

A2+ STUDENT'S BOOK 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 motivating material prepares students for success in the 21st century classroom and beyond.

FOR THE STUDENT

Student's Book

Workbook 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
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 - Student's App
- Online Resource Centre:
 - course audio and video
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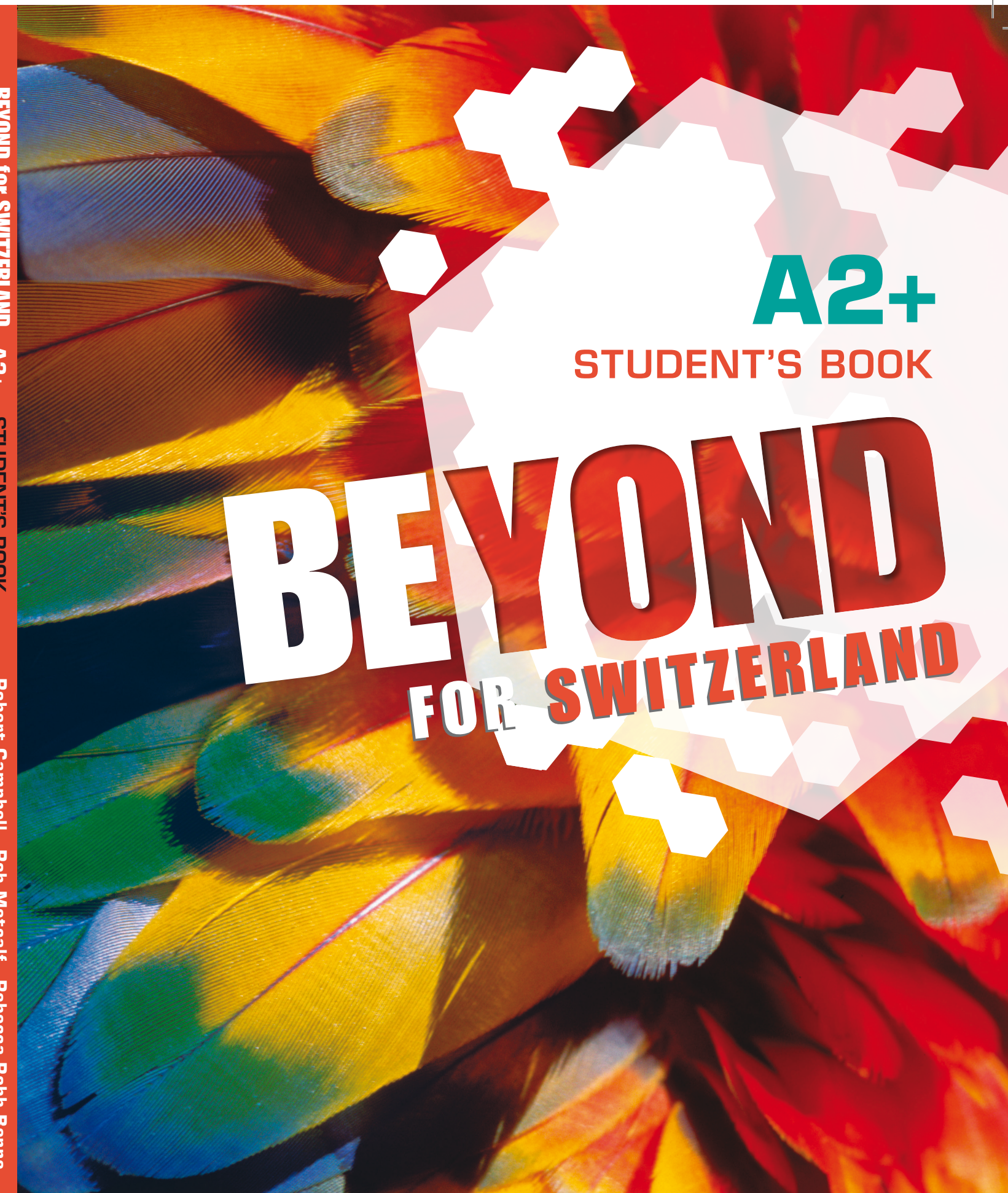
COMMON EUROPEAN FRAMEWORK

A1 A2 **B1** B2 C1 C2

Learn Beyond.
Teach Beyond.
Go Beyond.



BEYOND for SWITZERLAND A2+ STUDENT'S BOOK
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MACMILLAN

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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.
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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.
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A DAY IN DYLAN'S LIFE

pages 6–9

BEFORE SCHOOL

Grammar (1): *be, have got, there is / there are*

Vocabulary (1): Routines, family, clothes, school things



SWITCH ON

pages 10–19

IN THE PICTURE

An app for everything

Talk about communication and technology

Vocabulary (1): Applications (apps)

PRONOUNCE The /æ/ sound

▶ An app for everything

READING

Switch off

Understand new words

GRAMMAR 1

Present simple and expressions of frequency

Talk about how often to do things



HOME AND AWAY

pages 20–29

Three apartments

Talk about homes and household jobs

Vocabulary (1):

Homes and household jobs

PRONOUNCE Silent letters

▶ Three apartments

Living together

Understand the main ideas

Present continuous and present simple

Talk about things happening now, and about habits and routines

PROGRESS CHECK 1&2

pages 30–31



WILD WORLD

pages 32–41

The natural world

Talk about landscapes and natural features

Vocabulary (1):

Landscapes and natural features

▶ The natural world

An environmental superstar

Find specific information

Past simple

Describe completed events in the past

PRONOUNCE The /ɔː/ sound



WHAT'S COOKING?

pages 42–51

Inside the kitchen

Talk about food and cooking

Vocabulary (1):

Kitchen equipment and cooking verbs

▶ Inside the kitchen

Zach's favourite recipe

Use headings to find specific information

Expressions of quantity

Talk about quantity and number of things

PROGRESS CHECK 3&4

pages 52–53



WHO AM I?

pages 54–63

Different people

Talk about somebody's personality

Vocabulary (1):

Personality adjectives

▶ Different people

Doodles and me

Identify the aim of a text

Adjectives with prepositions + -ing form

Express your feelings about doing things

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

	LISTENING & VOCABULARY	GRAMMAR 2	LIFE SKILLS 	SPEAKING	WRITING	YOUNG CULTURALISTS
	Raspberry Pi Listen for the main idea Vocabulary (2): Computer parts	Articles a(n) and the Use a(n) and the to refer to things	Get organised: Use lists to help you organise your time	Say what you think Ask for and give opinions	Could you live without your mobile? (website answers) Use the correct word order	National Day of Unplugging, USA

	Soap story Understand a situation Vocabulary (2): Free-time activities	Present continuous for future arrangements Talk about arrangements in the future	Get thinking: Identify the cause of a problem	On the phone Check you understand on the phone	My status update (status updates) Use and, also and too	Culture shock
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	Wonderful wildlife photos Take notes Vocabulary (2): Wildlife	Past continuous and past simple Talk about actions in progress and finished actions in the past	Get organised: Use mind maps to organise information for a talk	Organising a Green Day Make and react to suggestions	A holiday story (holiday story) Write a story with time expressions	Wildlife in Britain
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	What a waste! Recognise facts and opinions Vocabulary (2): Containers and amounts PRONOUNCE Word stress in phrases	Indefinite pronouns Use indefinite pronouns	Respect others: Consider other people's needs and preferences	At a restaurant Express preferences when you order food	My favourite recipe (recipe) Order ideas	Table manners
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	Where do I belong? Recognise when speakers need time to think Vocabulary (2): Countries, nationalities and languages PRONOUNCE Stress changes in words	Hopes, plans and predictions Talk about your hopes and plans, and predict events in the future	Know yourself: Recognise what you're good at	Can I help? Offer help and express spontaneous decisions	A letter to myself in the future (informal letter) Use because and so	National stereotypes
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	IN THE PICTURE	READING	GRAMMAR 1
6 MIND AND BODY pages 64–73	Create an avatar <i>Talk about the human body</i> Vocabulary (1): Parts of the body <input type="checkbox"/> Create an avatar	Train your brain <i>Read quickly</i>	Zero conditional, <i>should</i> <i>Talk about results and the best thing to do</i>

PROGRESS CHECK 5&6 pages 74–75

7 TIME FOR WORK pages 76–85	At work <i>Talk about jobs and workplaces</i> Vocabulary (1): Jobs and workplaces PRONOUNCE Consonant pairs <input type="checkbox"/> At work	Dangerous jobs <i>Identify the topic of paragraphs</i>	<i>Must and mustn't, have to and don't have to</i> <i>Talk about things you need or don't need to do</i>
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8 MEDIA MIX pages 86–95	What's on? <i>Talk about films and television programmes</i> Vocabulary (1): Types of films and TV programmes PRONOUNCE The /tʃ/ sound <input type="checkbox"/> What's on?	A long time ago ... <i>Identify the author's argument</i>	Present perfect with <i>ever</i> and <i>never</i> <i>Talk about experiences</i>
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PROGRESS CHECK 7&8 pages 96–97

9 SPORTS REPORT pages 98–107	Strange sports <i>Talk about sports and sports equipment</i> Vocabulary (1): Sports equipment <input type="checkbox"/> Strange sports	The power of football <i>Understand pronouns</i>	Relative clauses <i>Use relative clauses to describe people, things and places</i>
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10 BRAINWAVES pages 108–117	Science Museum <i>Talk about inventions and materials</i> Vocabulary (1): Invention verbs and materials PRONOUNCE The /v/ sound <input type="checkbox"/> Science Museum	How it works <i>Use pictures for help with new words</i>	Present simple passive <i>Use the present simple passive to talk about facts and processes</i>
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PROGRESS CHECK 9&10 pages 118–119

IRREGULAR VERBS page 120

SPEAKING PROGRESS CHECK pages 121–125

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

	An artist and app designer Recognise a speaker's message Vocabulary (2): Work and study	Present perfect Talk about actions and events at an unspecific time in the past	Respect others: Understand how different cultures think about time	Sorry! Make and react to apologies	My week (informal email) Start and finish informal emails and letters	Guarding the Queen
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	My radio Use the audio type to help you understand Vocabulary (2): Crime	Present perfect with <i>already</i> , <i>yet</i> and <i>just</i> Talk about things related to the present	Communicate & cooperate: Talk about problems	I know what you mean but ... Agree and disagree with someone	The best film ever (blog post) Use paragraphs	<i>Harry Potter</i> – a global phenomenon
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	Sports fans Listen for specific information Vocabulary (2): -ed and -ing adjectives PRONOUNCE Syllable stress in adjectives	Comparisons Compare people, things and places	Know yourself: Learn to deal with stress	Winners and losers Congratulate and sympathise with people	My sports report (report) Use pronouns	Strange sports in the UK
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	Everyday objects Understand new words Vocabulary (2): Everyday objects	Past simple passive Use the past simple passive to talk about completed actions in the past	Get thinking: Share and exchange new ideas	At the hardware store Describe things when you don't know the English word	In my opinion (opinion essay) Present an argument	The Ingenium Foundation in Canada
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EXTRAS pages 126–127

PROJECTS page 128

UNIT 4

WHAT'S COOKING?

IN THE PICTURE Inside the kitchen

»»» Talk about food and cooking

WORK WITH WORDS

- 1 **RECALL** Work in pairs. Write lists of food words under the headings. You have three minutes.

Vegetables	Fruit	Meat & Fish	Dairy	Other	Drinks
onion	lemon	chicken	egg	bread	orange juice

- 2 **1.44** Listen and order the photos.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

- 3 **1.45** Find these things in the photos. Listen and repeat.

- 1 a saucepan b 4 a chopping board _____
 2 a frying pan _____ 5 a knife _____
 3 a bowl _____

- 4 **1.46** Listen and repeat the words.

beat chop cut fry heat pour stir

- 5 **a** Use words from Exercises 3 and 4 to complete the sentences.

So first, you beat the eggs in a large (1) bowl like this.
 After that, you (2) _____ an onion – carefully. Don't forget to do it on a (3) _____.
 Then you heat some oil in a (4) _____ and (5) _____ the chicken.
 You (6) _____ the lemon juice into a (7) _____ and stir slowly.
 Now, with a (8) _____ you cut some bread.

- b** **1.47** Listen and check.

- 6 In pairs, complete the activities.

- 1 Match the verbs in Exercise 4 to some of the words on your food list in Exercise 1.

You chop tomatoes.

And you can beat butter.

- 2 Mime some of the actions. Can your partner say the correct phrases?



>>> In this unit you will ...

Vocabulary	... talk about food and cooking ... talk about containers for food and drink	Grammar	... talk about the quantity and number of things ... use indefinite pronouns
Reading	... use headings to find specific information	Life skills	... consider other people's needs and preferences
Listening	... recognise facts and opinions	Culture	... make cultural comparisons about table manners
Speaking	... express preferences when you order food		
Writing	... order ideas		

7 THE MOVING PICTURE Watch the video and answer the questions.

- 1 Who is Danny cooking with?
- 2 What ingredients does Danny put in his beefburgers?
- 3 What ingredients does Danny add to the tops of his beefburgers?
- 4 Would you like to go to a cooking club? Why?/Why not?



Are you a foodie? Do you love food?
Join us at *Bon Appetit!* – the summer
cooking club for teenage foodies.
Spend the summer with us and
learn to cook with our top chefs!

8 In pairs, read the advertisement and answer the questions.

- 1 What is a 'foodie'? Are you a foodie?
- 2 What is your favourite food?
- 3 Which of these things can you do: chop an onion, fry an egg, make a salad?
- 4 What dish would you like to learn to make? Give reasons for your answer.

GO BEYOND

Think of a simple meal. Explain how to make it to your partner. Are the steps clear?

READING Zach's favourite recipe

Use headings to find specific information

BEFORE YOU READ

1 Work in pairs. Answer the questions.

- How often do you cook?
- Are there any recipe books in your home? Do you use recipes? Why?/Why not?

READ

2 a Read the tips in the **STRATEGIES** box.

b Look at the recipe. In which sections can you find the following information?

- How do I make it?
- How long does it take?
- What things do I need?
- Is it difficult?

STRATEGIES

How to use headings to find specific information

- Decide what information you need.
- Read the headings (and first sentence if necessary).
- Find the correct heading and read the information under this heading.

Zach's Spanish Omelette

Level of difficulty
Easy

Time
40 minutes

Serves
4 people

ABOUT THIS RECIPE

I love food but I don't have much time to cook. This is one of my favourite recipes because there aren't many ingredients and it doesn't need a lot of preparation. All you need are some potatoes, an onion, a few eggs and some oil. It's easy. Try it and see.

Ingredients

500g potatoes
1 onion
150ml oil
6 eggs

Method

- Cut the potatoes into small pieces. Chop the onion.
- Heat the oil in a large frying pan. Add the potatoes and onion and fry for 20–30 minutes. Stir occasionally until the potatoes are soft.
- Beat the eggs in a bowl.
- Add the potatoes to the bowl and stir with the eggs. Before you pour the mixture into the frying pan, add some salt and pepper. Then cook on a medium heat.
- To cook the top of the omelette, put the frying pan under the grill for a few minutes. Or turn the omelette in the frying pan.

TIP

Don't cut the omelette when it's very hot. Wait for it to cool (about ten minutes).

ZACH'S FOOD FACTS

Many countries have their own types of omelette. The Italian frittata contains cheese, vegetables and sometimes pasta. An Indian omelette has a lot of spices. There are eggs and tomatoes in an Iranian omelette. The classic French omelette has ... eggs! Do you know any egg recipes?

3 1.48 Read the recipe again to decide if each statement is correct (C) or incorrect (I).

- You can make the omelette in under an hour. C
- Leave the omelette to cool before cutting it.
- Add salt and pepper when you beat the eggs.
- You need three different vegetables to make the omelette.
- An Iranian omelette has vegetables and pasta.
- The chef likes the recipe because it's quick to make.

REACT

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

- How does your family make omelette?
- Think about typical food from your country. Are there lots of different regional variations?

GO BEYOND

Work in pairs. Close your books and explain Zach's omelette recipe to each other. How much can you remember?

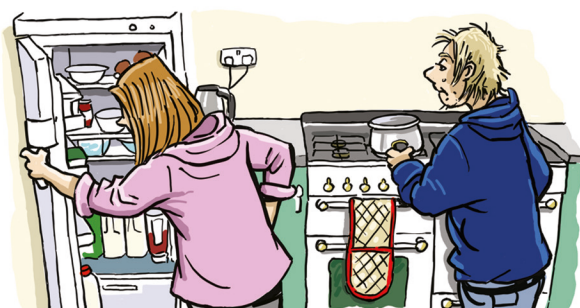
Workbook, page 45

GRAMMAR 1 Expressions of quantity

4

»»» Talk about the quantity and number of things

GRAMMAR IN CONTEXT



- 1 **1.49** Read and listen to the conversation. Which omelette can Tanya and Leo make for lunch – Spanish, Italian, Indian or Iranian? (See the recipe on page 44 to help you.)

Tanya: There isn't much food. There are a few eggs. And there's some pasta – about half a packet.

Leo: How many eggs are there?

Tanya: Three. And there's a little cheese too – but not much.

Leo: Is there any bread?

Tanya: No, there's no bread. But there are a lot of vegetables.

- 2 Complete the table with the words in the box. Use Exercise 1 to help you.

small big zero not big or small

Expression of quantity	Quantity
a lot of
some
a few, a little, not much, not many
no

- 3 Look at the table. Which expression can you use before all nouns and in all types of sentences?

	Countable egg(s)	Uncountable pasta
+	some, no a few, a lot of	some, no a little, a lot of
–	any, many, a lot of	any, much, a lot of
?	any, many a few, a lot of	any, much a little, a lot of

See GRAMMAR & BEYOND in the Workbook.

PRACTISE

- 4 Write short descriptions. Use the words in the box.

a few a little a lot of no some



1 some bread



2 vegetables



3 apples



4 pasta



5 rice

- 5 Choose the correct options.

I'm not a very good cook because I don't have (1) much / many time. During the week I don't make (2) any / no meals except breakfast. I usually have (3) a / some toast and a (4) few / little orange juice. At the weekend I sometimes help to make lunch, but I don't know (5) much / many good recipes so I just follow my big sister's instructions. She's a great cook and she makes (6) many / a lot of really nice food.

- 6 Complete the questions with one word.

- You're hungry but you have no time to cook. What do you eat?
- How takeaway food do you eat? Give details.
- Do you hate vegetables? Which ones? Which ones do you like?
- A friends are watching a film at your house. What snacks do you offer them?
- Do you eat a of fruit? What's your favourite fruit?
- You need to make food for a picnic. What do you make?

- 7 Work in pairs. Answer the questions in Exercise 6. Does your partner have good eating habits? Why?/Why not?

LISTENING AND VOCABULARY What a waste!

>>> Recognise facts and opinions



BEFORE YOU LISTEN

1 Look at the picture. What do you think the people are doing? Choose A, B or C.

- A They're throwing waste food in the bin.
- B They're looking for something to eat.
- C They lost something in the bin, and now they're looking for it.

LISTEN

2 ▶1.50 Emma is one of the people in the picture. Listen to an interview with her. Do the following.

- 1 Check your answer to Exercise 1.
- 2 Make a list of what's in Emma's bag.

STRATEGIES

How to recognise facts and opinions

- **Facts:** Listen for numbers and percentages (%).
- **Opinions:** Listen for phrases like *I think ...*, *In my opinion ...* and for words meaning 'good' or 'bad' like *OK*, *wrong*.

3 a Read the tips in the **STRATEGIES** box.

b ▶1.50 Listen again. Which sentences are facts (F) in the interview? Which are opinions (O)?

- 1 Every year the world wastes a lot of food. F
- 2 Europe and North American waste 100kg of food per person each year.
- 3 Supermarkets throw away a lot of food.
- 4 It's OK to take food from dirty bins.
- 5 It's wrong to waste food.

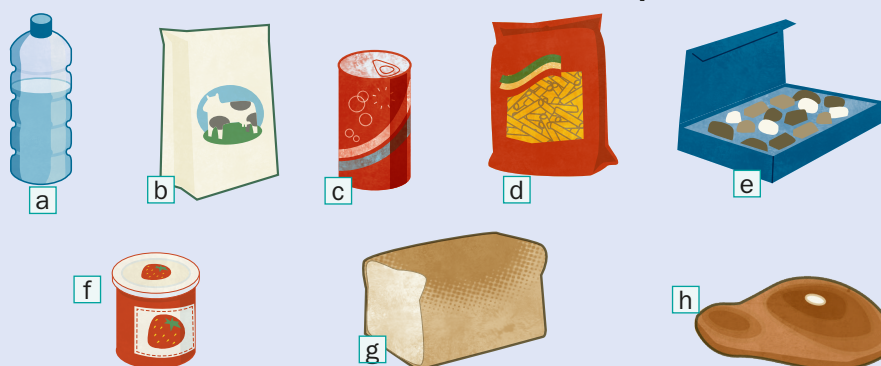
REACT

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

- 1 What ways could supermarkets use unwanted food instead of throwing it away?
- 2 Does your family throw away food at home? What could you do as a family to minimise food waste?

WORK WITH WORDS

5 ▶1.51 Match the phrases for containers and amounts to the pictures. Listen and check.



- 1 a bottle of water a
- 2 a box of chocolates
- 3 a packet of pasta
- 4 a can of cola
- 5 a carton of milk
- 6 a jar of jam
- 7 a loaf of bread
- 8 a piece of meat

6 ▶1.52 **PRONOUNCE** Listen to the phrases in Exercise 5 again. Which words in each phrase don't we stress? Listen and repeat.

7 Look at the pictures in Exercise 5 for one minute then close your book. Make a list of the food but have more than one of each item. Work in pairs and try to guess what's on your partner's list.

GO BEYOND

Write a list of all the items in your imaginary perfect fridge.

Are there three boxes of chocolates on your list?

No, there are four boxes of chocolates. Are there two pieces of meat on ...

Use indefinite pronouns

GRAMMAR IN CONTEXT

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

Nobody likes waste.
But **nearly everybody** wastes food.

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

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



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

-body/-one -thing -where

Indefinite pronouns – anything, nobody, etc

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

Use _____ with people.
Use _____ with objects.
Use _____ with places.

See GRAMMAR & BEYOND in the Workbook.

- 3 Complete the table.

People	Things	Places
somebody	<i>something</i>	somewhere
anybody		anywhere
	everything	
	nothing	nowhere



Get it right

Use *some-* and *no-* in positive sentences.
Use *any-* in questions and negative sentences.
Words with *every-* have a singular verb.

PRACTISE

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

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

Note: Really? I often leave (3) _____ thing when I don't like it. Why eat it?

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

Note: My parents are terrible cooks. They can't cook (5) _____ thing! I love it when we eat out (6) _____ where.

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

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

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

All of you! (2) _____ can help.

Eat all your school lunch. Don't throw (3) _____ away.

Does (4) _____ in your class have a more interesting lunch box? Swap!

Or make lunch yourself, so you like (5) _____ in it.

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

TASK: write a poem

Do the following.

- Read the poem below. Do you like it? Why?/ Why not? Discuss with your partner.
- Write your poem. Use the words in colour and the ideas in the cloud.
- Swap poems with your partner and read your partner's poem. Comment on your partner's poem.

is / isn't
likes / eats / wears /
has / hurts / helps /
fights / tells me
there is / there are

In my perfect world ...

Nobody is hungry.
Everybody smiles.
Nothing hurts.
Everything is peaceful.
Everywhere there are
happy faces.
(by Laura, 15)

LANGUAGE & BEYOND: Life skills

>>> Consider other people's needs and preferences



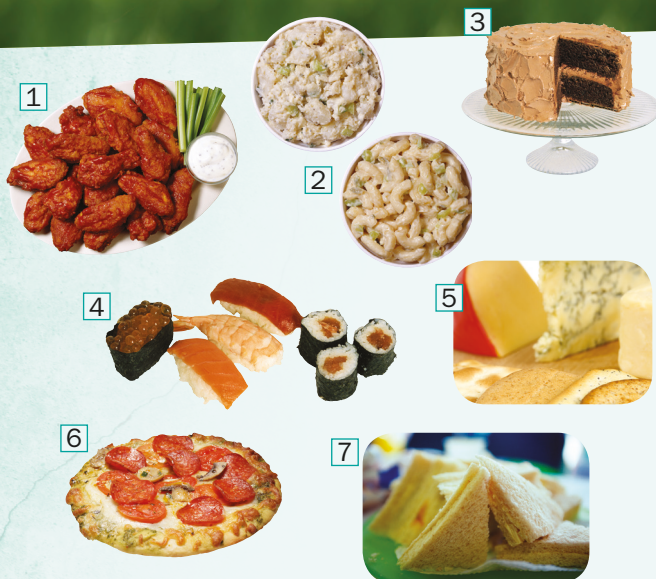
Asha She doesn't eat any meat or fish, but she eats dairy products like eggs, milk and cheese.



Carmelo so he can't eat any food with them in it, especially cakes and biscuits.



Lucy That means she can't eat anything with flour in it, like bread, pasta or pizzas.



1 A group of British students are visiting your school. Three of them have special diets. Read the information about them above and complete their profiles with the correct phrase.

can't eat gluten is allergic to eggs is a vegetarian

2 Work in pairs. Make a list of the food you can see in the photos. Then write A (Asha), C (Carmelo) or L (Lucy) next to the food they can't eat.

3 TASK: make a list of food for a party

Your class is organising a party to welcome the group of British students. Work in groups of three or four and do the following. Use language from the **PHRASEBOOK**.

- Make a list of food for the party.
- Include options for Asha, Carmelo and Lucy.
- Consider the needs and preferences of other students in your class.

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

- 1 Whose special diet was the most difficult to consider – Asha's, Carmelo's or Lucy's? Why?
- 2 Do you know anybody with a special diet? Describe it.
- 3 How do you think people with special diets feel when they can't eat anything at a meal or party?

RESPECT OTHERS

PHRASEBOOK

Let's bring ...
Why don't we make ... ?
What could we bring for ... ?
Have we got anything for ... ?
We need something without ... in it.

REFLECTION POINT

It isn't always easy to consider other people's needs and preferences. But when you consider them, people feel better.

SPEAKING At a restaurant

4

Express preferences when you order food

1 Work in pairs. Answer the questions.

- Which types of restaurants are near your home or school?
- What's your favourite meal when you eat in a restaurant?

2 Watch or listen to the scene. What do Mel and Jason order? Complete the sentences.

Waiter: Hi. Are you ready to order?
Mel: Yes. I'd like the special (1) sandwich, please.
 Can I have it without onions?
Waiter: Of course. Would you like some chips with it?
Mel: No, thanks. I'd rather have (2)
Waiter: OK.
Jason: I'd like the (3), please. And I'd prefer
 (4) with it.
Waiter: OK. Would you like anything to drink?
Mel: Do you have any fresh orange juice?
Waiter: No, but we have milkshakes and colas.
Mel: Umm ... I'll have some (5)
Jason: I'd like a (6), please.



3 a Read the tips in the STRATEGIES box.

b Write the polite versions of the sentences from the conversation in Exercise 2.

- Give me a milkshake. I'd like a milkshake, please.
- I don't want onions.
- Drink?
- I don't want chips, I want salad.
- What do you want to eat?
- Water!

STRATEGIES

How to be polite

- Use polite requests like *Can I have ... ?* and *I'd like ...*
- Say *please* and *thank you*.

4 TASK: role-play a scene at a restaurant

Work in groups of three or four. Use language from the PHRASEBOOK.

- Choose something you'd like to eat and drink from the menu.
- Choose one person in the group to be the waiter.
- The waiter takes the order. What do you say?
Use the conversation in Exercise 2 to help you.

OUR SPECIALS

Chef's Sandwich (chicken with onions, lettuce and tomato)

Cheeseburger (100% beef burger with cheese, onions and ketchup)

Spanish Omelette (eggs, potatoes and onions)

Chef's Salad (lettuce, tomatoes, peppers and eggs)

SIDE DISHES

Salad, Chips or Fried Rice

DRINKS

Selection of delicious milkshakes and cool colas.

Ask your waiter for today's specials.

PHRASEBOOK 1.54

Order food

I'd like ...

I'll have ...

Can I have a/some ...?

Do you have any ...?

Express a preference

I'd rather have ...

I'd prefer (to have) ...

WRITING My favourite recipe

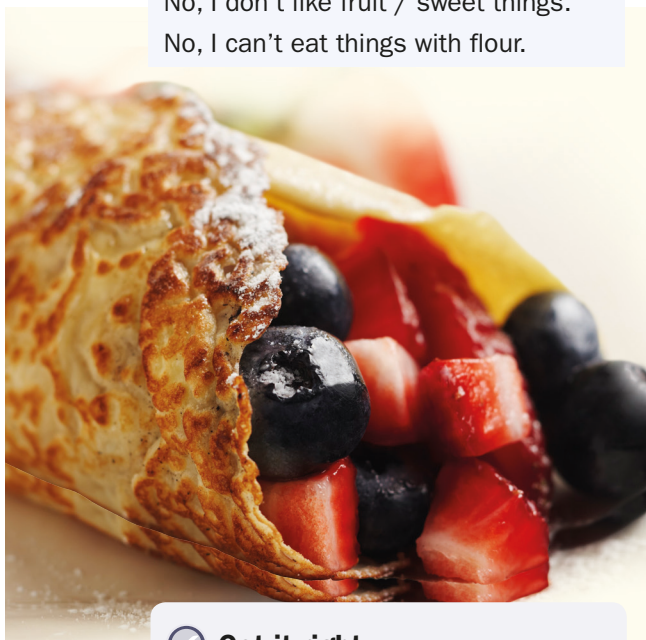
>>> Order ideas

PHRASEBOOK

Yes, it looks delicious!

No, I don't like fruit / sweet things.

No, I can't eat things with flour.



Get it right

DeSSert: you eat it after dinner

DeSert: a very dry place

- 1 Look at the photo in the recipe for pancakes. Would you like to eat this? Why?/Why not?

MY FAVOURITE RECIPE: pancakes

Ingredients

225g flour, a little salt, two eggs,
580ml milk

Method

After that, pour in the milk and beat it with the flour and eggs.

Finally, heat a little oil in a frying pan. Pour in some mixture and fry the pancakes on both sides until they're golden brown.

Next, make a hole in the middle of the flour. Add the eggs and stir together with the flour.

First, put the flour in a bowl with a little salt.

Then leave the pancake mixture for 15–20 minutes.

MY TIP

Eat the pancakes as dessert with fruit and cream, chocolate sauce or lemon juice and sugar.

STRATEGIES

How to order ideas

- Use *first* for step 1.
- Use *next*, *after that* and *then* for the next steps (in any order).
- Use *finally* for the last step.



- 2 a Read the tips in the **STRATEGIES** box.
b Underline words to order ideas in the recipe.
- 3 Read the recipe and put the *Method* in the correct order. Use the **STRATEGIES** box to help you.
- 4 Complete the recipe for Greek salad. Use the words to order ideas from Exercise 2.
(1) First, chop some tomatoes and an onion.
(2) _____ cut some feta cheese. (3) _____
stir everything together in a bowl. (4) _____
mix some oil and lemon juice with salt and pepper.
(5) _____ pour it over the salad.

WRITING PLAN

- 1 Name of recipe?
- 2 Write a list of the ingredients.
What do you need?
How much?
(use *a little*, *a few* etc)
- 3 Describe the method.
What do you do?
In what order?
(use words to order ideas)
- 4 Include a tip.
What extra help or ideas can you give?

5 TASK: write a recipe

You're going to write out a recipe. Complete the following.

- 1 Before you write your recipe, use the *Writing plan* to help you prepare.
- 2 Write your recipe. Then check it. Tick (✓) the things in the plan.
- 3 Make a class recipe book or read other students' recipes. Try your favourites at home!

LANGUAGE & BEYOND: Young culturalists

>>> Table manners

BEFORE YOU READ

1 Work in pairs. Answer the questions.

- 1 What table manners (rules) do you have at home?
- 2 Are your table manners different when you have visitors round for dinner, or when you visit someone else's house for dinner?
- 3 Do you know anything about table manners in other countries?

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Thank you for reading my food blog! Today I'm talking about table manners and ways of eating in different countries around the world. How do these table manners compare to what you do in your country?


UK

A lot of British people are proud of their polite manners, and this includes table manners. Saying 'please' and 'thank you' is very important. Always wait for the host or hostess to start eating before you start. Never talk with your mouth full and do not make loud eating noises. When you finish eating, put your fork and knife together in the middle of your plate. If you can't eat everything on your plate, it is polite to say something like 'I'm sorry, but it seems that my eyes are bigger than my stomach', or 'I'm sorry, it was so delicious, but I am full'. The British like to say sorry a lot!


USA

The American way of cutting food is with the fork in your left hand and the knife in your right hand. After cutting all your food, you put the knife on the edge of the plate and move the fork to your right hand. Put the food in your mouth with the prongs of the fork facing up. Always bring your food to your mouth – don't bend over the table to your food. Don't put your elbows on the table while eating.


China

Dishes are usually put in the centre of the table and everyone helps themselves to the food. Use your chopsticks to eat your own food but never use them to put food on your plate. It is important to eat a bit of all the food on the table. Make noises when you eat your food to show that you are enjoying it – even burping is allowed! Leave some food on your plate when you finish eating. This shows that you are full. If you eat all the food on your plate, your host or hostess will think that you are still hungry and will give you more food!


India

It is normal for people to arrive for dinner at someone's house 15-30 minutes late. Arriving early or on time is impolite as your host is still preparing. Dishes are usually put in the centre of the table. Indians don't usually use cutlery for eating food. They prefer to eat with their fingers. Only use the tips of your fingers when you are eating your food, and only use your right hand, even if you are left-handed. You can use your left hand to drink water or pass dishes. Do not leave any food on your plate – your host or hostess will think you don't like it, so only put on your plate what you think you can eat.



READ & REACT

2 Read the blog post above. Work in pairs. What do you think? Tell your partner.

- 1 Which table manners in these countries are the same in your country?
- 2 Which table manners are different?
- 3 Are there any manners which surprise you? Why?
- 4 What does the expression in red in the text mean? Do you have a similar expression in your language?

GO BEYOND



Work in pairs. Write a list of 'dos' and 'don'ts' for visiting someone's home in your country.

SELF-ASSESSMENT

- ✓✓✓ 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.

After finishing this unit ...

- | | | |
|--------------------|---|-------|
| Vocabulary | ... I can talk about food and cooking | _____ |
| | ... I can talk about containers for food and drink | _____ |
| Reading | ... I can use headings to find specific information | _____ |
| Listening | ... I can recognise facts and opinions | _____ |
| Speaking | ... I can express preferences when I order food | _____ |
| Writing | ... I can order ideas | _____ |
| Grammar | ... I can talk about the quantity and number of things | _____ |
| | ... I can use indefinite pronouns | _____ |
| Life skills | ... I can consider other people's needs and preferences | _____ |
| Culture | ... I can make cultural comparisons about table manners | _____ |



READ

1 The people below are going on a school holiday together. You're organising the holiday and want everybody to enjoy it. Read the descriptions of activities. Decide which activity would be most suitable for each person.

- Vijay** loves being by the coast with his friends but he hates going in the water because he didn't learn to swim when he was child. He doesn't like any sports or being active.
- Sienna** likes anything to do with sport and outdoor games, but especially water sports. Last year she tried a few dangerous ones at summer camp. She also loves animals.
- Salvatore** hates busy places where there are lots of people. He likes being in the countryside. He's a good photographer and last year he won a wildlife photography competition.
- Yoko** worries about environmental problems. Last month she organised a *Save Our Climate* campaign at school and it was a great success. She's scared of swimming and insects.
- Tanner** is a foodie and a fantastic cook. His parents bought a restaurant a few years ago and he often helps in the kitchen. He thinks it's important to eat fresh, healthy food.

EXAM TIPS

- do a matching exercise (people + texts)
- Read all the people profiles carefully.
- In the people profiles, underline important words or phrases.
- In the activity descriptions, look for ideas that match the important words.
- Make sure **all** the information about the people matches the description.

School holiday activities

A Forest visit

Learn about the different species and flowers in the forest. Find out about the lives of ants, bees, owls, snakes and spiders and how tourists are destroying their home. Small groups only and no loud music or phones.

B Walk by the sea

A five-kilometre group walk along the beach. We'll tell you about the history of the area. Learn how important the sea was for local people in the past when most people worked on fishing boats. Wear comfortable shoes and suitable clothes.

C Cooking course

On this course we cook very easy dishes with fresh local foods. Are you a beginner in the kitchen? Can't fry an egg or chop an onion? Can't even remember the last time you used a saucepan or a chopping board and knife? Then this course is for you!

D Tree planting

A great way to have a fun day but also do something for our world. Trees clean our air but every year we cut down 3–6 billion to build houses and roads, to use the land for fields or to use the wood to make furniture. Help us plant new ones.

E Boat trip

Join us on an exciting boat trip on the sea. During the two-hour stop on a small island, you can go swimming, diving or water-skiing with our trained instructors. Perhaps we'll see some turtles or dolphins somewhere on the trip. Good swimmers only.

F Market day

Visit the local market – it was Market of the Year this year. There are clothes, bags, shoes – everything you can think of. There's also lots of food, of course – vegetables, meat, fruit, fish, cakes and bread ... And the great thing is, you can try everything!

G Beach trip

Lie on the beach all afternoon! Listen to the sound of the sea and dream. Or enter our sandcastle competition and make a big castle with your friends! Later we'll sit around the campfire and talk about our day.

H Games day

Do you enjoy quizzes? Do you want to win super prizes – for example, a big bottle of cola, a box of chocolates or a jar of sweets? Play games in our new indoor centre with space for 200 people. A fun afternoon for everybody!

EXAM TIPS

- use headings to find specific information
See page 44
- find specific information
See page 34

Reading: _____ /10



LISTEN

- 2 1.55 You will hear a restaurant owner talking to some guests at a restaurant. Listen and write the missing information.



Type of restaurant:	(1) _____
Owner's opinions:	Important to know where food comes from Bad for the (2) _____ to transport food a long way
Lunch menu	Soup Pancakes with vegetables and cream sauce with (3) _____ (or rice) OR Omelette with onions, tomatoes and spices with a bowl of salad and bread (If you're (4) _____ anything, they can make something different)
Drinks	Apple juice from restaurant's own apples Milkshakes
Price of lunch menu	(5) € _____

Listening: _____ /10

WRITE

- 3 Write a story (80–100 words) with the following first sentence:
I was eating dinner with my parents when something strange happened.

Writing: _____ /10

Progress check score _____ /30

EXAM TIPS

- listen and complete notes
 - Read the information carefully before you listen.
 - Decide what sort of information is missing.
 - Listen for the words before the missing information.
 - Write the exact words that you hear.
- take notes
 - See page 36
- recognise facts and opinions
 - See page 46

EXAM TIPS

- write a story
 - Read the task carefully.
 - Think of the main events in your story and make notes.
 - Use the past simple and past continuous to tell your story.
 - Use time expressions to order the events in your story.
 - Check the number of words.

- use time expressions
 - See page 40

SPEAK

Interview


1 a Work in pairs. Take it in turns to ask and answer the questions below. Use the EXAM TIPS and the  to help you.

- Hello. / Good morning/afternoon/evening. What's your name?
- How do you spell your family name?
- Where do you come from?
- Do you have English lessons?
- Do you like them? Why?/Why not?

b Choose two extra questions from the list below to ask your partner.

- What kind of food do you like most?
- Who usually cooks in your house?
- Do you often eat meals with your family?
- Do you think you waste a lot of food in your home?
- Is there any food that you don't eat? Why?
- Would you prefer to go out for a meal with friends or cook at home? Why?
- Can you tell me about a meal you enjoyed recently?

Discussion: A topic for a project about the natural world

2 Work in pairs. Imagine you need to give a presentation to your class about the natural world. Look at the pictures and discuss your opinions about them. Use the EXAM TIPS and the  to help you.



EXAM TIPS



 answer general questions

- Spell out your name with capital letters (eg for 'A', say /eɪ/ not /æ/)
- Try not to give simple Yes/No answers. Give reasons if you can.
- Make sure you know when it's your turn to speak.
- You can ask your partner to repeat the questions if you like.

 express preferences

See Student's Book page 49.

EXAM TIPS



 discuss with a partner

- Think carefully about the task before you look at the pictures.
- It is sometimes easier to start with the pictures you don't want to choose. Say why they are not a good idea.
- You can agree or disagree with your partner, but be polite and give reasons.
- Give reasons for your opinions and remember to ask your partner for his/her opinion

 make and react to suggestions

See Student's Book page 39.

 express preferences

See Student's Book page 49.

STEP-BY-STEP PROJECTS

Download more information from www.macmillanbeyond.com

MAKE A SOAP OPERA

- Choose the location and characters – school, street, park ...
- Plan and write a scene.
- Practise and perform your soap opera scene.



Units 1 & 2

CREATE A THEME RESTAURANT

- Choose a theme for your restaurant – horror, sport, fashion ...
- Plan and make a menu.
- Invite friends to your restaurant and take their orders.



Units 3 & 4

MAKE A COMIC

- Create your characters – name, special powers ...
- Plan your story.
- Write and draw your comic.



Units 5 & 6

RECORD A RADIO NEWS SHOW

- Choose a news story about your school – a school play, sports day ...
- Write a script and some interview questions.
- Record your news show.



Units 7 & 8

MAKE A SPORTS POSTER

- Choose a subject for your poster – a sports star, team ...
- Find some facts and photos.
- Make a poster with texts and pictures.



Units 9 & 10