

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 a unique digital learning environment 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
 - Test Generator
 - Student's App
- Online Resource Centre:
 - course audio and video
 - extra worksheets and projects
 - Answer keys and scripts
 - Static tests and German wordlist



Learn Beyond.
Teach Beyond.
Go Beyond.

COMMON EUROPEAN FRAMEWORK

A1 A2 B1 B2 C1 C2

System Requirements

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

Desktop

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

Tablet

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

Mobile

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

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MACMILLAN

Robert Campbell
Rob Metcalf
Rebecca Robb Benne

BEYOND for SWITZERLAND

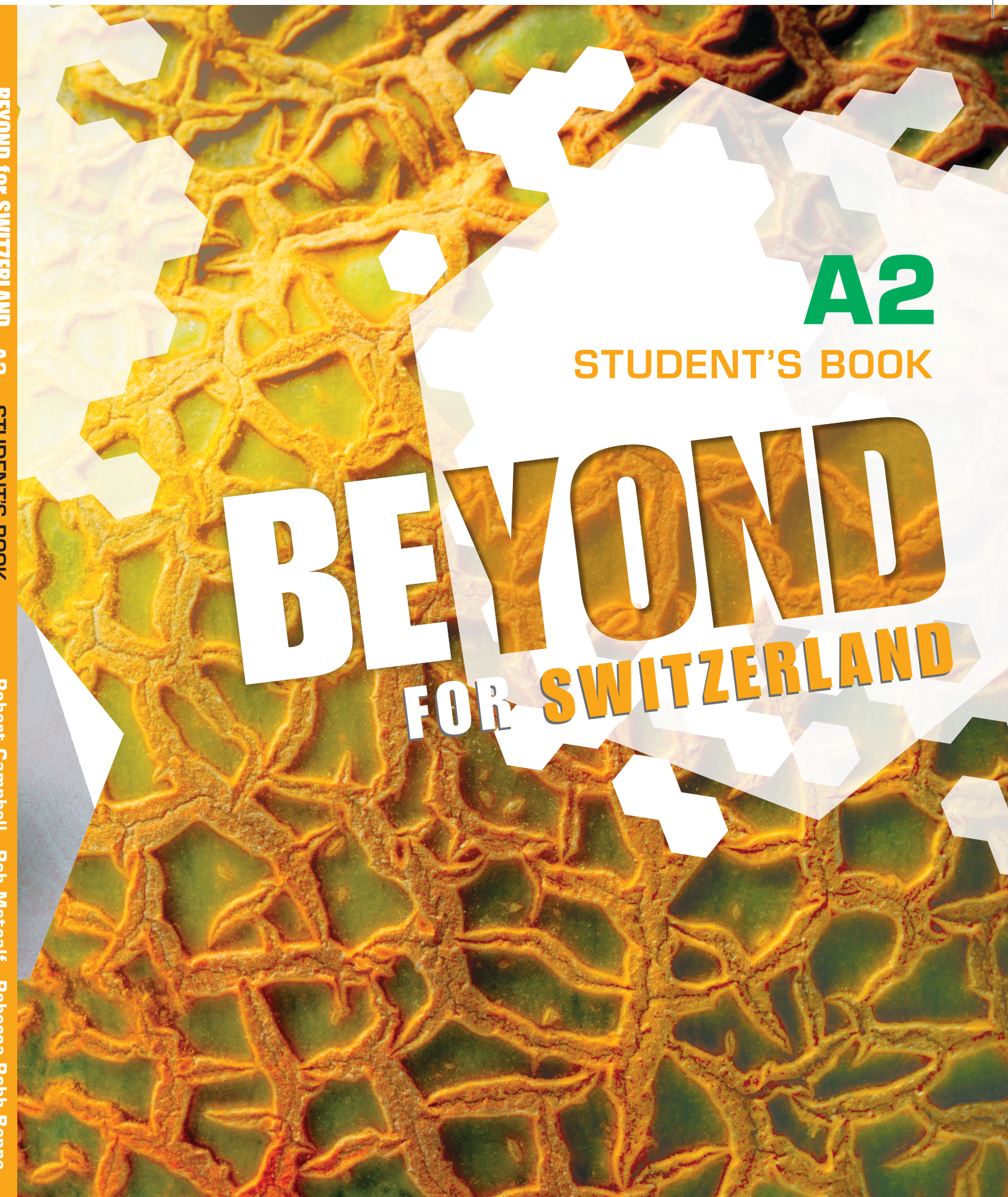
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BEYOND
FOR SWITZERLAND



SUMMER CAMP		
 GET READY: ENGLISH 24/7 pages 6–9	Grammar (1): Be and personal information	Vocabulary (1): Dates, introductions, nationalities

IN THE PICTURE	READING	GRAMMAR 1
 WELCOME TO MY WORLD pages 10–19	In town Talk about places in a town Vocabulary (1): Places in a town PRONOUNCE Word stress: words with two syllables  In town	Meet Melbourne's sister cities Identify the type of text There is / there are; prepositions of place Describe what's in a place



 NIGHT AND DAY pages 20–29	Around the world Talk about your daily routine Vocabulary (1): Daily activities  Around the world	Midnight sun Find specific information Present simple positive; prepositions of time Talk about when you do things PRONOUNCE Verbs with an /ɪz/ sound at the end
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PROGRESS CHECK 1&2	pages 30–31
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 CLASSMATES pages 32–41	School icons Talk about school subjects Vocabulary (1): School subjects  School icons	An interview Understand the main ideas Present simple negative, questions and short answers Use negative verbs and ask and answer questions
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 WHAT'S GOING ON? pages 42–51	Staying in and going out Talk about activities Vocabulary (1): Activity verbs  Staying in and going out	Singing in the rain Understand the order of messages Present continuous Talk about what's happening now and future arrangements PRONOUNCE The /ɪ/ sound at the end of verbs
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PROGRESS CHECK 3&4	pages 52–53
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 IT'S GOOD FOR YOU! pages 54–63	Food and drink Talk about food and drink Vocabulary (1): Food and drink PRONOUNCE Word stress: words with three syllables  Food and drink	What's for lunch? Identify who a text is for A lot of, much, many, some and any Describe how much there is of something
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ENGLISH CLASS

Grammar (2): *This/that/these/those*, plurals, object pronouns

Vocabulary (2): Classroom things, colours, the alphabet

PRONOUNCE The /i:/ sound

	LISTENING & VOCABULARY	GRAMMAR 2	LIFE SKILLS 	SPEAKING	WRITING	YOUNG CULTURALISTS
	<p>Meet my family</p> <p>Listen for the main ideas</p> <p>Vocabulary (2): Family</p>	<p><i>Have got</i></p> <p>Talk about relationships and possessions</p>	<p>Communicate & cooperate:</p> <p>Understand different ways to say 'hello'</p>	<p>How do I get there?</p> <p>Ask for and give directions</p>	<p>Hello from St Petersburg (e-postcard)</p> <p>Use correct punctuation</p>	<p>London, a multilingual city</p>

	<p>Let me show you round</p> <p>Use sounds to help you understand</p> <p>Vocabulary (2): Furniture and other things in the home</p>	<p>Present simple with adverbs of frequency</p> <p>Talk about how often you do things</p>	<p>Get organised:</p> <p>Organise your things</p>	<p>When's the next one?</p> <p>Ask for and tell the time when you travel</p>	<p>My favourite room (description)</p> <p>Use also and too</p>	<p>Take two teenagers ... east and west</p>
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	<p>Dress code</p> <p>Listen for specific information</p> <p>Vocabulary (2): Clothes and accessories</p> <p>PRONOUNCE The /əʊ/ sound</p>	<p>Possessive 's, whose and possessive pronouns</p> <p>Talk about possessions and relationships</p>	<p>Know yourself:</p> <p>Understand your learning style</p>	<p>What are they like?</p> <p>Describe people</p>	<p>Things we do and like (A questionnaire)</p> <p>Use and, or and but</p>	<p>School exchange programme</p>
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	<p>Soundscape</p> <p>Identify the type of audio</p> <p>Vocabulary (2): Places in public buildings</p>	<p>Present continuous and present simple</p> <p>Talk about how often you do things</p>	<p>Get thinking:</p> <p>Find ideas and information</p>	<p>At the tourist information office</p> <p>Ask for information</p>	<p>School concert (A notice)</p> <p>Use headings</p>	<p>Free-time activities for British teenagers</p>
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	<p>Food for the brain</p> <p>Identify the speaker</p> <p>Vocabulary (2): Lifestyle adjectives</p>	<p><i>Like + -ing</i></p> <p>Talk about your likes and dislikes</p>	<p>Respect others:</p> <p>Follow the rules in electronic communications</p>	<p>I don't believe it!</p> <p>React to news</p>	<p>My favourite meal (description)</p> <p>Use because</p>	<p>The language of food and drink</p>
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	IN THE PICTURE	READING	GRAMMAR 1
6 UNIT IT'S YOUR TURN pages 64–73	In the game Talk about sports and games Vocabulary (1): Sports and games ▶ In the game	In the final Understand new words (1)	Can/can't for ability; adverbs of manner Talk about what you can do and how you do it

PROGRESS CHECK 5&6 pages 74–75

7 UNIT TIMELINES pages 76–85	A timeline Talk about people's lives Vocabulary (1): Times of life ▶ A timeline	Life in the past Understand new words (2)	Was/were; ago Talk about situations in the past
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8 UNIT ON THE MOVE pages 86–95	My travel blog Talk about places and the weather Vocabulary (1): Weather and prepositions of movement ▶ My travel blog	A cool place to visit Identify the writer's opinion	Past simple negative Talk about things that didn't happen in the past
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PROGRESS CHECK 7&8 pages 96–97

9 UNIT MEET ME AT THE MALL pages 98–107	At the shops Talk about shops and shopping Vocabulary (1): Shops ▶ At the shops	Shopping tips Use things you know to help you read	Comparative adjectives Compare two things
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10 UNIT SPECIAL DAYS pages 108–117	A world of festivals Talk about festivals and celebrations Vocabulary (1): Festivals PRONOUNCE The /f/ sound ▶ A world of festivals	Celebrate the summer! Make notes when you read	Going to Talk about future plans
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PROGRESS CHECK 9&10 pages 118–119

IRREGULAR VERBS page 120	SPEAKING PROGRESS CHECK pages 121–130
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	LISTENING & VOCABULARY	GRAMMAR 2	LIFE SKILLS 	SPEAKING	WRITING	YOUNG CULTURALISTS
	Game over Understand spoken instructions Vocabulary (2): Games verbs PRONOUNCE The /u:/ sound	<i>Have to and don't have to</i> Talk about things that are and aren't necessary	Communicate & cooperate: Work with others in a team	<i>Can I?</i> Ask for and give or refuse permission	My sporting hero (profile) Use paragraphs	Famous American sports

	Dear Diary Use pictures to help you listen Vocabulary (2): Personality adjectives	Past simple positive Talk about completed events in the past PRONOUNCE Past simple -ed endings	Get thinking: Understand what makes people creative	Guess what? Tell an interesting or funny story	My diary (blog post) Use time expressions	Children in 19 th -century London
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	The amazing story of Palle Huld Take notes Vocabulary (2): Forms of transport PRONOUNCE Stress on important words in sentences	Past simple questions and short answers Ask and answer questions about the past	Get organised: Plan for a night away	Check in and out of a hotel Ask for repetition	A message from Mexico (email) Use descriptive language	A long journey
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	Radio ads Use important words to help you listen Vocabulary (2): Money and measurements	Superlative adjectives Compare one thing with the others in a group PRONOUNCE The /ɜ:/ sound	Respect others: Listen actively to other people	What would you like? Buy things at a market	The best place in town! (advert) Check your writing	A shopping guide to London
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	World days Identify positive and negative feelings Vocabulary (2): Feelings	<i>Will</i> for predictions Predict things in the future	Know yourself: See things in a positive way	Congratulations! Give wishes and congratulate people	Let's celebrate! (invitation) Use typical phrases in invitations	Happy New Year!
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UNIT

MENU

FORK

IT'S GOOD FOR YOU!

IN THE PICTURE Food and drink

»»» Talk about food and drink

WORK WITH WORDS

- 1 RECALL** Work in pairs. Look at the words and cross out the wrong word in each group. Can you say why it's different? You have one minute.

- 1 mineral water, fish, juice, coffee
The other words are drinks.
- 2 banana, egg, apple, orange
- 3 pizza, salad, bread, sandwich
- 4 milk, rice, cheese, ice cream
- 5 steak, pasta, burger, chicken

- 2 a** Work in pairs. Look at the photos (a–l) in Dan's blog on page 55 and complete the list (1–12) of food and drinks. Use the words in the box.

butter cake carrot chips chocolate cola onion
potato soup sweets tomato yoghurt

- b** 2.13 Dan is showing his blog to his new friend Myra. Listen and complete or check your answers from Exercise 2a.

- c** 2.14 Listen and repeat the food and drink words.

- 3 a** 2.15 **PRONOUNCE** Listen to the words.

- 1 How many syllables are there?
- 2 Underline the stress. Which words have the same stress?
potato tomato banana fantastic vegetable seventeen

- b** 2.16 Listen again and repeat.

- 4** Look at the words in Exercise 2a. Find ...

- 1 something red
- 2 two vegetables
- 3 something with egg in it
- 4 two white foods
- 5 a drink
- 6 something you put on bread
- 7 something you can eat and drink
- 8 something children (and some adults!) like

- 5** Work in pairs. Describe what the boy is doing and eating in each picture. Are the food and activities healthy or unhealthy?

- 6 THE MOVING PICTURE** Watch the video. Write what food you see. Then answer the questions.

- 1 What do you usually eat for breakfast?
- 2 What do you usually eat for lunch?
- 3 What do you eat and drink on your birthday?
- 4 When you eat out is the food very different from what you eat at home? Say the differences.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

PHRASEBOOK

In picture 1 he's eating/having ...

It's healthy/unhealthy to ...

It's OK to eat ... sometimes, but ...

>>> In this unit you will ...

Vocabulary ... talk about food and drink
... use lifestyle adjectives

Reading ... identify who a text is for

Listening ... identify the speaker

Speaking ... react to news

Writing ... use *because*

Grammar ... describe how much there is of something
... talk about your likes and dislikes

Life skills ... follow the rules in electronic communication

Culture ... make cultural and linguistic comparisons about food and drink

Teen Blog

#food



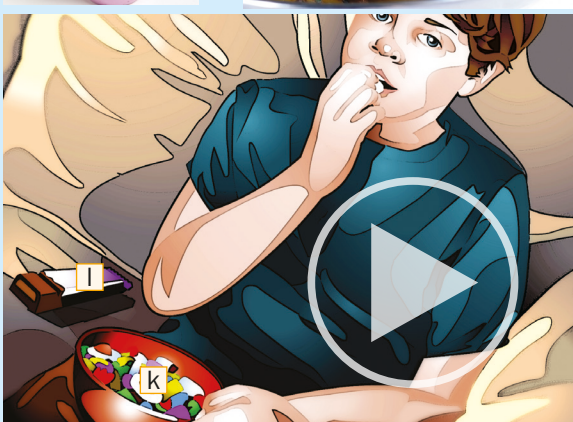
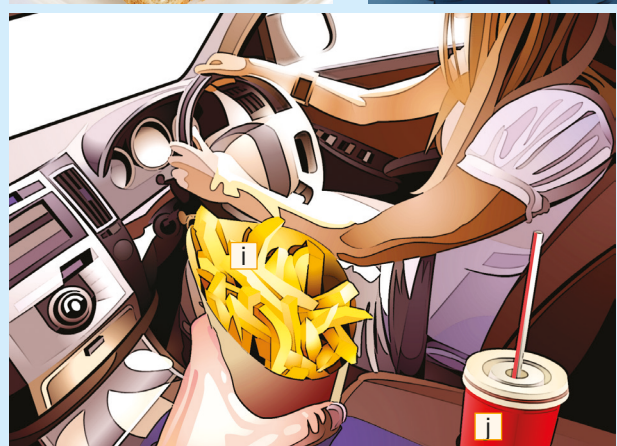
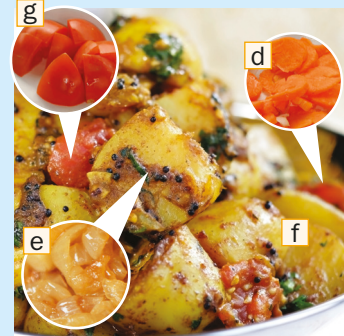
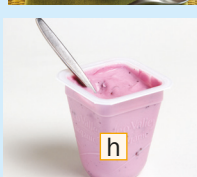
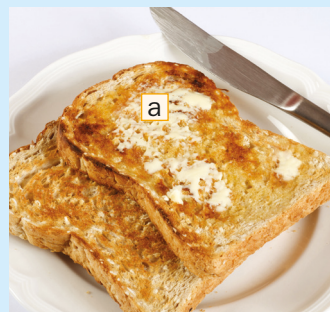
Home

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About

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7 TASK: do a survey

Work in pairs and complete the following.

- 1 Do the survey. Ask your partner the questions and write his/her answers.



HEALTHY AND HAPPY SURVEY

- 1 How do you get to school?

A I walk or cycle. ☐
B I take the bus. ☐
C My parents take me in the car. ☐

- 3 How often do you eat chips and sweets?

A not very often ☐
B sometimes ☐
C most days ☐

- 2 How much sport do you do?

A lots ☐ B a bit ☐ C no sport ☐

- 2 Check your partner's answers on page 132. Read out what the survey says. Does your partner agree?

GO BEYOND




Work in pairs. Make a poster on healthy living. Use the ideas in the survey.

READING What's for lunch?

Identify who a text is for

BEFORE YOU READ

- 1 a  **Work in pairs. Look at the photos of school lunch in different countries. Describe what you can see in each photo.**
- b **Which lunch would you like to eat? Why?**

READ

- 2 a **Read the tips in the **STRATEGIES** box.**
- b  **Read the text and identify who the text is for.**
- A parents B students C teachers D school cooks

PHRASEBOOK

There's ... and there's some ...
There's a kind of vegetable ...
I think that's ...
I don't know what that is.

STRATEGIES

How to identify who a text is for

- Identify the type of text (see page 12).
- Read the first few lines and underline important words.
- Decide who the readers are (teenagers/adults/experts).

PARK SCHOOL BLOG

School lunch around the world

BLOG ABOUT CONTACT

Our class is doing a project about school lunches around the world. Read other students' descriptions and add a description of your school lunch. Don't forget to send a photo!

Mikkel, Denmark
All students here take a packed lunch to school. I usually have brown bread with cheese and salad and an apple. We can't take any unhealthy food like chocolate, sweets or fizzy drinks.

Jalissa, USA
We eat things like taco salad, pizza or burgers. We always get milk or juice and some vegetables or fruit.

Dae-Ho, Korea
I like the food at my school but we don't get many different things. We usually get soup, some vegetables with rice and a lot of salad. We don't get much meat.

Mathilde, France
We have salad or a vegetable dish, and then meat with sauce and potatoes or fish with lemon. My favourite is mussels with chips. Then we have yoghurt or some cheese, and after that we have dessert.

Camila, Ecuador
There isn't any lunch at my school, so I have lunch at home with my family after school. We usually eat soup and then rice with vegetables and chicken or fish.



- 3 **Read the descriptions again. Which lunches have no meat or not much meat? Which lunch has dessert?**

REACT

- 4 **Work in pairs and do the following.**
- 1 Tell your partner about your lunch on school days. Decide if it is healthy or unhealthy.
 - 2 Which of the lunches in the text would you like to eat? Give reasons.
 - 3 Describe your dream lunch to your partner.

GO BEYOND

Write a school lunch menu for two days.

Workbook, page 57

>>> Describe how much there is of something

GRAMMAR IN CONTEXT

- 1 2.18 Read and listen to the conversation. What's for dinner?

Danny: Hi Mum. I'm hungry! What's for dinner?
Mum: I don't know – we haven't got much food.
Danny: I'd like eggs with some chips.
Mum: Yes, I'd like that too. But we haven't got any eggs – or any potatoes. There aren't many other things. We've got some tomatoes and a lot of salad.
Danny: How many tomatoes have we got? Have we got any pasta?
Mum: Yes, there are a lot of tomatoes and there's some spaghetti.
Danny: What about some spaghetti with tomato sauce and some salad? I can cook!

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

Countable and uncountable nouns

Countable nouns (*an egg, a chip, a* _____, *a* _____) have a singular and a plural form.

Uncountable nouns (*food, salad, _____*, _____) don't have a plural form.

See GRAMMAR & BEYOND in the Workbook.

- 3 Complete the diagram with *a lot of*, *not much*, *not many* and *some*.

0 _____ +++
not any _____

- 4 Complete the explanations with *countable* and *uncountable*. Use exercises 1 and 2 to help you.

A lot of, much, many, some and any

a lot of (countable and uncountable): all sentences

much (_____) and *many* (_____): negative sentences, questions

- > We haven't got *much* food.
- > How *many* tomatoes have we got?

any (countable and uncountable): negative sentences, most questions

- > Have we got *any* pasta?
- > We haven't got *any* pasta.

some (countable and uncountable): positive sentences, questions with offers and requests

- > What about *some* spaghetti?

See GRAMMAR & BEYOND in the Workbook.

PRACTISE

- 5 Look at the café menu. Choose the correct options.

Café Beyond

Food

Sandwiches: cheese, egg, salad, steak, chicken, chicken curry

Pizza: cheese and tomato

Pasta: cheese sauce, vegetable sauce

Steak: with chips or salad

Cake: chocolate, apple

Drinks

Mineral water, orange juice, grape juice, banana juice, cola

Tea, coffee, hot chocolate

- 1 A There aren't any sandwiches.
B There are a lot of sandwiches.
- 2 A There isn't any pasta.
B There's some pasta but not much.
- 3 A There are a lot of drinks.
B There aren't many drinks.
- 4 A There isn't much meat.
B There isn't any meat.
- 5 A There are some pizzas on the menu.
B There's a pizza on the menu.

- 6 Complete the conversation with *a(n)*, *some*, *any*, *a lot of*, *much* or *many*.

Mum: I want (1) _____ pizza. But there aren't (2) _____ different pizzas. So I'd like (3) _____ pasta with cheese sauce. But I don't want (4) _____ sauce, just a little.

Danny: I'd like (5) _____ steak but I don't want (6) _____ salad at all. I want (7) _____ chips – (8) _____ chips; I'm really hungry. Is there (9) _____ apple juice?

Mum: No, there isn't. What about (10) _____ banana juice?

Danny: Banana juice?!!

- 7 Work in pairs. Look at the menu in Exercise 5. Talk about what you want / don't want to eat.

I want a chicken curry sandwich.

There isn't any salad, so I'd like a salad sandwich.

I don't want any chips.

I'd like some chocolate cake.

There aren't many types of cake.

LISTENING AND VOCABULARY Food for the brain

Identify the speaker

BEFORE YOU LISTEN

1 Do a class survey about how many hours you sleep.

- One person asks: *Who sleeps for six hours? Who sleeps for seven hours?, etc.*
- Put up your hand.
- One person writes the results on the board: *six hours: five people ...*



LISTEN

2 a Read the tips in the STRATEGIES box.

b ▶2.19 Listen to four speakers in a radio report about sleep. Who are they?

I think Speaker 1 is a teacher ...

3 ▶2.19 Listen again. There's one question for each speaker. Choose A, B or C.

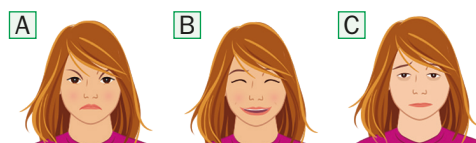
1 How do the students look in class?



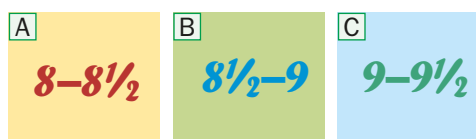
2 What time does the speaker get up?



3 How do teens feel when they don't sleep enough?



4 How many hours of sleep does a teenager need?



STRATEGIES

How to identify the speaker

- Listen to the voice. Is the speaker young or old?
- Listen for the general topic.
- Listen carefully for the names of people and places.

REACT

4 Work in pairs. Answer the questions.

- Do you sleep enough?
- How do you feel when you don't get enough sleep?

3 Look at your class sleep times on the board. Does everybody sleep enough?

WORK WITH WORDS

5 a ▶2.20 Match the words (a-j) to the quotes (1-10). Then listen and check.

- | | |
|--|------------|
| 1 'I have a lot of energy and interests.' | a tired |
| 2 'My body's healthy and I do a lot of exercise.' | b lucky |
| 3 'I need to sleep now.' | c busy |
| 4 'I have a lot of things to do.' | d active |
| 5 'Good things always happen to me.' | e fit |
| 6 'I don't feel happy.' | f ill |
| 7 'I feel bad because I have a lot of things to do.' | g lazy |
| 8 'I feel good.' | h stressed |
| 9 'I have a health problem.' | i unhappy |
| 10 'I never want to do anything.' | j well |

b ▶2.21 Listen again and repeat.

6 Work in pairs. Answer the questions.

- Do you feel fit and well?
- Are you tired now? Why?
- Are you stressed? Why?

GO BEYOND

Keep a diary for a week. Each day write down how many hours you sleep and how you feel.

»»» Talk about your likes and dislikes

GRAMMAR IN CONTEXT

- 1 a Read Marc's likes and dislikes. Do you like or dislike these things?

WHAT DO YOU LOVE DOING OR HATE DOING, AND WHY?

WRITE YOUR TOP 3!

MY TOP 3 LIKES

I love being with friends.
I enjoy riding my bike.
I like running, swimming and other sports.

MY TOP 3 DISLIKES

I hate writing essays.
I dislike tidying my room.
I don't like physics (because I'm bad at it).



- b Underline all the verbs in Exercise 1a. What do you notice?

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

Like + -ing

Use: To talk about your likes and dislikes.

Likes: like, and

Dislikes: don't like, and

With a noun:

> I don't like physics.

With a verb + -ing:

> I like running.

See GRAMMAR & BEYOND in the Workbook.

PRACTISE

- 3 a Complete Susie13's reply on the forum. Use the -ing form of the verbs.

MY TOP 3 LIKES

I enjoy (1) _____ (play) online video games with my friends.
I like (2) _____ (travel) and (3) _____ (visit) new places.
I love (4) _____ (dance) and other activities.

MY TOP 3 DISLIKES

I dislike (5) _____ (get) up early.
I hate (6) _____ (wait) for things.
I don't like (7) _____ (keep) my room tidy or (8) _____ (make) my bed.

- b What do Susie13 and Marc both like? What do they both dislike?

- 4 Complete the sentences with your top three likes and dislikes.



- 1 I like _____
2 I enjoy _____
3 I love _____



- 4 I don't like _____
5 I dislike _____
6 I hate _____

- 5 a Write the questions.

- 1 you / like / go / to school?
Do you like going to school?
2 you / enjoy / speak / English?
3 you / like / use social networking sites?
4 you enjoy / meet / new people?
5 you / like / cook?
6 you / like / shop for clothes?

- b Write one more question for a partner.

- 6 Work in pairs. Ask your partner a question from Exercise 5. Then ask Why? or Why not?

Do you like going to school?

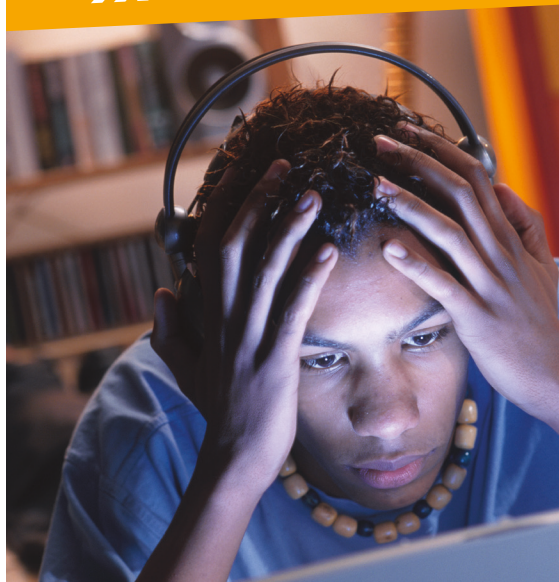
Yes, I do.

Why?

I see my friends there.

LANGUAGE & BEYOND: Life skills

»»» Follow the rules in electronic communication



How do you feel?

- 1 You get a text message on your phone from a friend. It starts 'Hi Jo, Jem is so lazy! I hate lazy people! ...' But Jem is your name – Jo is another friend. You get the message by mistake.
- 2 You write a silly personal story on your blog late at night. The next day you delete it. But it's still on the internet when you search.
- 3 You put a funny photo of a friend on your social networking page. The next day your friend phones – and your friend doesn't think it's funny.

PHRASEBOOK

I feel angry/sad/stupid ...
I feel bad/sorry because I ...
I think it's rude / a bad idea to ...

REFLECTION POINT

Be polite on the internet and in text messages. Think before you send a message or put something on the internet. Remember: always tell the website or your parents about hate messages or problems.

1 Work in pairs. How often do you do the things below? Tell a partner.

- Send text messages on my phone.
- Write instant messages (IMs) to my friends on the internet.
- Send emails.
- Write comments on an internet forum.
- Write comments on social networking sites.

2 Read the situations (1–3). How do you feel if they happen to you? Tell a partner.

3 Match four rules to the situations in Exercise 2. Which one is a good rule for all the situations?

- a Everything you write on the internet stays on the internet.
- b Can't say it face-to-face? Don't write it.
- c Ask before you share information or photos of other people.
- d Don't write things when you're tired or stressed.
- e Think before you send a message or put something on the internet.

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

- 1 You want to say something important to a friend. Is it a good idea to say it ...
face-to-face / by phone / by text message / on the internet? Why?
- 2 How often do you or your friends have problems like the situations in Exercise 2?
- 3 What can you do if others send you hate messages?

5 Work in small groups. Write two or three more rules for electronic communication.

SPEAKING I don't believe it!

5

>>> React to news

1 Work in pairs. Look at the photos. Who do you think is giving ...

- good and bad news?
- bad news?
- surprising news?

2 2.22 Watch or listen to the scenes. Check your answers from Exercise 1. What's the news?



- 2
Luca: My grandma's in hospital. She's really ill.
May: I'm (3) _____, Luca. That's so (4) _____.

3 a 2.22 Watch or listen again. Complete the conversations with the words in the box.

amazing believe fantastic sad sorry terrible

b 2.23 Listen to the phrases and check.

4 2.24 Listen and repeat all the phrases in the **PHRASEBOOK**.

5 TASK: role-play giving and reacting to news

Work in pairs and do the following.

- 1 Practise reacting to news. Take it in turns.
 - Choose four of the situations in the box.
 - Give the news to your partner.
 - Your partner reacts.

You're moving to a different town.
 You have a new baby brother.
 You don't want to eat sweets anymore.
 You're in a new TV programme.
 Your school is closing.
 You feel tired and stressed.

- 2 Think of two new situations. Give your partner the news. React to your partner's news.



- 1
Adam: No more chips from fast-food places for me!
Rose: Really? I don't (1) _____ it.
Adam: Do you know, they put sugar on chips?
Rose: That's (2) _____.



- 3
Liz: Guess what? Tomorrow we have two extra PE lessons. No maths test!
Skye: Wow! Great! ... That's (5) _____!
Liz: It's a 10-kilometre run.
Skye: Oh. That's (6) _____! ... I want to do the maths test.

PHRASEBOOK 2.25

React to good news

Great!
 That's fantastic!
 Wow!

React to bad news

I'm sorry.
 That's so sad.
 That's terrible.

React to surprising news

Really?
 I don't believe it!
 That's amazing!

WRITING My favourite meal

Use *because*



Get it right

Use -s for the plural of most nouns with -o (eg *tacos*).

Learn nouns with the plural -oes (eg *tomatoes*, *potatoes*).

1 Work in pairs. Tell your partner your favourite food and drinks. Do you like the same things?

2 Read the comment on the *Ask Anything* site. What's Alejandro's favourite meal, dessert and drink?

What's your favourite meal?

My favourite meal is tacos with meat, onions, some lettuce, tomatoes and a lot of cheese. I love tacos because my mum makes them at home. They're fantastic. I like helping her (but I hate cleaning the kitchen after!). My favourite dessert is chocolate ice cream with a lot of chocolate sauce. I always drink water with meals because fizzy drinks are really bad for your teeth and I don't like them.
Alejandro

new post

reply

STRATEGIES

How to use *because*

- Use *because* to give reasons and answer the question *Why?*
- Use *because* + name (*I*, *she*, etc) + verb.
- Don't use a comma before *because*.

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

b Find the answers to these questions in Alejandro's comment.

- Why does he like tacos?
- Why does he drink water with meals?

4 Match to make sentences.

- I don't like grapes because
 - I love vegetables because
 - I don't eat steak because
 - I drink milk before bed because
 - I love chocolate because
- I never eat meat.
 - I feel happy when I eat it.
 - it makes me sleep.
 - they're good for you.
 - I hate all fruit.

WRITING PLAN

1 Say what your favourite meal is.

What's in it? How often do you eat it? Why do you like eating it? (use *because*)

2 Say what your favourite dessert is.

What do you eat with it (eg ice cream, chocolate sauce)? Is it only for special days? When do you usually eat it?

3 Say what your favourite drink is.

What is it? Do you drink it every day? Why do you like it? (use *because*)

5 TASK: write a description of your favourite meal

You're going to write a description of your favourite meal. Complete the following.

- Before you write your description, use the *Writing plan* to help you prepare.
- Write your description. Then check it. Tick (✓) the things in the plan.
- Swap your description with other students. Read their descriptions.
- Which meals would you like to eat? Give reasons.



LANGUAGE & BEYOND: Young culturalists

5

>>> The language of food and drink

BEFORE YOU READ

1 Work in pairs. Answer the questions.

- 1 Read the title of the article below. What do you say at home before you eat at the dinner table?
- 2 Do you know what speakers of other languages say?

Bon appétit!

What do you say at home before you eat at the dinner table? The French say 'Bon appétit!' The literal translation of these words in English is 'good appetite' but the expression means 'I hope you enjoy your meal.' Do you know that there isn't an equivalent expression in the English language? Instead, English speakers use the French expression and say 'Bon appétit!'

Most languages have their own expression for beginning (or sometimes ending) a meal. The German, Italian and Portuguese expressions are very similar to the French: *guten Appetit*, *buon appetito* and *bom apetite*. In fact, there are a lot of food and drink words which are similar in different languages.

Let's look at the English word *cheese* as another example. In German it is *Käse*, in Dutch it's *kass*, in Spanish it's *queso* and in Portuguese it's *queijo*. The origin for all of these words is the Latin word *caseus*. In Latin, hard cheese is called *caseus formaticus* because it is made into a shape or form. The French and Italian languages take their words for cheese – *fromage* and *formaggio* – from *formaticus*.

We can find other similar words between languages. *Water* in English is very close to the German word, *Wasser*. The Spanish, Portuguese and Italian words for water – *agua*, *água* and *acqua* – share the same Latin origin, *aqua*. The English word *bread* is close to the German *Brot*,

the Swedish *bröd* and the Dutch *brood*. The origin of the French, Spanish, Portuguese and Italian words for bread – *pain*, *pan*, *pão* and *pane* – is the Latin word *panis*.

Understanding that there can be a connection between food and drink words in different European languages, can help you when you're translating menus in other countries, even if you don't speak the language. But this won't help you with slang, which is language that people use informally. The British love using slang for food and drink such as *nosh* or *grub* (food), *spuds* (potatoes), *mash* (mashed potato), *bangers* (sausages), *sarny* or *butty* (sandwich) and *cuppa* (cup of tea).

Talking of differences, what's surprising is that even with the formal words for food and drink, there can be big differences between different types of English. British English uses *aubergine* (another borrowed word from the French!) whereas American English uses *eggplant*. *Crisps* in the UK are *chips* in the USA. *Chips* in the UK are *fries* in the USA. So even native speakers of English need to be prepared to learn new words on the menu when they visit a different English-speaking country.



READ & REACT

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

- 1 Why are there a lot of similarities between words for food and drink in some European languages?
- 2 Can you think of other food and drink words which are similar in different languages?
- 3 Are there other countries where your language is spoken? Do they have different words for food and drink?
- 4 What slang words and expressions for food and drink are there in your language? Do you like using them? Why?/Why not?

GO BEYOND



Search the internet for more differences between British English and American English words for food and drink. Make a poster showing these differences.

SELF-ASSESSMENT

After finishing this unit ...

- ✓✓✓ 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.

- | | | |
|--------------------|---|-------|
| Vocabulary | ... I can talk about school subjects | _____ |
| | ... I can use lifestyle adjectives | _____ |
| Reading | ... I can identify who a text is for | _____ |
| Listening | ... I can identify the speaker | _____ |
| Speaking | ... I can react to news | _____ |
| Writing | ... I can use <i>because</i> | _____ |
| Grammar | ... I can describe how much there is of something | _____ |
| | ... I can talk about my likes and dislikes | _____ |
| Life skills | ... I can follow the rules in electronic communication | _____ |
| Culture | ... I can make cultural and linguistic comparisons about food and drink | _____ |



READ

1 Complete the five conversations. For each question, choose A, B or C.

Example:

0 What's your favourite food?

- A Tea with milk.
- B Pasta with sauce.
- C Lunch.

1 We have to decide as a team.

- A I can't play football.
- B I like sports.
- C Yes, you're right.

2 Can I go to Bart's house?

- A Yes, he can.
- B Of course.
- C No, you aren't.

3 My dad's got a new job at the hospital.

- A That's fantastic.
- B That's terrible.
- C I'm sorry.

4 Are there any cheese sandwiches?

- A Yes, please.
- B Yes, here you are.
- C I don't like chicken.

5 Can you play cricket?

- A Yes, I can but I don't really like it.
- B Really?
- C I think plays are boring.

Reading: _____ /10

EXAM TIPS

answer multiple-choice questions

- Look at the example. It shows you what to do.
- Read each question and the three answer choices.
- Decide which choices are definitely wrong.
 - Does the meaning of the answer match the question?
 - Does the grammar in the answer match the question? (Look at pronouns, tenses, etc.)
- Read the question again and check your answer.

react to news
See page 61

ask for and give or refuse permission
See page 71





LISTEN

- 2 2.40 Listen to Greg talking about sports and games. Which sports or games do the people in his family do? For questions 1–5, write A–H next to each person.

Example:

0 sister D

PEOPLE

- 1 brother
 2 mum
 3 dad
 4 grandma
 5 aunt

SPORTS AND GAMES

- A gymnastics
 B video games
 C badminton
 D skateboarding
 E snowboarding
 F cards
 G chess
 H football

Listening: _____ /10

WRITE

- 3 Complete Galina's profile of her friend. For questions 1–10, write one word for each gap.



My best friend's name
 (0) _____ is Nika. Nika
 (1) _____ in the flat
 next door to me. She's
 (2) _____ two brothers
 and a sister. Nika likes
 (3) _____ to music and
 (4) _____ TV. She hasn't
 got (5) _____ video
 games. She (6) _____
 like playing video games
 (7) _____ she thinks
 they're boring.
 Nika is good at most sports but
 she (8) _____ swim very
 well. She has (9) _____
 go to swimming lessons every
 Saturday (10) _____ her
 little brother.

Writing: _____ /10

Progress check score _____ /30

EXAM TIPS



match things in two lists

- Read both lists.
- Listen carefully for the words in 1–5. You will hear these in order.
- Listen for the words in A–H. What do the speakers say about them?
- Use only five of the words in A–H.

EXAM TIPS




complete a text with gaps

- First, read the text quickly.
- Then read each sentence carefully. Look at the words before **and** after each gap.
- Use only one word in the gap.
- Use the correct form of verbs and check your spelling.
- Read the text again: do the words sound right?


use *because*
 See page 62

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.
- What things do you like to eat and drink?
 - Can you describe your lifestyle?
 - What sports or games do you like?
- b** Choose three or four extra questions from the list below to ask your partner.
- What kind of food is good for you?
 - Can you name a food or drink that is unhealthy?
 - What do you do to stay healthy?
 - What do you like doing in the evenings?
 - Is there anything you don't like doing?
 - Can you play a sport well?
 - What other things can you do well?
 - Can you tell me how to play a game you know?
 - What do you need to ask your parents' permission for?
 - What things do you have to do at school?

Collaborative task (Prompt card activity)

- 2 a** Work in pairs. Look at the information about a sports club. Use this to answer Student B's questions. Use the EXAM TIPS and the  to help you.

A Sports Club

HEALTHY BODY SPORTS CLUB

Learn how to:

- play basketball, football and tennis
- do gymnastics.


And much more!

22 Green Lane (turn left at the main square and go straight ahead for 100 metres)

Open every day
10am–10pm

Find us online at
www.healthybodysports.com








- b** Student B has got some information about a TV programme. Use the information below to ask Student B questions. Use the EXAM TIPS and the  to help you.

A TV programme

- name / programme ?
- date / start ?
- time ?
- first programme / about ?
- what / learn ?






EXAM TIPS



-  answer general questions
 - Listen carefully to the questions.
 - Try not to give simple Yes/No answers.
 - Speak only in English.
-  present simple negative, questions and short answers
 - See Student's Book page 35
-  phrasebook: information questions
 - See Student's Book page 49
-  phrasebook
 - See Student's Book page 54
-  present continuous
 - See Student's Book page 72

EXAM TIPS



-  ask and answer questions
 - Student B asks five questions. Student A answers them.
 - Then Student A asks five questions. Student B answers them.
 - Try to make correct questions. Listen to your partner's questions.
-  phrasebook
 - See Student's Book page 17
-  phrasebook
 - See Student's Book page 27
-  present simple negative, questions and short answers
 - See Student's Book page 35
-  phrasebook: Information questions
 - See Student's Book page 49

SPEAK

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- Is there anything you don't like doing?
- Can you play a sport well?
- What other things can you do well?
- Can you tell me how to play a game you know?
- What do you need to ask your parents' permission for?
- What things do you have to do at school?

Collaborative task (Prompt card activity)

2 a Work in pairs. Student A has got some information about a sports club. Use the information below to ask Student A questions. Use the EXAM TIPS and the  to help you.

A Sports Club

- | | |
|------------------|-----------------|
| ■ name ? | ■ when / open ? |
| ■ what / learn ? | ■ website ? |
| ■ directions ? | |

b Look at the information about a TV programme. Use this to answer Student A's questions. Use the EXAM TIPS and the  to help you.

A TV programme

Food and Drink



Starting on Friday 4th August at 7pm





The first programme is about healthy fruit and vegetables to eat every day.


We also teach you how to make a really healthy drink!

EXAM TIPS

-  answer general questions
 - Listen carefully to the questions.
 - Try not to give simple Yes/No answers.
 - Speak only in English.
-  present simple negative, questions and short answers



See Student's Book page 35
-  phrasebook: information questions


See Student's Book page 49
-  phrasebook


See Student's Book page 54
-  present continuous


See Student's Book page 71

EXAM TIPS

-  ask and answer questions
 - Student B asks five questions. Student A answers them.
 - Then Student A asks five questions. Student B answers them.
 - Try to make correct questions. Listen to your partner's questions.
-  phrasebook

See Student's Book page 17
-  phrasebook

See Student's Book page 27
-  present simple negative, questions and short answers

See Student's Book page 35
-  phrasebook: Information questions

See Student's Book page 49

STUDENT B (AND D)

UNIT 1 GRAMMAR 1

Page 13, Exercise 6

Student B



UNIT 8 GRAMMAR 2

Page 91, Exercise 5

Student B

Write the quiz questions about Tintin and the Belgian artist Hergé in the past simple.

- 1 How many / Tintin books / Hergé / write?
- 2 Where / Tintin / go / in *Prisoners of the Sun*?
- 3 Why / Hergé / give / him the name Tintin?

UNIT 2 SPEAKING

Page 27, Exercise 7

Students B and D

- 1 a Complete the information by asking Students A and C questions.

UK Travel app

Time now: _____
Next bus to London: _____

- b Student B: Ask Student D how much time you've got. Decide what to do in that time.
- 2 Answer Students A and C's questions. Use this information:

UK Travel app

Time now: 19:45
Next train to Manchester: 20:15

Write the quiz answers in the past simple.

- a He first _____ (appear) on 10 January 1929.
- b His name _____ (be) Milou in the original version and Snowy in the English version.
- c He _____ (create) the character of Tintin.

ANSWERS

UNIT 5 VOCABULARY

Page 55, Exercise 7

HEALTHY AND HAPPY SURVEY

- Count your partner's points: A=3, B=2, C=1
 - Check your partner's score.
- 7-9 Great – you're healthy and happy! A new report shows that a healthy teenager is a happy teenager.
- 4-6 You're quite healthy – do you feel happy? Try and eat more fruit and vegetables and do more healthy activities.
- 1-3 Do more sport and eat more healthy food – you'll feel happier!

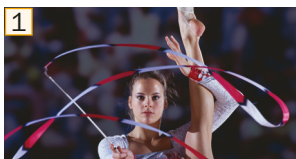
UNIT 7 VOCABULARY

Page 76, Exercise 1b

- 1 The twenty-first of August, eighteen forty-five.
- 2 The fifteenth of April, nineteen twelve.
- 3 The thirty-first of December, nineteen ninety-nine.
- 4 The first of January, two thousand.
- 5 The twelfth of December, twenty thirteen.

UNIT 6 VOCABULARY

Page 64, Exercise 2



1 gymnastics



2 badminton



3 bowling



4 ice hockey



5 chess



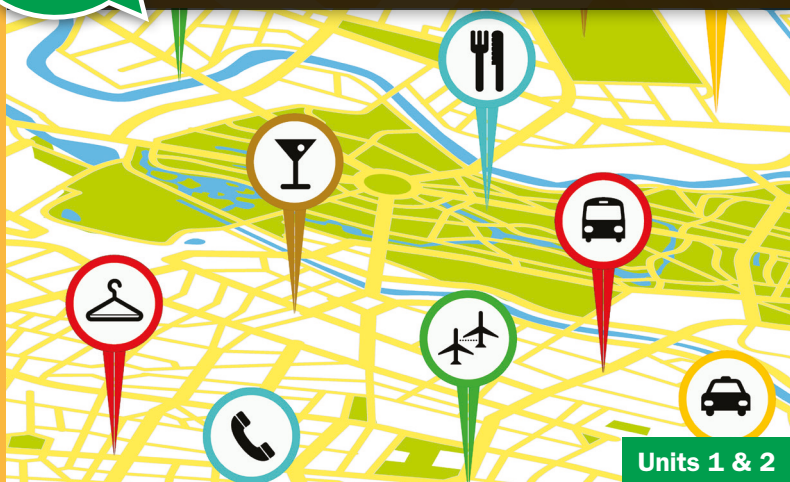
6 rugby

STEP-BY-STEP PROJECTS

Download more information from www.macmillanbeyond.com

MAKE A MAP

- Choose a name for a new town – *Futuretown, Our world ...*
- Make a list of places and services.
- Design a map. Use different icons and colours.



Units 1 & 2

KEEP A DIARY

- Make a list of tasks – *write a poem in English, be nice to people ...*
- Make a diary and write a task on each day.
- Write about each day and try to do the task.



Units 7 & 8

RECORD AN AUDIO TOUR

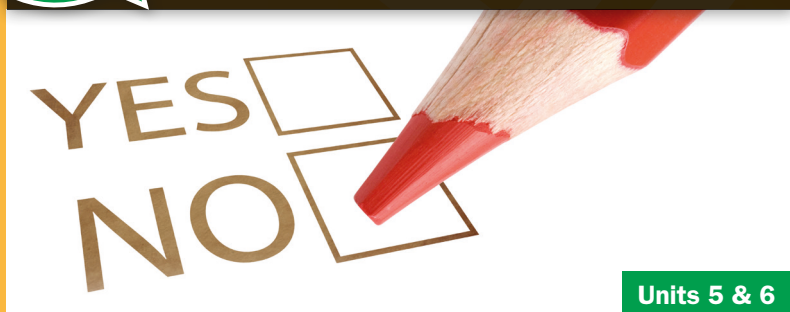
- Choose a place for your tour – *the school, a museum, a park ...*
- Write the script and describe the things you see.
- Read or record your audio tour.



Units 3 & 4

DO A FOOD SURVEY

- Choose a topic for your survey – *school food, favourite food, snacks ...*
- Write the questions and choices for the answers.
- Interview other students and look at the results.



Units 5 & 6

DESIGN A SHOPPING CENTRE

- Choose the shops – *sports shop, clothes shop ...*
- Make a plan of the centre with the different shops.
- Prepare a TV or radio ad for the shopping centre.



Units 9 & 10