in the fried onions and spices. Then, heat a little oil in the frying pan and fry the egg. When the rice is ready, put it on a plate and make a hole in the centre. After that, pour some tomato sauce into the hole. Finally, put the fried egg on top. And here's a tip – add pieces of banana to make it even more special!!*



### 4 >> Rearrange the words to make instructions.

- 1 boil / first / water / the .  
.....
- 2 tea bag / put / cup / next / in / a / a .  
.....
- 3 pour / that / the / boiling water / after / tea bag / onto .  
.....
- 4 take out / tea bag / the / then .  
.....
- 5 next / milk / some / add .  
.....
- 6 sugar / finally / stir in / some .  
.....

- 5 >>> Your friends are organising a birthday party and they need your help. Order your ideas in a plan. Use the *Ideas box* and the *Writing plan* to help you prepare.**

**IDEAS BOX**

talk to your friends go shopping cake  
tidy your house ice cream sandwiches  
pizza food and drinks presents

**WRITING PLAN**

**Make notes for your party plan.**

- 1 Who is the birthday party for?  
.....
- 2 What do you do the day before the party? Think of three things.  
.....   
.....   
.....
- 3 What food do you make for the party?  
.....   
.....   
.....
- 4 Use sequencers to order your ideas.  
.....

**WRITE AND CHECK**

- 6 >>> Write your instructions. Tick (✓) the stages in the *Writing plan*.**

Plan for .....’s birthday party.

**>>> Consider other people’s needs and preferences**

- 1 > Read the email. What is Ian organising?**

- 2 >>> Read the text messages that each person sent Ian. Whose needs and preferences are most important? Put them in order, with 1 for most important.**

**a** Do I have to share with Adam? You know we’re not very good friends ... ! - Sol

**b** Sorry Ian, I hurt my foot yesterday. Can I be close to the bathroom? - Luke

**c** Sounds good to me Ian! I’m happy to share with anybody! Can’t wait! - Rav

**d** Everybody knows I’m a bad sleeper – I really can’t share with anyone. Can you change my room? - Mica

**e** Please please please can I share with you and Rav?! 😊 - Adam

Hey guys!  
I sorted out the rooms in the hostel for next week! This is who’s sharing and who’s not!  
Room 1 (Double room, with its own bathroom): Sol and Adam.  
Room 2 (Triple room, shared bathroom): Luke, Mica and Rav.  
Room 3 (Single room, shared bathroom): Me!  
Hope everyone’s happy with this!  
Ian

- 3 >>> What is wrong with Ian’s plan? In your notebook, reorganise the rooms, considering each person’s needs and preferences.**

- 4 >>> What else can Ian ask the hostel to help Luke and Mica?**

.....  
.....  
.....

**RESPECT OTHERS**

**1 > Complete the table with the words in the box.**

clear the table   cook dinner   ~~go shopping~~   go swimming   lay the table  
 listen to music   load the dishwasher   meet friends   take out the rubbish  
 play the piano   read a book   ride a bike   sort the recycling   walk the dog

Free-time activities	Household jobs
<i>go shopping</i>	

**2 >> Complete the puzzle. Use the notes to help you.**

	E	E			insect that makes honey
		Y			thing that opens doors
	O				whole piece of bread
			K		drink that makes cheese and butter
S					reptile that hasn't got any legs
			I		machine for listening to music and news
				D	small piece of land, in the middle of the sea
B					yellow fruit that grows on trees
	R				boy who has the same parents as you
		N	T		part of computer that contains the screen

**3 >> Complete the table with the words in the box.**

ant   butter   calculator   flour   hill   desert   grass  
 hall   furniture   milk   printer   rubbish   trainers

Countable	Uncountable

**ALL ABOUT ME**

**1 What food do you cook at home?**

.....

**2 What things do you recycle (a) at home and (b) at school? Make a list.**

.....

**3 What are your favourite free-time activities?**

.....

**1 > Choose the correct options to complete the text.**

Last Sunday I had (1) *a / the* picnic lunch with my friends in the park. I took (2) *some / much* sandwiches and (3) *a little / a few* apples. I brought (4) *a / the* bottle of juice to drink. My friends brought (5) *much / a lot of* sweet things: (6) *- / the* biscuits, (7) *a / the* cake and (8) *two / some* chocolate. There was so (9) *much / many* food!



**2 >> Complete the text with the correct form of the verbs in the box.**

be call not be pass see sit think walk

While I (1) \_\_\_\_\_ home from school yesterday, I (2) \_\_\_\_\_ an accident between two cyclists. A lot of people (3) \_\_\_\_\_ by, so someone immediately (4) \_\_\_\_\_ the police on his mobile phone. The accident (5) \_\_\_\_\_ serious, but I saw that one of the cyclists (6) \_\_\_\_\_ on the grass waiting for help because she had a small cut on her head. I (7) \_\_\_\_\_ she was fine, though. She (8) \_\_\_\_\_ smiling and talking.

**3 >> Complete the text with the correct pronouns.**

'This week (1) \_\_\_\_\_ are starting the new recycling campaign at our school and (2) \_\_\_\_\_ is taking part!

As (3) \_\_\_\_\_ can see, there are now recycling bins (4) \_\_\_\_\_ at school: in the classrooms, school grounds and in the cafeteria. When you see (5) \_\_\_\_\_ with rubbish, please tell them to use the bins!

Does (6) \_\_\_\_\_ have any questions? OK. I haven't got (7) \_\_\_\_\_ else to add. Good luck and happy recycling!

**4 >>> Write questions for the answers.**

- 1 Q: *What are you reading?* \_\_\_\_\_  
A: I'm reading a newspaper.
- 2 Q: \_\_\_\_\_  
A: The class is 40 minutes long.
- 3 Q: \_\_\_\_\_  
A: No, there aren't any eggs in the fridge.
- 4 Q: \_\_\_\_\_  
A: Yes, I eat a lot of fruit.
- 5 Q: \_\_\_\_\_  
A: I play football every Sunday.
- 6 Q: \_\_\_\_\_  
A: I went to Greece last summer.

**5 >>> Rearrange the words to make sentences.**

- 1 hardly ever / I / to the cinema / go .  
*I hardly ever go to the cinema.*
- 2 is / in her room / doing / her homework / Maggie .  
\_\_\_\_\_
- 3 your bed / do / how often / you / make ?  
\_\_\_\_\_
- 4 go / did / you / the coffee shop / yesterday / to ?  
\_\_\_\_\_
- 5 driving / to the shops / they / when / were / a car / into them / crashed .  
\_\_\_\_\_
- 6 didn't go / last week / to / they / the cinema .  
\_\_\_\_\_

## Countable and uncountable nouns

### Countable nouns

- are nouns you can count:  
*eggs, onions, lemons, etc*
- use *a(n)* or *the* in the singular:  
*Beat **an** egg. Chop **the** onion.*
- use *some, a few, many, a lot of* or a number with the plural:  
*Many recipes from Italy use cheese.*
- have a singular and a plural form:  
*the onion the onions*
- take a singular or plural verb:  
*A lot of **diets don't** work.*  
*The chef gave some good tips on how to make omelettes.*

### Uncountable nouns

- don't use *a(n)* or a number with them but can use *the*:  
*Put **the** cheese on the pancake.*
- often use *some, a lot, a little, etc*:  
*Some oil is added.*
- usually take a singular verb:  
*A little dark **chocolate** every day is good for you.*

## Expressions of quantity

### a lot of

- Use *a lot of* to describe a *large* quantity of something. You can use this with both countable and uncountable nouns:  
*There is **a lot of** bread. I have **a lot of** friends.*
- You can also use *many* but only with countable nouns:  
*There are **many** good recipes for pancakes.*  
You can use *many* in negative sentences and questions too.

### a little / a few

- Use *a little* or *a few* to describe a *small* quantity of something.
- Use *a little* with uncountable nouns:  
*Add **a little** milk to the mixture.*
- Use *a few* with countable nouns:  
*I have **a few** eggs but not many.*

### some

- Use *some* to describe an amount that is not big and not small. You can use *some* with countable and uncountable nouns:  
*There are **some** vegetables but not many.*  
*Heat **some** oil in a pan.*

### Negative

- Use *any* in negative sentences to talk about zero amounts. You can use this with both countable and uncountable nouns:  
*There aren't **any** onions. I don't have **any** bread.*
- You can also use *no* with both countable and uncountable nouns:  
*No onions are needed for this dish.*  
*There's **no** milk in the fridge.*
- Use *not + many* with countable nouns and *not + much* with uncountable nouns to talk about a small amount of something in negative sentences:  
*I don't need **many** eggs to make an omelette.*  
*He doesn't have **much** time.*
- You can also use *not + a lot of* with both countable and uncountable nouns:  
*It **doesn't** have **a lot of** spices in it.*  
*I **didn't** have **a lot of** help with this dish.*

## Questions

- Use *any* with countable and uncountable nouns to ask about quantity:  
*Have you got **any** milk? Are there **any** eggs in the fridge?*  
**Note:** You can also use *some* when making requests or offers. You can use it with countable and uncountable nouns:  
*Can I have **some** ketchup with the chips, please?*  
*Would you like **some** onions with your burger?*

### How much? / How many?

- You can use *How many* or *How much* to ask about quantity. Use *How many* for countable nouns and *How much* for uncountable nouns:  
*How **many** eggs do you need?*  
*How **much** food do supermarkets throw away?*

### Short answers

- You can answer a *How many* or *How much* question with *none, a few/little, not much/many, a lot*:  
*How **much** milk have we got? **Not much.***

## Indefinite pronouns

### USE

- Use indefinite pronouns to talk about people, things or places that are not specific:  
*I have **something** small for lunch as I'm not usually hungry.*  
*After she'd made the cake, there was flour **everywhere**.*  
***Nobody** wanted to help tidy up.*  
*We aren't going **anywhere** this weekend.*

### FORM

#### Positive sentences

People	Things	Places
somebody	something	somewhere
everybody	everything	everywhere
nobody	nothing	nowhere

- Use the ending *-body* with people.
- Use the ending *-thing* with objects.
- Use the ending *-where* with places.
- You can also use *-one* with people: *someone, everyone, no one*:  
*No **one** likes waste. **Someone** ate the last chocolate!*

#### Negative sentences and questions

People	Things	Places
anybody/anyone	anything	anywhere

- Use *anybody/anyone, anything, anywhere* in negative sentences:  
*I **don't** know **anyone** who likes spinach.*  
*I **can't** find the recipe **anywhere**.*
- Use *anybody, anything, anywhere* in questions if you don't know if the thing, person or place exists:  
*Is there **anything** to eat?*

### WATCH OUT!

Indefinite pronouns use a singular verb:  
*Everyone **knows** the answer.*  
(not *Everyone **know** the answer.*)

**WORK WITH WORDS 1a**

**RECALL**

**VEGETABLES**

carrot  
onion  
potato  
salad  
tomato

**FRUIT**

apple  
banana  
grapes  
lemon  
orange

**MEAT & FISH**

chicken  
steak

**OTHER**

bread  
cake  
chips  
chocolate  
oil  
pasta  
pizza  
rice  
sandwich  
soup  
sweets

**DAIRY**

butter  
cheese  
egg  
ice cream  
milk

**DRINKS**

coffee  
cola  
juice  
mineral water  
tea

**LEARNING STRATEGY**

**TIP:** Writing examples in your vocabulary notes can help you remember new words.

**TASK:** Write local or famous examples of the RECALL words.

**WORK WITH WORDS 1b**

**KITCHEN EQUIPMENT**

bowl  
chopping board  
frying pan  
knife  
saucepan

**COOKING VERBS**

beat  
chop  
cut  
fry  
heat  
pour  
stir

**GO BEYOND**

**Complete the sentences with the correct equipment.**

- 1 You cut something with a .....
- 2 You beat something in a .....
- 3 You cook things in a .....
- 4 You chop something on a .....
- 5 You fry something in a .....

**WORK WITH WORDS 2**

**CONTAINERS AND AMOUNTS**

bottle  
box  
can  
carton  
jar  
loaf  
packet  
piece

**GO BEYOND**

**Complete the expressions with as many words as possible.**

- 1 a packet of .....
- 2 a bottle of .....
- 3 a carton of .....
- 4 a piece of .....

**MY WORDS**

.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

UNIT 4 >>> What's cooking?

<b>Task type:</b>	Write a recipe
<b>Subskill:</b>	Order ideas

**Task summary:**

- This writing task is a **recipe**. Write about your favourite **recipe**.
- This writing lesson focuses on **ordering ideas**. Use the **STRATEGIES** box on **page 50 in the Student's Book** to help you order your ideas.
- The first **grammar** lesson in **Unit 4** is very helpful here. Use expressions of quantity (**page 45 in the Student's Book**) in your recipe.
- Try to use new words from this unit in your composition. There's a good selection of useful vocabulary on **page 141 in the Workbook**.
- Write about **100 words** for this task. Choose a fairly simple recipe.

**EXAM TIP**

When you make a mistake in your writing, don't start again. Just cross out the mistake and write your correction clearly. You don't have time to make things perfect in an exam.

**Before writing:**

Always make a plan! Use the *Writing plan* on **page 50 in the Student's Book** to do the writing task. Tick (✓) the boxes when you finish each step.

First, write a main heading or title – the name of your recipe.

Then, write the first subheading *Ingredients* and list:

- all the ingredients you want to use
- how much you need

The next subheading is *Method*. Describe how to make your recipe here.

Use sequencers, eg *first, after that*, to order your steps.  
Think:

- what do you do?
- in what order?

Remember to give a tip at the end. Say something that improves the taste.

**Model Answer**

**Mushroom Omelette**

**Ingredients:**

**2 eggs**  
Some **milk** (50ml)  
A little **oil** (20ml)  
A little **salt and pepper**  
A handful of mushrooms (100g)

**Method:**

First, take two eggs and **beat** them. After that, add a little salt and pepper. Then, **pour** in a little milk and **stir** everything together. Put the mixture to one side.

Next, wash and chop up the mushrooms. Then, heat a little oil in a frying pan. After that, fry the mushrooms for a minute or two until they're soft.

Next, add the egg mixture to the **frying pan**. Finally, **fry** it until it's cooked at a medium temperature.

**Tip:**  
Put some cheese over the top of the omelette and eat while hot.

**Get it right!**  
*ml* = millilitres  
*tsp* = teaspoon  
*g* = grams  
*tbsp* = tablespoon  
*kg* = kilograms

There is a list of ingredient words on page 141 in the Workbook.

The *Words & Beyond* lists on page 141 in the Workbook can help you find cooking verbs too.

**GO BEYOND**

- ✓ Use an unusual recipe. Find out and write about a traditional recipe from your country or from somewhere else. Keep it simple but interesting
- ✓ Try to include some grammar from the indefinite pronouns page of this unit (page 47 in the Student's Book) in your answer, eg *Put everything in the bowl*.
- ✓ Use a variety of sequencers. Don't use the same ones again and again. For example, you could say *Next, beat the eggs. Then, add some milk. After that, stir the mixture*. Don't say: *Then, beat the eggs. Then, add some milk. Then, stir the mixture*.



# MY NOTES

A large white rectangular area with rounded corners, containing numerous horizontal dotted lines for writing notes.

# MY NOTES

A large white rectangular area with rounded corners, containing 28 horizontal dotted lines for writing notes.