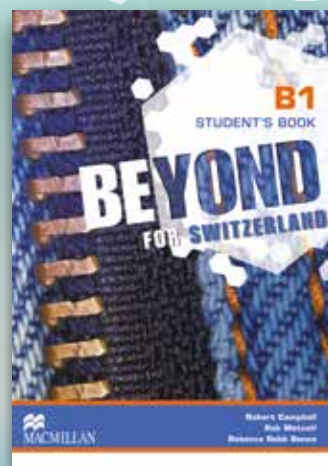
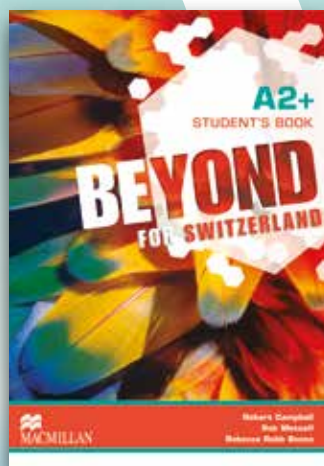
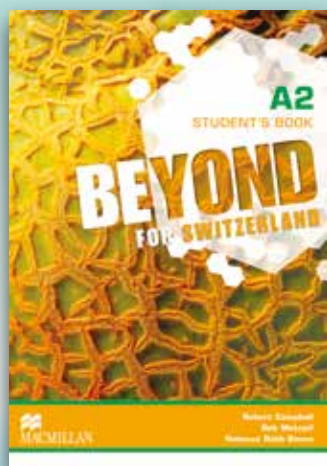
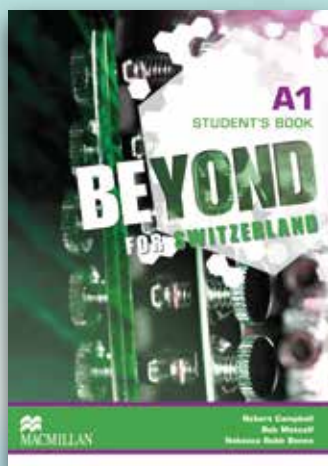


**Learn BEYOND.
Teach BEYOND.
Go BEYOND.**

BEYOND

for SWITZERLAND



AUTHORS

REBECCA ROBB BENNE

on developing life skills



English teaching materials should play a part in helping the secondary student to develop as a whole person. Transferable skills such as flexibility and creativity, critical thinking, teamwork and cultural awareness are essential in today's globalised world. **v** features a comprehensive syllabus of 21st century skills, which aim to help teenagers understand more about themselves and equip them for life in and beyond the classroom.

ROB METCALF

on engaging teenage learners



Successful lessons start with engaging material. Students need to find out things they didn't know before, discover new ways to look at familiar topics, and work out the rules behind language for themselves. They also need regular opportunities to say what they know or feel about things that matter to them. In **Beyond**, we've kept these needs in mind on every page of the book.

ROBERT CAMPBELL

on video in the classroom

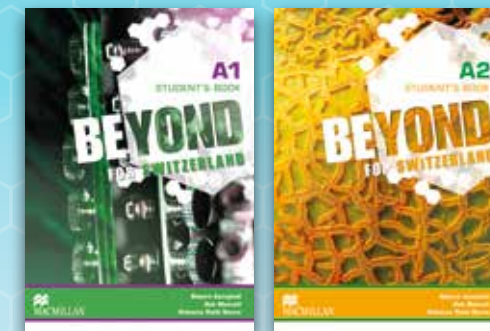


Images, especially moving images, play an important part in the lives of teenagers today. In **Beyond**, we've used video to bring the pages to life for today's digital natives. **The Moving Picture** strand includes documentary clips, vox pops, slide shows, digital animation, and YouTube-style videos. The speaking pages also include video, allowing students to watch as well as hear the model conversations spoken and acted by teenage drama group actors.

ACKNOWLEDGMENTS

During the development of **Beyond for Switzerland** we have benefitted from the contribution of local teachers and ELT experts, which has been invaluable. In particular, we would like to thank **Katharina Fischer** and her colleagues from the Pädagogische Hochschule Luzern and **Ursula Schär** and her colleagues from the Pädagogische Hochschule FHNW for their input, insight and contributions.

Learn **BEYOND**. Teach **BEYOND**. Go **BEYOND**.



KEY FEATURES

1. Fulfils the Swiss Lehrplan 21 requirements and meets other local needs
2. Has a Content-led, task-based syllabus
Engages, motivates and inspires through age-appropriate topics, relevant content and real-life tasks and projects
3. Integrates a comprehensive subskill syllabus
Systematically develops transferable language competencies and learning strategies
4. The integrated Life Skills lessons equip students with valuable skills for life beyond the classroom
5. Offers a unique 21st century digital learning environment for students and teaching experience for teachers

... AND BEYOND

1. Develops language learning awareness and supports multilingualism
2. Raises cultural awareness and encourages cultural comparison
3. Caters for differentiation in the streamed secondary system and in the mixed-ability classroom
4. Takes different learning styles into account and promotes learner autonomy
5. Features personalisation and develops critical thinking

BEYOND truly prepares students for success in the 21st century classroom and beyond.

LEHRPLAN 21

Hören				Lesen				Sprechen				Schreiben			
Monologische und dialogische Texte hören und verstehen		Strategien	Sprach-mittlung ¹	Texte lesen und verstehen		Strategien	Sprach-mittlung ²	Dialogisches Sprechen	Strategien	Sprach-mittlung ³	Schriftliche Texte verfassen		Strategien	Sprach-mittlung ³	
Verständnis der Hörtexte und der Hörerrolle		Hörstrategien einsetzen und reflektieren	Inhalte aus Gesprächen und Hörtexten auf Englisch verstehen und sinngemäss ins Deutsche übertragen	Die ästhetische Wirkung von Lesetexten entdecken und beschreiben		Lesestrategien einsetzen und reflektieren	Inhalte schriftlicher Texte auf Englisch verstehen und sinngemäss ins Deutsche übertragen	An verschiedenen Gesprächs-Teilnahmen teilnehmen	Zu verschiedenen Themen und in unterschiedlichen Situationen zusammenhängend sprechen	Beim Vortrag Text gestalten und eine ästhetische Wirkung erzielen	Strategien einsetzen und reflektieren, um das Sprechen zu steuern	Inhalte aus Englisch Hörtexten und sinngemäss ins Deutsche übertragen	Eigene Texte spielerisch und kreativ gestalten und eine ästhetische Wirkung erzielen	Strategien einsetzen, um das Schreiben zu unterstützen	Inhalte Deutscher Texte sinngemäss ins Englische übertragen
BEYOND A2 und der Lehrplan 21	Student's book	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
	Workbook	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
	Student's book	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
	Workbook	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
	Student's book	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
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	Student's book	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
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	Student's book	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
	Workbook	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
	Student's book	*	(*)	*	*	*	(*)	*	*	*	*	(*)	*	*	*
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UNIT 2	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
UNIT 3	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
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UNIT 5	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
UNIT 6	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
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UNIT 8	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
UNIT 9	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
UNIT 10	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*
UNIT 11	Student's book	*	(*)	*	*	*	(*)	*	*	*	(*)	*	*	*	*

Beyond is based on detailed CEFR mapping and it systematically covers all competence areas of the Lehrplan 21.

Sprache im Fokus										Kulturen im Fokus			Überfachliche Kompetenzen				ICT und Medien	
Bewusstheit für Sprache	Wortschatz		Aussprache		Grammatik		Rechtschreibung		Sprachlern- reflexion und - planung	Kenntnisse	Haltungen	Handlungen	Personale	Soziale	Methodische	Medien		
	Über einen angemessenen Wortschatz verfügen, um sich mündlich und schriftlich zu äussern	Strategien und Techniken zum Wortschatzerwerb und Regeln der Wortbildung reflektieren und zum Lernen nutzen	Klar und verständlich sprechen und vorlesen ²	Typische Aussprache- und Intonationsregeln der Englische Sprache verstehen	Grammatische Strukturen in Texten erkennen und für das Verständnis nutzen sowie beim Sprechen und Schreiben anwenden	Grammatische Strukturen verstehen und mit anderen Sprachen vergleichen ³	Angemessen korrekt schreiben ²	Rechtschreibregeln der englischen Sprache reflektieren und verstehen	Eigenes Sprachlernen reflektieren und planen	Merkmale des englischsprachigen Kulturraums kennenlernen sowie kulturelle Gemeinsamkeiten und Unterschiede erkennen	Über Haltung gegenüber dem englischsprachigen Kulturraum und gegenüber kultureller Vielfalt nachdenken.	Menschen und Erzeugnissen des englischsprachigen Kulturraums virtuell und real begegnen.				Medienbildung	Mediennutzung	
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COMPETENCIES AND STRATEGIES


The comprehensive subskill syllabus is a key part of Beyond's aim to develop language competencies. Therefore all reading, listening, speaking and writing lessons have an integrated and explicit subskill focus that teaches students transferable linguistic strategies to maximise their learning.

The lesson aim clearly identifies the subskill that is being taught.

Every subskill is accompanied by a **Strategies box**, which gives tips on how to use the subskills.

WRITING A notice

Use headings



1 Read the notice and find the answers to the questions.

- Where's the concert?
- What time does it start?
- Which bus stops near the concert?
- What does the price include?
- How can you find more information?

SCHOOL CONCERT
Come and listen to the school orchestra playing works by Haydn, Bach and Goldplatz!

PLACE
The music room at the Hope Building.

DATES & TIMES
Saturday 7th and Sunday 8th February at 6pm.

HOW TO GET THERE
The number 7 bus stops near the Hope Building. Parents can park their cars in the main playground.

PRICES
Free for school pupils and children under 14 years old. Adults £3 (price includes tea and biscuits).

MORE INFORMATION
For more information contact Mrs Henderson.

2 Read the tips in the STRATEGIES box.

3 Match the headings (1-5) to the correct information (a-e).

- Special offer
- Contact details
- Important
- Opening times
- Food and drink

a Phone us on
b Come with the price of two.
c You can buy
d Don't arrive
e The library at 6.30pm.

4 TASK: write a notice
You're going to a museum. What information do you want to include? Eg Place? How to get there? Dates? Times? Prices? Contact for more information? What pictures can you use? Use headings to make the information clear. Look at the tips in the STRATEGIES box.

WRITING PLAN: writing a notice for the exhibition.

- Choose a museum and think of a theme for the exhibition. What's the exhibition about? What's it called?
- Create a notice for the exhibition. What information do you want to include? Eg Place? How to get there? Dates? Times? Prices? Contact for more information? What pictures can you use?
- Use headings to make the information clear. Look at the tips in the STRATEGIES box.

5

1 Work in pairs. Look at the photos and answer the questions.

- What's wrong with the people in the photos?
- What should they do?
- Which of the situations have you been in?

2 Watch or listen to the scenes. Which problem in Exercise 1 is not talked about in the scenes?

1 Finn: Are you all right there?
Bella: I need something for my (1) _____. I've got ... I'm not sure how to say it in English. It's a pain.
Finn: You mean (2) _____?
Bella: Yes. Is this the right thing for a (3) _____?
Finn: Yes, it is.
Bella: Also I don't understand what this means. Can you help me?
Finn: Let me see. Ah ... sunset yellow. It's a colour they use in the medicine.
Bella: I see. Does this sign mean that it is bad for you? It can be bad for some people. Are you allergic to anything?
Finn: No, I don't think so.
Bella: Then you're probably OK.

2 Ruby: Can I help you?
Emma: Yes. I need some of that cream you put on your (4) _____. I don't know what it's called. It's a special cream for keeping (5) _____ away.
Ruby: Do you mean (6) _____ repellent?
Emma: I think so.
Ruby: This one is very good.
Emma: What does 'light fragrance' mean?
Ruby: It means the lotion has a fragrance, but it's not very strong. Here. Smell it.
Emma: You called it a lotion. What's the difference between a lotion and a cream?
Ruby: A cream is thicker than a lotion.
Emma: OK. Thank you. I'll take it.

3 Watch or listen again and write the missing words.

4 Complete the phrases from the conversation. Then listen and repeat. Pay attention to which words are stressed.

- I'm not _____ how to say it in English.
- I don't understand what this _____.
- I don't know what it's _____.
- It's a special cream _____ keeping insects away.
- What's the _____ between a lotion and a cream?

5 Read the tips in the STRATEGIES box.

b Match the phrases in Exercise 4 to the tips in the STRATEGIES box.

6 TASK: ask for help at the chemist's

Work in pairs. Complete the following.

- Think of another product you buy at the chemist's.
- Role-play a conversation between a shop assistant at a chemist's and a customer. The customer doesn't know the name of the object and needs help with words. Use language from the PHRASEBOOK.
- Change roles and repeat steps 1 and 2.

STRATEGIES

How to use headings

- Use a main heading to say what the text is about.
- Use other headings to help the reader find specific information.

WRITING PLAN: writing a notice for the exhibition.

- Choose a museum and think of a theme for the exhibition. What's the exhibition about? What's it called?
- Create a notice for the exhibition. What information do you want to include? Eg Place? How to get there? Dates? Times? Prices? Contact for more information? What pictures can you use?
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STRATEGIES

How to ask for help with words

- When you don't know the name of something:
 - Say that you don't know the word.
 - Explain what it's for (it's for + verb + -ing).
- When you don't understand a word:
 - Say that you don't understand.
 - Ask the other person for more information.

PHRASEBOOK

Explaining what you need

I need something for ... / It's for ...
I need some of that cream/liquid/stuff ...
I'm not sure how to say it in English.
I don't know what it's called.

Asking for help

I don't understand what this means.
Does that mean ... ?
Is this the right thing for ... ?
What's the difference between ... and ... ?

READING An environmental superstar

Find specific information

BEFORE YOU READ

1 Work in pairs. Answer the questions.

- How often do you give presentations to your class? What was the last one about?
- Do you like speaking in front of other people? Why?/Why not?

2 Look at the title of the article and the photo. Can you guess the answer to these questions?

- How old is the boy?
- What's he doing there?
- Where is he?
- What does he want people to do?

PHRASEBOOK

I often / hardly ever give presentations.
The last presentation was about ...
I like / don't mind / hate speaking in public because ...

Have you got the Felix Factor?

When Felix Finkbeiner was 13 years old, he made a speech at the United Nations in New York. He spoke in English and his message was simple – save the world's forests. How did a boy from Germany become an environmental superstar?

The story starts in 2007 when Felix did a project on climate change at his primary school in Starnberg, near Munich in Germany. He saw some information online about Wangari Maathai, a Kenyan woman. She started a tree-planting campaign in 1977 and won the Nobel Peace Prize in 2004. Felix thought her campaign was interesting and he decided to talk about it in class.

His presentation was a success, and he gave the same presentation to other classes. Two months later Felix planted his first tree and started a campaign to plant a million trees. He called his campaign Plant for the Planet.

Students at other schools joined the campaign. Together they planted 50,000 trees in Germany. They made a website for the campaign and soon other countries began taking part. They wanted to meet Felix, so he started to give presentations outside the country. In November 2008 he spoke to the European Parliament.

At the beginning of 2011, the International Year of Forests, Felix made his speech at the United Nations. He asked world leaders to stop talking – start planting. In the same year his campaign reached its goal of planting one million trees in Germany. He also travelled to Kenya and met Wangari Maathai. And it all began with a school project.

READ

1 Read the text in the STRATEGIES box.

2 Check or find in Exercise 2.

3 Tell your partner.

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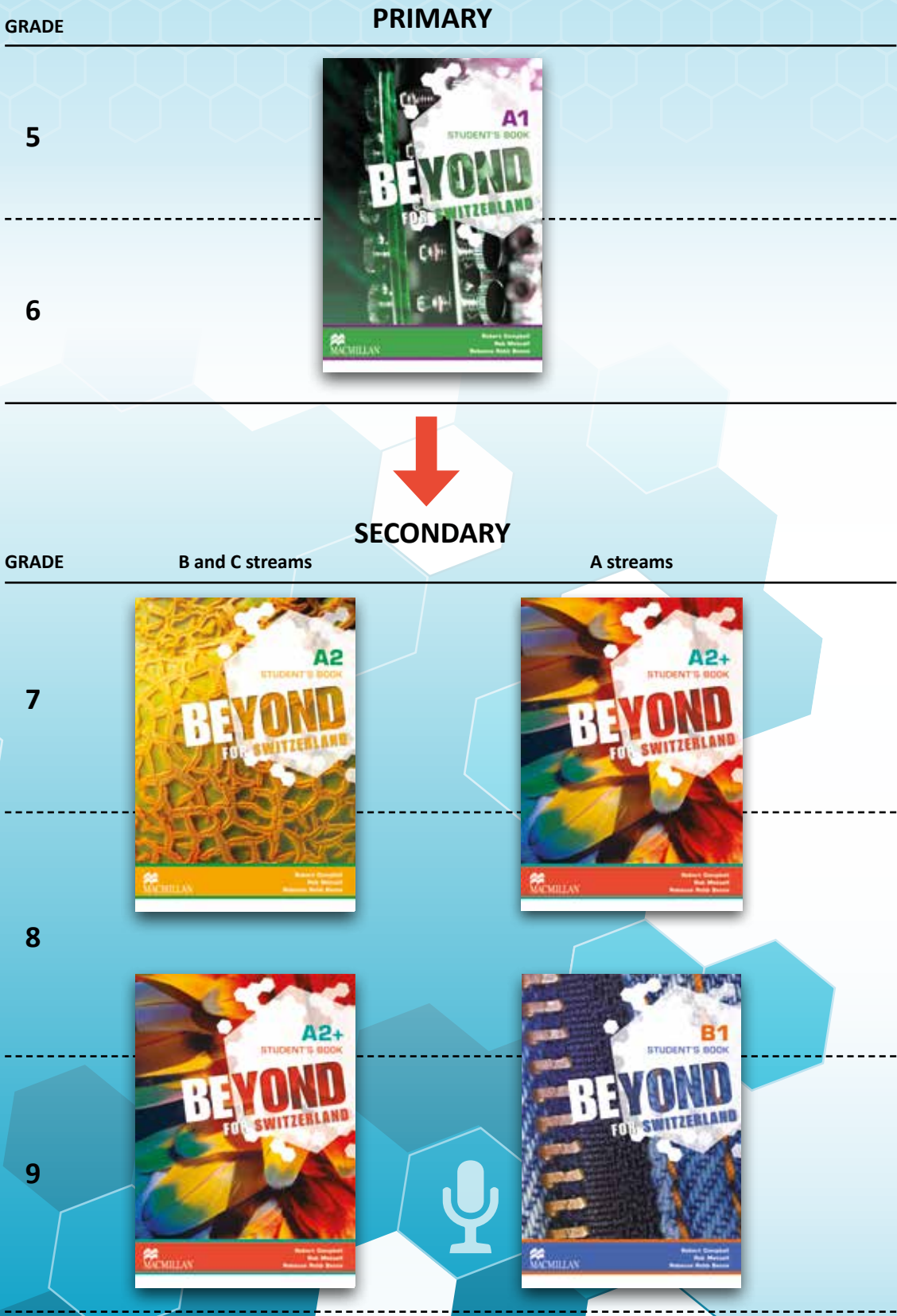
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DIFFERENTIATION

Due to its spiral syllabus progression and the in-between bridging levels, **Beyond** can offer a dual entry solution. This makes the course material suitable for each type of secondary school in terms of level of difficulty and ensures a smooth transition from primary to secondary education.



Beyond also caters for differentiation in the classroom comprehensively across all components.

STUDENT'S BOOK

- Regular GO BEYOND boxes on the pages offer cognitively more challenging activities for fast finishers
- The REACT sections following up listening and reading texts as well as the moving pictures comprehension sections offer both easier and more difficult questions
- The TASKs and 5 PROJECTS per level allow everybody in a group to contribute based on their own abilities

WORKBOOK

- Every activity has been graded to indicate its level of difficulty (i.e. ► or ►► indicating Basic requirement; ►►► indicating Advanced requirement)
- Words & Beyond pages at the back of the Workbook provide additional exercises on core vocabulary

TEACHER'S BOOK

- Offers extra activities for Fast Finishers
- Suggests alternative procedures for less confident classes

DIGITAL

- Test Generator allows teachers to create their own customised tests
- Via the App teachers can individualise their students' learning pathes by assigning certain activities to certain students
- The Student's App with interactive activities and access to all the audio and video material enables each student to learn at their own pace
- A German version of the Grammar reference and a German wordlist will be available to support weaker students

UNIT WALKTHROUGH

The opening pages contain a single vocabulary lesson which serves as an introduction to the unit and its central theme. These lessons are supported by striking images and the **Moving Picture** video that adds dynamism to these pages.

The unit themes provide teachers and students with relevant, engaging and informative material.

The lesson starts with a **Recall activity** to activate prior knowledge. New vocabulary is presented and practiced with the support of striking images on the page and vocabulary is recycled throughout the unit.

A **Moving Picture** video in every first lesson brings the pages to life, providing a unique visual representation of the topic and the task.

3 WILD WORLD

IN THE PICTURE The natural world

»»» Talk about landscapes and natural features

WORK WITH WORDS

1 **RECALL** Do you know words which describe landscapes? Work in pairs. Complete the words below with vowels (a, e, i, o, u). Use the photos to help you. You have one minute.

1 b _ e _ a _ ch	3 m _ _ _ n t _ _ _ n	5 s _ _ _ _
2 _ _ s l _ _ _ n d	4 r _ _ v _ _ r	6 t r _ _ _ _ _



2 **1.31** Find these things in the photos. Write the photo letter. Then listen and repeat.

1 coast <u>c</u>	3 forest <u>c</u>	5 lake <u>e</u>
2 desert <u>d</u>	4 ice sheet <u>b</u>	6 savannah <u>f</u>

3 **Use the words in Exercise 2 to complete the sentences.**

- The Taiga is the largest forest in the world.
- Ninety Mile Beach is on the south-eastern coast of Australia.
- The Sahara is the second largest desert in the world.
- The Serengeti savannah is in Africa.
- Crater lake is the deepest lake in the USA.
- A giant ice sheet covers Antarctica.

4 **Read the clues and write the name of the places from Exercise 3.**

- From end to end it is 151 kilometres (94 miles) long. Ninety Mile Beach
- The island on the west side of the lake is called Wizard Island. Crater Lake
- It has the lowest temperature on Earth. Antarctica
- The name means 'the great desert'. Sahara
- It inspired the film *The Lion King*. Savannah
- It has a third of all the trees in the world. Forest

5 **THE MOVING PICTURE** Watch the video and check your answers to Exercises 3 and 4.

3

»»» In this unit you will ...

Vocabulary	... talk about landscapes, natural features and wildlife	Grammar	... describe completed events in the past
Reading	... find specific information		... talk about actions in progress and finished actions in the past
Listening	... take notes	Life skills	... use mind maps to organise information for a talk
Speaking	... make and react to suggestions	Culture	... make cultural comparisons about wildlife
Writing	... write a story with time expressions		

6 **1.32** Match the words to the letters in the picture. Then listen and repeat.

countryside c

field f

flower a

grass e

hill d

stream b

7 **1.33** Complete the description of the picture from Exercise 6. Then listen and check.

The (1) countryside near my home is very beautiful. I often go to a big (2) field and lie down on the (3) grass. I close my eyes and listen to the water in the (4) stream and smell the (5) flowers. Sometimes I walk up the (6) hill to look at the view.

8 **TASK: describe a natural feature**

Work in pairs and complete the following.

- Each of you thinks of a natural feature in your country or a place near your home.
- Describe the place to your partner. Use language from the **PHRASEBOOK** box.
- Draw the place your partner describes to you in your notebook.
- Work in new pairs. Use your drawing to describe your previous partner's place.
- Draw the place your new partner describes in your notebook.

PHRASEBOOK

There are some mountains ...

There is a field ...

... is beside a river ...

Next to the beach there's a ...

Across the field ...

Behind ...

In front of ...

GO BEYOND

Think of a place that everyone knows. Describe the place to the class. Can they guess the place?

32

A comprehensive list of the unit's **Learning objectives** provide students with an overview of the competencies they will acquire in the unit ahead of them.

A useful **Phrasebook** with relevant functional language is provided to support the speaking **task**.

Cognitively more challenging **extension activities** are also provided to occupy fast finishers.

The final exercises consolidate language with a **communicative activity** or **task** in a personalised context.

»»» Workbook, page 32

BEYOND VIDEOS

There are two different strands of videos and they appear in every **Beyond** unit, adding richness and variety to the material. The videos are accessible through the **Presentation Kit** and the **Teacher's** and **Student's Resource Centres**.



The Moving Picture videos

The opening spread of every unit in the **Beyond Student's Book** is not only designed to have visual impact, but also activates students' knowledge of the topic through a video feature called **'The Moving Picture'**.

The **Moving Picture** videos are connected to the lesson topic and the related vocabulary. The videos help to introduce and contextualise the unit theme and exemplify key language in an accessible and motivating way. There are various types of video: slideshows, digital animation, vox pops interviews, short researched video clips, tailor-made videos, documentary clips and YouTube-style videos.

The videos all last between one and three minutes. They provide plenty of opportunity for discussion, giving teachers a chance to engage students in extra interaction around the lesson theme.

The Speaking videos

A group of ten ordinary teenagers called **Drama Kids** act out scenes that have been specially written by the **Beyond Student's Book** authors to demonstrate the functional language on all **Student's Book** Speaking pages and exemplify the Speaking subskills in every unit.

There is a new group of ten **Drama Kids** for every level of **Beyond**, so that the ages of the 'actors' match that of the students.

The drama group context reflects the classroom situation in which students often role-play scenes and the use of teenage actors makes it easier for students to relate to the scene.

READING

Reading lessons are designed to teach students how to successfully read and understand a wide variety of text types. Texts include unusual and original perspectives on familiar syllabus topics, making them particularly engaging and motivating for teenage students.

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 theme.

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

Students read a variety of text types and are guided and supported through the process of learning the subskills they need to apply to each type.

All texts are recorded to provide extra classroom and self-study opportunities.

The **React** section encourages students to think critically about the text and relate to it in a personal way.

The **Strategies** 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, consolidating their understanding of the subskill.

The **Go Beyond** task provides a further activity related to the content of the reading text.

Links to the corresponding **Workbook** and Reference pages page are indicated at the bottom of each page.

READING An environmental superstar

>>> Find specific information

BEFORE YOU READ

1. **Work in pairs. Answer the questions.**

1. How often do you give presentations to your class? What was the last one about?

2. Do you like speaking in front of other people? Why?/Why not?

Look at the title of the article and the photo. Can you guess the answer to these questions?

1. How old is the boy? 2. Where is he? 3. What's he doing there? 4. What does he want people to do?

PHRASEBOOK

I often / hardly ever give presentations.

The last presentation was about ...

I like / don't mind / hate ... in public because ...

Have you got the Felix Factor?

When Felix Finkbeiner was 13 years old, he made a speech at the United Nations in New York. He spoke in English and his message was simple – save the world's forests. How did a boy from Germany become an environmental superstar?

The story starts in 2007 when Felix did a project on climate change at his primary school in Starnberg, near Munich in Germany. He saw some information online about Wangari Maathai, a Kenyan woman. She started a tree-planting campaign in 1977 and won the Nobel Peace Prize in 2004. Felix thought her campaign was interesting and he decided to talk about it in class.

His presentation was a success, and he gave the same presentation to other classes. Two months later Felix planted his first tree and started a campaign to plant a million trees. He called his campaign Plant for the Planet.

Students at other schools joined the campaign. Together they planted 50,000 trees in Germany. They made a website for the campaign and soon other countries began taking part. They wanted to meet Felix, so he started to give presentations outside the country. In November 2008 he spoke to the European Parliament.

At the beginning of 2011, the International Year of Forests, Felix made a speech at the United Nations. He asked world leaders to 'stop talking and start planting'. In the same year his campaign reached its goal of planting 1 billion trees in Germany. He also travelled to Kenya and met Wangari Maathai. All began with a school project.

READ

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

b Read the article quickly to check or find the answers to the questions in Exercise 2.

Read the article and put these events in order.

— Students created a website for Felix's campaign.

— Felix gave a presentation to his class.

— Felix spoke at the United Nations.

— People from other countries joined his campaign.

— Felix started a tree-planting campaign.

1. Felix read about a Kenyan woman's campaign.

REACT

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

1. What do you think about Felix's campaign?

2. Do you want to join his campaign? Why?/Why not?

3. Is there an environmental issue which affects you, or will do in the future?

4. Are there any other environmental issues in the world you feel strongly about which affect others but not you? Why do you feel strongly about them?

STRATEGIES

How to find specific information: scanning

■ Scan the text – don't read all of it.

■ Read the start of each paragraph. Does it have the information you need? If not, read the next paragraph.

■ Look for words connected to the information you need.

GO BEYOND

Use the internet to find out what has happened to Felix's campaign, Plant for the Planet.

34

Workbook, page 33

GRAMMAR

In **Beyond** there are two grammar pages per unit: one is following the Reading, the other the Listening lesson. Therefore, target grammar is always presented in context and students are encouraged to work out the rules from examples. It is then practised in a meaningful context too with regular opportunities for personalisation. In **Beyond** there are two grammar pages per unit.

Students either read or read and listen to a conversation or short text that expands on the theme of the previous reading or listening lesson and thus features the target language in context.

Practice exercises start with more controlled exercise types and then become progressively freer.

GRAMMAR Past simple

>>> Describe completed events in the past

3

GRAMMAR IN CONTEXT

1 Read the conversation. Why is Severn famous?

Jana: This is Severn Cullis-Suzuki. She talked at the United Nations' Earth Summit in 1992. She was only twelve.

Stig: Was she on TV?

Jana: Yes, she was, but I didn't see her. I saw the video later. She asked adults to stop destroying the environment and create a better world.

Stig: Did she look nervous?

Jana: No, she didn't. She wasn't nervous at all.

2 Underline all the past simple verbs in the conversation in Exercise 1. What do you notice?

3 Complete the explanations about how the past simple is formed.

Past simple

Use: For completed actions in the past.

Positive

Regular verbs

verb + _____

> I walked to school yesterday.

Irregular verbs

see > saw, tell > told, be > was/were, can > could, etc

> I was at school yesterday.

Negative

_____ + verb

> I didn't walk to school yesterday.

Past of be in the negative is wasn't/weren't

> I wasn't at school yesterday.

Questions and short answers

_____ + I/you/he/she/it/we/they + verb

> Did you walk to school yesterday?

Yes, I did./No, I didn't.

was/were + I/you/he/she/it/we/they

> Were you at school yesterday?

Yes, I was./No, we weren't.

See GRAMMAR DATABASE, page 122.

PRACTISE

4 a 1.35 PRONOUNCE Listen to the past simple verbs. What sound do all the underlined vowels have?

saw thought talked taught bought

b 1.36 Listen and repeat the verbs. Pay attention to the /ɔ:/ sound.

5 Complete the biography with the past simple form of the verbs.

Wangari Maathai was born in Kenya in 1940. She (1) started (start) primary school when she (2) _____ (be) eight. She (3) _____ (come) top in her class when she (4) _____ (complete) her primary studies. She then (5) _____ (go) to one of the only high schools for girls in Kenya. After high school she (study) biology at university in the US (7) _____ (do) a master's degree (8) _____ (begin) the Green Belt Initiative. It organises women in rural Kenya to plant trees. In 2004 she (9) _____ (win) the Nobel Peace Prize. Wangari (10) _____ (die) in 2011.

6 Write questions in the past simple

1 What / the name of your first school? What was the name of your first school?

2 How old / you / when you started school?

3 you / like your first school?

4 When / you / start secondary school?

5 Who / your first new friend at secondary school?

7 Work in pairs. Use the questions in Exercise 6 to interview your partner about his/her early school years.

Notes

Students are carefully guided to notice grammar structures from the text above and to work out the rules themselves.

Students are encouraged to complete explanations in the Grammar box.

The Final activity focuses on speaking and/or writing for accuracy of the target structure and allows students to talk about themselves and to express their views.

LISTENING AND VOCABULARY

Listening comprehension tasks are designed to support understanding and to enable students to progress from a focus on global understanding to an understanding of specific details. Students are also asked to react personally to what they hear.

As on the Reading page, the first exercise ensures that students access their relevant knowledge and experiences before they listen.

Students are encouraged to read the tips, carry out an activity using them and reflect on which tips they used.

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

LISTENING AND VOCABULARY Soundscape

>>> Identify the type of audio

BEFORE YOU LISTEN

1 Work in pairs. Look at the different types of audio. Where do you usually hear them?

■ announcement ■ audio tour

■ conversation ■ lesson (or talk)

You usually hear announcements in a station. Or in a big shop.

LISTEN

2 Read the tips in the STRATEGIES box.

3 2.07 Listen to a soundscape and write the type of audio from Exercise 1.

1 _____

2 _____

3 _____

4 _____

REACT

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

1 What do think makes a good announcement?

2 What do you think makes a good lesson or talk?

STRATEGIES

How to identify the type of audio

■ Think about who's speaking.

■ Think about the information in the audio. Who's it for?

■ Listen for sounds.

GO BEYOND

Work in pairs. Write an announcement and a short conversation for a public place, eg a station or a football stadium.

WORK WITH WORDS

5 Match the icons (a-j) to the words in the box.

coffee shop first floor ground floor lift ticket office entrance gift shop information desk stairs toilets

6 2.07 Listen to the soundscape again. For each question, choose the correct answer (A, B or C).

1 Where's the coffee shop?

A in front of the lift

B next to the gift shop

C on the first floor

2 The toilets are ...

A on the ground floor.

B on the first floor.

C at the top of the stairs.

3 Neil's mother's waiting at ...

A the ticket office.

B the museum entrance.

C the information desk.

4 Where does Marta want to go?

A the gift shop

B the toilet

C the coffee shop

PHRASEBOOK

There is a coffee shop on the ground floor.

There are toilets ...

There is ...

... an information desk at the entrance.

... on the first floor.

... next to ...

... in front of ...

... at the top of the stairs.

TASK: describe a building

1 Work in pairs. Complete the following.

1 Choose a building in your town.

2 Draw a plan of the building and show the position of the different places in Exercise 5.

3 Describe your plan to another pair. Use the present simple and language from the PHRASEBOOK box to help you. Can they identify the place?

This is a plan of my building. The entrance is on the ground floor.

The **Strategies box** provides tips to help students understand and apply the lesson subskill.

In the **Work with Words** sections, students are presented with the second lexical set that gives the theme a new angle. Then students are asked to listen to the recording again and focus on specific details related to this new vocabulary set.

A **final communicative activity or task** consolidates new vocabulary in a personalised context and is accompanied by a Phrasebook to provide language support.

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WORKBOOK

The Workbook lessons re-contextualize the language and competencies from the Student's Book and offer complementary practice. Exercises are presented in

The Workbook lessons re-contextualise, review and recycle the target language and competencies from the corresponding lesson pages of the Student's Book and offer comprehensive practice for homework and in-class use. Exercises are presented in order of difficulty, highlighted by chevrons.

Skills

The Workbook revises all the key competencies from the Student's book lessons through a wide range of different exercises.

LISTENING

>>> Identify the type of audio





1 Complete the tips with the words in the box.

information sounds speaking

STRATEGIES TO REMEMBER

How to identify the type of audio

- Think about who's (1) speaking.
- Think about the (2) _____ in the audio.
- Who's it for?
- Listen for (3) _____.

2 Complete the sentences with the words in the box.

entertainment
audio tour
conversation
talk

- There's going to be a(n) entertainment. Let's hope the train isn't late.
- It's rude to listen to other people's _____.
- There's a(n) _____ you can listen to when you go round the museum.
- There's a(n) _____ from the head teacher on how to prepare for the test.

3) Listen to the four soundscapes and write the type of audio on Exercise 2 for each one.

- entertainment
- _____
- _____
- _____

4) Listen to four more soundscapes. Where does each one take place?

cafe
museum
school
train

- cafe
- _____
- _____
- _____

5) Listen again to the soundscapes on Exercise 4 and answer the questions about them.

Soundscape 2: What do the customers want to drink?
iced coffee and orange juice

Soundscape 2: What's the problem at the station?

Soundscape 3: When should students arrive?

Soundscape 4: What are the paintings of?

6 Tick (✓) the tip in the Strategies to remember box that helped you with exercises 4 and 5.

READING

>>> Find specific information

- Look at the title of the article at the bottom of the page. What article is about? Choose two answers.
- Choose the correct word to go with each picture.

PEAKING

Ask for information

1. People often need to ask for information when they are in another country on holiday. Think of some examples of things they ask about and write them below.

ask where a place they want to visit is.

2. Listen to the conversation. Put these things in the order (1-3) Roberto asks about them.

toilets _____ closing times _____ a coffee shop _____

3. Complete the Phrasebook with the words in the box.

ask, cost, got, help, question, time, welcome, where's

4. Listen to the phrases and check your answers for Exercise 3.

5. Listen again and repeat the phrases, paying attention to intonation.

a. You're on holiday in a big city and need to find out some information. Write a conversation with a partner at the tourist office that includes at least six phrases from the **Phrasebook**. Think about:

- what things you like to do on a city holiday,
- what you might need to find out, eg times/location/prices.

b. If you can, record yourself asking the questions in your conversation. Then play the questions back and say the answers from your conversation.

Phrasebook

Information questions

(1) *Where's* the ... museum/stadium?

How much does it (2) _____?

When does it open/close?

What (3) _____ does it open/close?

How do we (4) _____ there?

Polite questions/phrases and answers

Excuse me. Do you speak English?

Can I ask (5) _____?

Yes, of course.

Sorry, I have another question.

Can I (6) _____ something else?

Thank you for your (7) _____.

You're (8) _____.

61

The **Strategies to Remember** and **Phrasebook** boxes help again to put these subskills into practice.

READING

>>> Find specific information

1 Look at the title of the article and the photo at the bottom of the page. What do you think the article is about? Choose two answers.

- a watching lions
- c saving lions
- b using lions
- d planting trees

2 Choose the correct word to complete the sentences.

STRATEGIES TO REMEMBER

- 1 Don't read (1) all of the text.
- 2 Read the (2) end / start of each paragraph. Does it have the information you need? If not, read the (3) first / next paragraph.
- 3 Look for words connected to the (4) paragraphs information you need.

3 Read the article quickly. Which paragraph answers each question?

- 1 Where is the boy from? _____
- 2 Where did the cows stay at night? _____
- 3 What problem did Richard try to solve? _____
- 4 Why is a problem to his lions? _____
- 5 What made him think of a solution? _____
- 6 How did he solve the problem on his farm? _____

4 Read the text more carefully. Choose the correct answer.

- 1 What did the boy do?
 - a He's 13 years old.
 - b He killed a lion.
 - c He made a speech.
- 2 Where is the boy from?
 - a He was born in Kenya.
 - b He looked after his father's cattle.
 - c The cows went into a small shed.
- 3 What problem did he try to solve?
 - a Lions were killing the cows on his farm.
 - b Lions often killed the cows on his farm.
 - c Lions were a tourist attraction.
- 4 Why is it a problem to his lions?
 - a The farmers need meat.
 - b There are half a million lions.
 - c There are only 2,000 lions left in Kenya.
- 5 What will he notice that made him think of a solution?
 - a Farmers kill lions.
 - b Lions come out at night.
 - c Lions are afraid of moving lights.
- 6 How did he solve the problem?
 - a He stayed with the cattle every night.
 - b He made lights that flashed on and off.
 - c His idea was successful.

5 Look at the text again and find ...

- 1 the name of a country.
- 2 the name of a conference.
- 3 the names of two kinds of animals.
- 4 a place to keep cattle.
- 5 the name of a tourist attraction.
- 6 the names of two types of equipment.

6 Why was Richard's idea special? Choose the best options.

- 1 He needed / didn't need a lot of materials.
- 2 His idea was / wasn't expensive.
- 3 He needed / didn't need to kill the farmers.
- 4 The lions stopped / started eating the cows.
- 5 The lions killed / didn't kill the lions.
- 6 Richard saved / didn't save the ~~animals~~ farmers the cows.

GO FURTHER

Use the internet to find out three more facts about Richard Turner.

- 1.
- 2.
- 3.

LIGHTS TO SAVE LIONS

Richard Turner is 13 years old. In 2012, he made a speech at the TED[®] conference in California. TED Technology, Entertainment and Design is an international conference for inventors and scientists from all over the world.

What did Richard talk about?

Richard lives in Kenya, near Nairobi National Park. When he was nine years old, he started looking after his father's cattle. At night, the cows went into a small shed.

The problem was that lions came out at night. They often killed the cows and ate them. So the farmers killed the lions. That was a problem because lions are one of the biggest tourist attractions in Kenya, especially in Nairobi National Park. In the past, there were half a million lions, but now there are only about 2,000 lions still alive in Kenya.

Richard tried to think of a way to protect the cows. When he was old enough, he used a torch. He noticed that lions are afraid of moving lights. Using some iron pipes of motorcycle lights and a solar panel, he made lights that flashed on and off around the cattle shed.

His idea was successful and he invited lions to his neighbours too. His idea would save the cattle and saved the lions too.

3

7

20

Texts build on the themes introduced in the Student's Book and are accompanied by audio recordings.

Go Beyond boxes provide extra activities for especially motivated students and they promote independent learning and the use of the Internet.

VOCABULARY 2

>>> Places in public buildings

1) Complete the words for ten places in public buildings and then find the words in the word search.

- 1 Order a hot drink at the s e r v i c e. shop.
- 2 The first floor is the a t t i c.
- 3 The first floor in the USA is called the _____ floor in the UK.
- 4 Give questions at the i n f o r m a t i o n s desk.
- 5 Take the l _____ up to the top floor - it's fast.
- 6 Go down from the second to the f _____ floor.
- 7 There are different i _____ s for men and for women – don't use the wrong one!
- 8 Buy a present for your best friend at the g _____ shop.
- 9 Pay the cost of entry at the t _____ office.
- 10 Walk up the s _____ s to get from the ground to the fifth floor.

2) Complete the shopping centre customer announcement with the places from Exercise 1.

Welcome to Southwood Shopping Centre. We hope you enjoy shopping with us. To buy presents for your friends and family, visit our (1) gift shop on the (2) _____ near the main entrance. Are you tired? We have a (3) _____ on the (4) _____ relax and have a drink! You can get them at the (5) _____ or go to the (6) _____. Why not visit the Southwood cinema complex? The (7) _____ to get in is on the High Street and you can buy your tickets just made at the (8) _____. There are (9) _____ on every floor and some in the cinemas as well. You can get a map and more details from the (10) _____ on the ground floor.

WORDS & BEYOND

3) Complete the definitions with the words in the box.

amusement event exhibition park playground train umbrella

- 1 something that is always carried – the train
- 2 something said to give information for people to hear – (a)n _____
- 3 where a museum or gallery shows special paintings or photos, etc for the public to see – a(n) _____
- 4 when something unusual or important, e.g. a concert, happens – a(n) _____
- 5 to drive a car into a space off the road – _____
- 6 something to protect you from rain – an _____
- 7 somewhere outside where young children have fun – a(n) _____
- 8 to go around an interesting place – to _____

4) Complete the conversation with the words and phrases in the box.

Festival hip hop listening forward-to
performer social networking

Lisa: Hi Tim! I'm really (1) listening forward-to seeing you this weekend.
Tim: Me too! What are we doing?
Lisa: There's an outdoor music (2) _____ that sounds quite good.
Tim: Brilliant! Where did you hear about it?
Lisa: Some of the students at my college posted about it on (3) _____.
Tim: Yeah, that sounds great. What's the main (4) _____?
Lisa: Jay-Z.
Tim: Awesome! I love (5) _____ music.

Vocabulary

Two vocabulary pages per unit practise the target lexis in new contexts.

Puzzles and games add an element of fun and variety.

GRAMMAR 2 Present continuous and present simple

>>> Talk about how often you do things

1 Complete the grammar table with the words in the box.

always around now generally truly habits progress now this week

Present continuous and present simple

Use:

Present continuous:

For things in (1) progress, now, or (2) _____.

Present simple:

For (3) _____, routines and things that are (4) _____.

Time expressions:

Present continuous: (5) _____ at the moment, today, now

Present simple: usually, sometimes, never, (6) _____ etc.

2 Complete the table with the time expressions.

always at the moment hardly ever last most of the time
never now often sometimes this week today usually

Present simple	Present continuous <i>at the moment</i>

3 Match the uses for the tenses (a-f) to the sentences (1-6).

- 1 I usually eat toast for breakfast. a for things in progress now
- 2 I get up, have a shower and eat my breakfast. b for habits
- 3 I'm working on my essay at the moment. c for things in progress around now
- 4 I'm reading a really good book. d for plans at specific times in the future
- 5 I'm meeting Paul at the shopping centre this afternoon. e for routines
- 6 Most people leave school at 3.15. f for things that are generally true

4 Choose the correct option to complete the sentences.

- (a) They are coming. Do they come tonight?
- What's she doing / does she do here today?
- I'm not going / not go tonight.
- What do they usually have / are they usually having for lunch?
- What are you doing / do you do at the moment?
- Is he going / does he go there often?
- They're working / work late tonight.
- Do you drink / Are you drinking coffee all day?

5 a) i) Complete each sentence using the present simple or the present continuous.

- a He is coming (come) tonight? e _____ they usually _____ (work) late?
- i _____ (wake) right now. f I _____ (not drink) it very often.
- j _____ (go) to Paris in 10 days. g Anybody _____ (study) now?
- d They _____ (eat) Italian food every day. h They _____ (not come) to the party later.

b) ii) Match the sentences (a-h) in Exercise 5a to the sentences (1-8) in Exercise 4.

- 1 a 3 e 5 c 7 g
- 2 h 4 f 6 d 8 b

Grammar

The **Workbook** contains three pages per unit for practising target grammar.

Grammar Study boxes revise the form and use of key language.

The **Words and Beyond** pages at the back of the Workbook compile the unit's core vocabulary sets and help students memorizing vocabulary through transferable **vocabulary learning strategies**, tips and personalisation exercises. Students can also extend on these lexical sets by recording their own words in the **MY WORDS** section.

The **Grammar Database** is a useful reference section where all of the level's grammar points are covered in further detail accompanied by grammar tables, Spelling rules and Common mistakes to watch out for. Weaker students can find a German version of this in the Online Resource Centre.

[illegible]

GRAMMAR DATABASE

UNIT 4

Present continuous

USE

- Use the present continuous to talk about things in progress now or around now.
I'm doing my homework.
It isn't raining now, is it? go out, what are you doing to?
- Are you visiting tomorrow?
- You often use time expressions such as *now*, *right now* and *at the moment* with the present continuous.
I'm meeting a friend right now.

FORM

Positive

- Form the present continuous with *be* + *ing* form of the verb.

I'm	working	My little brother
He's	working	
She's	working	
It's	working	
We're	working	The amount.
They're	working	

- You usually use the short forms of *be* in the present continuous.
He's coming to town.

Spelling

- If a verb ends in *e*, remove the final *e* before adding *-ing*.
take - taking like - liking
- If a verb ends in a vowel (*i*, *a*, or *o*) and a consonant (eg *n*, *s*, *z*), double the consonant before adding *-ing*.
swim - swimming swim - changing
- If a verb ends in *i*, double the *i* after *-ing*.
travel - travelling
- If a verb ends in *ie*, change the *ie* to *-ing*.
lie - lying

Negative

- Form the present continuous negative with *be* + *not* + *ing* form of the verb.

I'm not	playing	John doesn't
He isn't	working	
She isn't	working	
It isn't	working	
We aren't	working	
They aren't	working	

Questions and short answers

- Form present continuous questions with *be* + *subject* + *ing* form of the verb.

Are	you	working	Yes, you are / No, you're not.
Are	you	going	Yes, I am / No, I'm not.
Is	he	working	Yes, he is / No, he isn't.
Is	she	working	Yes, she is / No, she isn't.
Are	they	working	Yes, they are / No, they aren't.

- You can also use question words (*What*, *Where*, *When*, *How*, *Why*) before *be*.
What are you doing right now?

SHORT ANSWERS

You never use short forms in positive short answers:
Yes, I am. No, I'm not.

Present continuous and present simple

- Use the present continuous to talk about things in progress now or around now and the present simple for habits, routines and things that are generally true.

- I'm usually late for university on Fridays but I never go playing football.*
- Use time expressions, such as *this week*, *right now*, or *at the moment*, before or after with the present continuous.
- I'm looking for my new album at the moment.*
- Use time expressions such as *this week*, *usually*, or *Thursday*, sometimes, *never* and *always* with the present simple.

How often do you use the present continuous and present simple?

121

TEACHER'S BOOK

The Teacher's Book is a highly valuable and practical resource. With its clear and comprehensive teaching notes, answer keys, scripts and extra features, it will help you plan and deliver impactful, well-paced and memorable lessons. Useful and interesting background information on specific lesson topics is also provided to save preparation time and to help with the presentation of the content.

A comprehensive list of the unit's **Learning objectives** provides teachers with an overview of the competencies they will cover in the unit ahead of them. These have been all mapped to the **Lehrplan 21**.

The **Unit overview** visualises the flow of the unit and how the lessons link with each other by describing each lesson's aim and the main tasks students will carry out.

The **'Get Started'** section provides you with suitable warmers to start the lesson and to recycle language. They are designed to not require additional preparation or materials.

Clear and concise procedural notes maximise the potential of the Student's Book material and include **Answer keys, Audio and Video Scripts**.

Alternative Procedure suggestions offer a different approach to teaching the Student's Book content. These alternatives appeal to different learning styles and abilities.

The optional **Extra Activities** provide ideas for extending the lesson and offer additional practice.

Task-based **Homework** connected to the lesson's topic or skill work are also recommended at the end of every lesson.

Activity suggestions for **Fast Finishers** are provided throughout the lesson.

For an easy reference, the **Extra Resources** sections compiles all the print and digitally available resources that Beyond offers for the given unit.

The stages of each lesson are outlined, with suggested timings for each stage to help you pace your lessons.

3 WILD WORLD

UNIT AIMS AND COMPETENCIES

In Unit 3 students will ...	LP 21 Die Schülerinnen und Schüler ...
Vocabulary ... talk about landscapes, natural features and wildlife.	A2.2 Monologisches Sprechen ... können vertraute Dinge und Sachverhalte kurz beschreiben.
Reading ... find easy information quickly in a text about a boy's campaign. ... use reading strategies to find specific information.	A2.2 Lesen ... können in klar strukturierten Texten die Hauptinformationen und Einzelinformationen verstehen, wenn das Thema vertraut ist. Lesestrategien ... können beurteilen, welche Lesestrategien (auch aus andern Sprachen) für sie hilfreich sind.
Listening ... understand people talking about pictures. ... take notes. ... understand a discussion about organising a Green Day.	A2.1 Hören (Student's Book) ... können in einfachen, kurzen Texten zu vertrauten Themen die Hauptinformationen verstehen (wenn langsam und deutlich gesprochen wird). A2.2 Hören (Workbook) ... können in längeren Gesprächen über vertraute Themen meistens verstehen, worum es geht (wenn deutlich gesprochen wird).
Speaking ... make and react to suggestions for organising a Green Day.	A2.2 Dialogisches Sprechen ... können einfache Aussagen zu verstehen und darauf reagieren.
Writing ... write a story with time expressions.	A2.2 Schreiben ... können mit einfachen Sätzen darstellen, was wann und wo geschehen ist.
Grammar ... describe completed events in the past, using regular and irregular past simple forms. ... talk about actions in progress and finished actions in the past, using past continuous and past simple forms.	Sprechen im Fokus: Grammatik ... können in Texten mit Unterstützung grammatische Strukturen erkennen und verstehen. ... können beim Sprechen und Schreiben grammatische Strukturen verwenden, wobei dabei aber teilweise noch Fehler auftreten. Schreibstrategien: mind map ... können Schreibstrategien zunehmend selbstständig einsetzen (z.B. mind maps). ... kennen einige Gemeinsamkeiten und Unterschiede zwischen den eigenen und fremden Kulturen, insbesondere im englischen Raum.
Life skills ... use mind maps to organise information for a talk.	
Culture ... make cultural comparisons about wildlife.	

Extra Resources

Go to the Teacher's Resource Centre at www.macmillanbeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty

+ CLIL lessons, with full teacher's notes

+ a life skills lesson, with full teacher's notes

+ Speaking Database materials

+ the Beyond A2+ wordlist

+ a test generator for Unit 3 testing material

+ tips for using the Grammar Database

+ and more!

Go to the Workbook pages 32-43 for further practice.

UNIT OVERVIEW

IN THE PICTURE: THE NATURAL WORLD	WORKING WITH WORDS
Vocabulary - landscapes and natural features	Vocabulary - wildlife
Task: describe a natural feature	
AN ENVIRONMENTAL SUPERSTAR	GRAMMAR - PAST SIMPLE
Reading - find specific information	Describe completed events in the past
Text about the teenage Felix Finkbeiner and his campaign to plant trees	
MIND MAPS	GRAMMAR - PAST CONTINUOUS AND PAST SIMPLE
Life skills - use mind maps to organise information	Talk about actions in progress and finished actions in the past
Task: prepare and give a talk	Task: talk about a wildlife photo
I'VE GOT A SUGGESTION	WILDLIFE IN BRITAIN
Speaking - make and react to suggestions	Culture - make cultural comparisons about wildlife
Task: make suggestions for a green day your school is organising	Text about wildlife in Britain and the British Wildlife Photography Awards
IN THE PICTURE The natural world	A HOLIDAY STORY
Talk about landscapes and natural features	Writing - write a story with time expressions
Task: write your own holiday story	

LISTENING AND VOCABULARY Wonderful wildlife photos

Take notes

STAGE	TIME	FOCUS
GET STARTED	5	Introduce the idea of taking personal photographs.
BEFORE YOU LISTEN	5	Discuss taking photos.
LISTEN	10	Listen and take notes about three different wildlife stories.
REACT	10	Compare and discuss their reaction to the photos and listening activity.
WORK WITH WORDS	10	Identify and categorise wildlife.

Get started

To introduce the topic tell students about the kinds of photographs you take and where you keep them. Use the model given below or your own information. If possible, show students some of your photos. Invite students to ask you some questions, e.g. How often do you take photos? What do you take photos of? What do you do with your photos?

AUDIO SCRIPT

Last year I was in Florida with my family. One day we were walking through some long grass near a river when I saw a snake. The snake was eating a really fat frog! It was horrible! As we were walking away, I looked back - the snake was still lying there but I couldn't see the frog. This photo isn't from the Antarctic ice sheet - it's from the zoo. I went there with some friends last weekend. I was watching a baby penguin with its mother, she was feeding it. While she was doing that, another penguin came and stood next to them. I think it was the father. It was a really nice family picture.

I live on a farm in Australia, near a big desert. Last week I was helping my father on the farm when I saw these ants. There were hundreds of them and they were carrying food back to their nest. The pieces of food were bigger than them, so they were all helping the others. I watched them for ages.

BEFORE YOU LISTEN

- Divide the class into pairs to talk about how often they take photos and what they take photos of.
- Invite different students to share their information with the class.
- Refer students to the three photos of the snake, penguins and ants. Encourage them to say where they think each of the animals is. Remind students of vocabulary on pages 32-33.

EXTRA ACTIVITY

Divide the class into groups of three to use their notes to reconstruct the listening texts. If you wish, you could play the track again for students to feel more confident before doing this task.

REACT

- Divide the class into pairs to discuss which photo they liked best and why. Encourage them to explain to their partner how it made them feel.
- Invite volunteers to share their thoughts with the class.

LISTEN

- Ask students to read the tips in the **STRATEGIES** box about how to take notes.
- Refer students to the question words Where? When? What? in the exercise and suggest they use these as a guide to taking notes as they listen.
- Play the track for students to listen and take notes about the three photos in Exercise 2. Tell students they will hear the track twice.
- Play the track again and ask them to complete their notes.
- Encourage students to compare their notes in pairs before you elicit answers from different students around the class.

WORK WITH WORDS

6a **CE3**

Refer students to the photos of wildlife. Play the track for students to listen and repeat the names of the animals.

Highlight the pronunciation of *brocodile* /'krokədəil/, as students often find this word challenging.

AUDIO SCRIPT

See Student's Book page 36.

6b **CE3**

Play the track for students to listen to the sounds and guess the animal.

After checking answers in open class, elicit which of the animals don't have a sound.

ANSWERS

1 bear 2 bee 3 dolphin 4 frog 5 owl 6 parrot 7 snake
No sound: ant, crocodile, turtle, penguin, spider

Alternative procedure

You could make this into a competition to see which pair can think of the most correctly spelled words in five minutes.

Homework

Ask students to write about a photo they have of an animal, bird, insect, reptile, amphibian or arachnid and describe the story behind it. (Alternatively, students find a photo on the internet and invent a story to go with it.) Ask students to bring in their text on a sheet of paper and a separate photo. At the start of the next lesson, divide the class into groups and redistribute the texts and photos for students to match.

GRAMMAR Past continuous and past simple

Talk about actions in progress and finished actions in the past

STAGE	TIME	FOCUS
GET STARTED	5	Test before you teach the past continuous.
GRAMMAR IN CONTEXT	10	Read for specific information.
PRACTISE	10	Complete the grammar explanation for the past continuous tense and contrast the use of the past continuous and past simple using when and while.
TASK	10	Recognise and produce the target language in written exercises.
TASK	10	Produce the target language in a writing and speaking task.

Get started

Elicit three different times from students and write them on the board (e.g. 7am, 13:30, 7pm).

Ask students to write a sentence about what they were doing at each of these times. One of their three sentences should be false.

When students have written their sentences, divide the class into pairs to interview each other and try to identify the false statement.

Circulate and monitor to see if students are familiar with the form and use of the past continuous. This will show you how much extra help they might need with the grammar input of today's lesson.

Fast finishers

Fast finishers can tell their partner what they were really doing at these times.

GRAMMAR IN CONTEXT

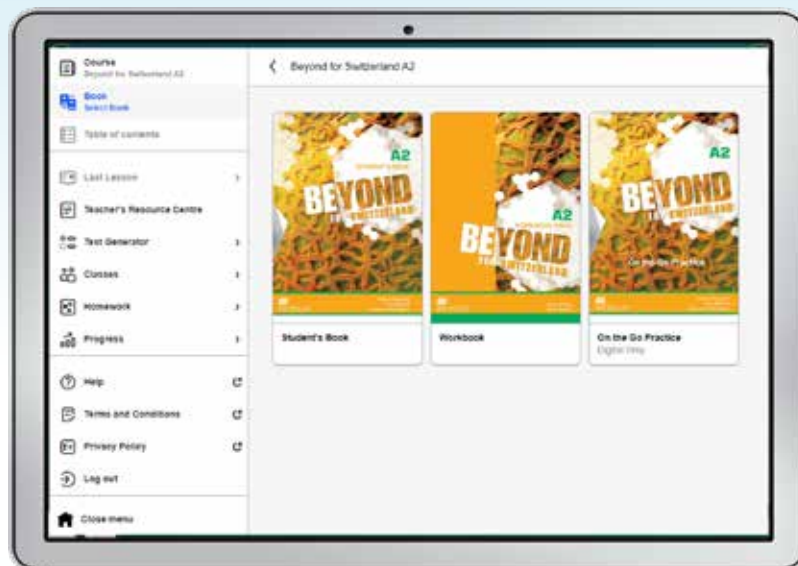
- Refer students to the photo and ask them to read the story to find the answer to the question.
- Elicit what the man in the photo is 'wearing' and why. Ask students if they have heard about the 'bee beard' competition or anything similar.

ANSWER

He's wearing a 'bee beard' (hundreds of bees). It's a competition.

DIGITAL FOR TEACHERS

The **Teacher's App** is a single digital component that can be accessed using the code in your Teacher's book. It gives access to the **Presentation Tool** to use in class, to the online Resource Centre, to the **Test Generator** to customise and create tests, to the **Student's App** itself and to further **Class management tools**. Everything you need in one place that will help you prepare and deliver truly engaging lessons.



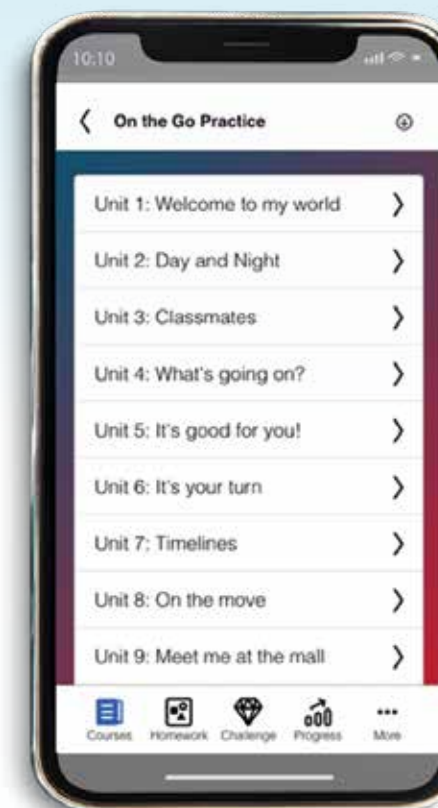
The Teacher's App gives access to:

- Presentation Tool to use in class
- Student's On the Go Practice
- Test Generator to customise and create tests
- Teacher's Resource Centre
- Classroom Management tools (i.e. progress tracker, homework tool etc.)



DIGITAL FOR STUDENTS

The **Student's App** is a single digital component that will help your students become more independent learners. It can be accessed using the code provided in the Activity book and it gives students the opportunity to practice the target language in class or on-the-go on any desktop, mobile and tablet device. It also provides access to the **Digital Student's Book** and to all the **Student's Resource Centre** materials.



The Student's App gives access to:

- On the Go Practice material
- Progress tracker
- Digital Student's Book and Digital Workbook
- Student's Resource Centre
- Complete course audio and video

ONLINE RESOURCE CENTRES

The online **Resource Centres** are loaded with additional resources to support the *Beyond* course material. Different **Resource Centres** are available for teachers and students and they contain a wide range of materials and media to download.

BEYOND for SWITZERLAND

STUDENTS

- Complete course audio and video
- German Wordlist
- German translation of the Grammar Database
- Project and Life Skills worksheets
- Self-assessment and portfolio material

TEACHERS

Access to everything on the **Student's Resource Centre** plus:

- Full answer keys
- Complete audio and video scripts
- Video worksheets to accompany the course videos
- Digital guides for teachers and for students in German
- Readers recommendation for extensive reading
- Skill-based unit, placement, mid-term and end-of-year tests
- Swiss-specific documents (e.g. Lehrplan 21 reference document; Stoffverteilungsplan; etc.)

and more...

FOR STUDENTS



Student's Book

- 10 units
- Self-assessment checklists
- Regular skill-based progress checks with exam tips
- 5 Projects



Workbook Pack

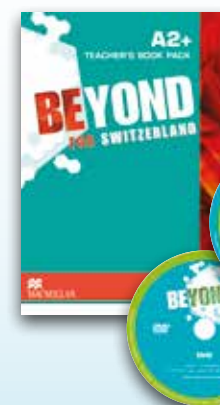
- 10 units
- Cumulative unit reviews
- Comprehensive reference section
- Access code for the Student's App



Student's App

- On the Go Practice material
- Student's Resource Centre
- Digital Student's Book and Digital Workbook

FOR TEACHERS



Teacher's Book Pack

- Comprehensive teaching notes
- Access code for the Teacher's App
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Teacher's App

- Presentation Tool
- Teacher's Resource Centre
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