

A2 WORKBOOK BEYOND FOR SWITZERLAND

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

BEYOND's creative and dynamic approach to topics motivates students to engage with the material, making language learning more meaningful and successful. Units provide constant opportunities for students to express themselves, while the pages are brought to life through a series of specially-produced *videos*. Throughout the course, language is recycled and reviewed, allowing students to assess and consolidate their progress. It caters for differentiation in the streamed secondary school system and in the mixed-ability classroom; while raising cultural awareness and supporting multilingualism

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

FOR THE STUDENT

Student's Book

Workbook Book including:

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

FOR THE TEACHER

Teacher's Book including:

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

COMMON EUROPEAN FRAMEWORK

A1 A2 B1 B2 C1 C2

Learn Beyond.
Teach Beyond.
Go Beyond.



BEYOND for SWITZERLAND

A2

WORKBOOK PACK

Andy Harvey
Louis Rogers

A2 WORKBOOK PACK BEYOND FOR SWITZERLAND



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

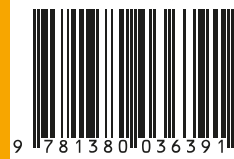
Android: 7.0, 7.1, 8, 8.1; Browser: Chrome.
iOS: 10.3, 11.2, 11.4.1; Devices: iPad Air 2, iPad (2017), iPad Pro; Browser: Safari.
CPU Speed (equivalent): Dual core 1GHz or better.
RAM: 4GB*; Local storage: 4GB**

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

Andy Harvey
Louis Rogers

1 > Read the clues and complete the food words then find them in the word search.

- an animal that swims in the sea *f i s h*
- a usually hot drink and a drink made from fruit
t _____ and j _____
- an expensive piece of meat and a piece of meat usually put between bread
s _____ k and b _____ r
- You can eat or drink this and have it hot or cold.
s _____
- It comes from a chicken.
e _____
- They're made from milk.
y _____ h _____ and c _____ e
- It's a famous Italian food (but it's not pizza).
p _____ a
- a type of small, round purple or green fruit
g _____
- a type of grass seed (sounds like 'nice')

A	Y	P	J	U	I	C	E
G	O	A	F	I	S	H	R
R	G	S	O	U	P	E	I
A	H	T	O	M	E	E	C
P	U	A	D	E	G	S	E
E	R	B	U	R	G	E	R
S	T	E	A	K	T	E	A

2 > Complete the sentences with the words in the box.

biscuit bread butter green meat potato sugar vegetable yellow

- Chips are made from *potato*.
- Onions are a type of _____.
- Bread and _____ always go together.
- A _____ salad is very healthy.
- Coffee tastes better with a spoonful of _____.
- Everyone knows bananas are _____.
- Chocolate _____s are my favourite snack.
- Put meat and salad between _____ to make a sandwich.
- Chicken is a type of white _____.

3 >> Tick (✓) the 'usual' meals and put a cross (X) next to the ones that sound 'wrong'.

- | | | | |
|-----------------------|-------------------------------------|---------------------------|--------------------------|
| 1 vegetable soup | <input checked="" type="checkbox"/> | 5 burger and chips | <input type="checkbox"/> |
| 2 potatoes and cake | <input type="checkbox"/> | 6 carrot and chocolate | <input type="checkbox"/> |
| 3 chicken curry | <input type="checkbox"/> | 7 butter and milk | <input type="checkbox"/> |
| 4 ice cream and onion | <input type="checkbox"/> | 8 tomato and cheese salad | <input type="checkbox"/> |

4 >> Complete the text with the words in the box.

cake carrot cola juice sweet

Usually we can't take unhealthy food into school, but when it's your birthday, you can take in a (1) *cake* or some (2) _____s for all the kids in your class. We can't take fizzy drinks like (3) _____, but that's OK. There are lots of tasty fruit (4) _____s which are better for you. My favourite is made of apples, oranges and (5) _____s. I make it at home.

5 a >> Choose the correct option to complete the sentences.

- Is a *(tomato)* / *yoghurt* a fruit or a vegetable?
- Do you like *egg* / *milk* in your coffee?
- What's your favourite *meat* / *chip*?
- How do you cut up *cake* / *onions* and not cry?
- Do you like dark or white *chocolate* / *cola*?
- Do you want *rice* / *banana* with your fish?
- How long do you cook *ice cream* / *pasta*?

b >> Match the questions (1–7) in Exercise 5a to the answers (a–g).

- | | |
|---------------------------------|----------|
| a I like steak. | <i>3</i> |
| b Do it under water. | ..... |
| c No, thanks. Can I have chips? | ..... |
| d I think it's a fruit. | ..... |
| e No. Only sugar. | ..... |
| f For about ten minutes. | ..... |
| g I don't eat sweet things. | ..... |

Identify who a text is for

1 Complete the tips with the words in the box.

decide identify look underline

STRATEGIES TO REMEMBER

How to identify who a text is for

- (1) Identify the type of text. Read the titles. What does it look like? (2) _____ at the photos and the pictures.
- Read the first few lines and (3) _____ important words.
- (4) _____ who the readers are (teenagers/adults/experts).

2 Look at the extracts. Who is each extract for? Write *parents, students, teachers or anybody*. Underline the important words that help you find the answer.

- 1 Cook the rice for 20 minutes in hot water. Then it's ready to eat.
- 2 Please make sure that your child brings a healthy packed lunch every day.
- 3 You cannot eat in class. You can drink mineral water or juice, but not fizzy drinks.
- 4 Talk with a partner about your favourite food. Do you know how to cook it?
- 5 Please tell your class about the new times for school lunches.
- 6 Ben's hungry. He wants something to eat. Tick (✓) the healthiest meal for Ben.
- 7 Vegetable soup is easy to make and you can use any kind of vegetable.

anybody


3 Match the types of text (a-c) to the texts (1-3).

- | | |
|------------|----------------------------|
| 1 <u>c</u> | a part of a cookery book |
| 2 _____ | b text message |
| 3 _____ | c information about a food |

1

Curry up!

Many people around the world think the favourite food of English people is fish and chips. Think again. The most popular food to eat in restaurants is actually chicken tikka masala, a type of curry. The word 'curry' comes from the Tamil language and means 'sauce'. There are so many different types of curry that in India and Bangladesh you don't ask for a curry, you ask for one by name. If you're in London, go to Brick Lane. It has many curry houses and the prices are good.



2

BRICK LANE FOOD

Hi Hari. I'm in Brick Lane with my mum. The street market is fantastic. There are so many interesting things to see. We're eating Trinidadian food. Wow – it's great! I've got a huge plate of meat and vegetables in front of me and it's so cheap! Got to go now. 😊



3



Trinidad smoked jerk chicken

This is a wonderful dish for the summer. You prepare the chicken with herbs and lemon and leave it for two days in the fridge. Then you cook the chicken on a barbecue. Here's exactly how you do it: ...

4 Read the texts again. Who are they for? Choose the correct answer, a, b, c or d.

- | | | |
|--|----------------------------|--------------------|
| 1 Text 1 is for ... | a students. | c cooks. |
| | b experts. | d <u>anybody</u> . |
| 2 Text 2 is for ... | a anybody. | c parents. |
| | b a friend. | d tourists. |
| 3 Text 3 is for people who want to ... | a cook. | c visit Trinidad. |
| | b go to a good restaurant. | d eat vegetables. |

GO BEYOND

Do an internet search for *curry*.

- Find three things people usually put in a curry, eg salt.
- Is there a curry restaurant near to where you live? Find out. What do people eat with curry?

GRAMMAR 1 A lot of, much, many, some and any

Describe how much there is of something

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

negative offers plural positive questions sentences singular

Countable and uncountable nouns
Use and form: Countable nouns (<i>an apple, a banana</i>) have a (1) <u>singular</u> and a plural form. Uncountable nouns (<i>meat, pasta</i>) don't have a (2) _____ form.
A lot of, much, many, some and any
Form and use: a lot of (countable and uncountable): all (3) _____ <i>There is/are a lot of cheese/apples.</i> much (uncountable) and many (countable): negative sentences, (4) _____ <i>There isn't much spaghetti. Are there many eggs?</i> any (countable and uncountable): (5) _____ sentences, most questions <i>There isn't/aren't any cheese/potatoes. Have we got any soup?</i> some (countable and uncountable): (6) _____ sentences, questions with (7) _____ and requests <i>There is some juice. What about a pizza?</i>

2 Complete the table with the words in the box. Write plural forms when you need to.

banana bread carrot cheese chip egg
food meat pasta pizza rice sandwich

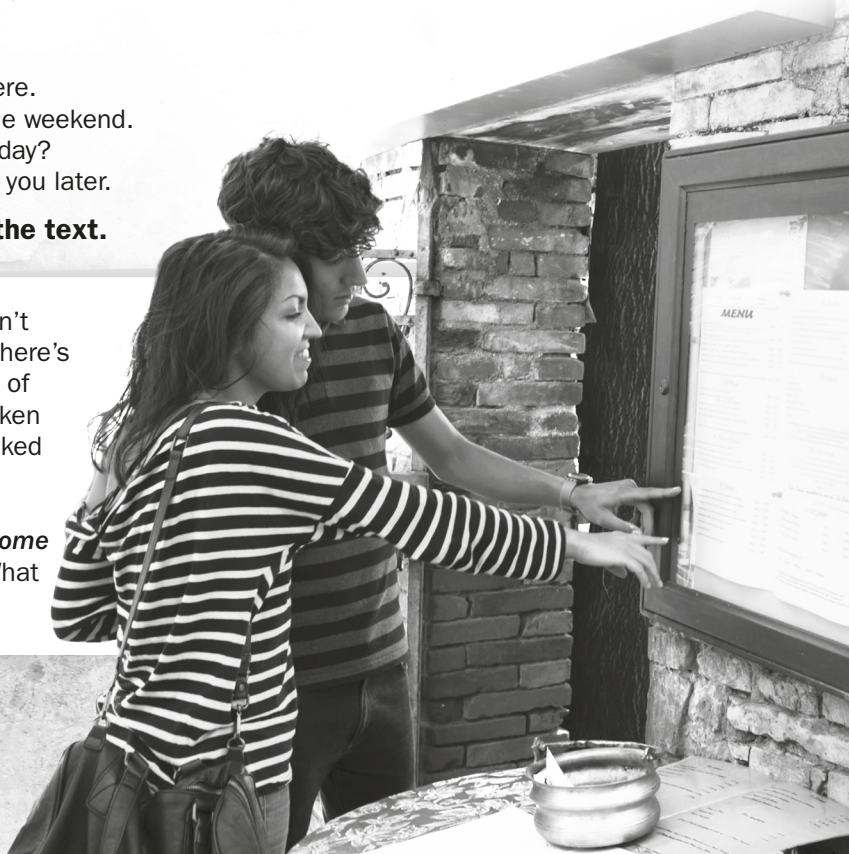
Much	Many
<u>cheese</u>	<u>bananas</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3 Complete the sentences with much or many.

- I don't have much money.
- Have you got _____ friends?
- There aren't _____ cafés we can go to here.
- I haven't got _____ homework to do at the weekend.
- Do you have _____ things to do on Saturday?
- I haven't got _____ time to talk now. Call you later.

4 Choose the correct options to complete the text.

Let's look at the menu in the window. There aren't (1) any / **some** salads because it's winter. But there's (2) **any** / **some** soup. There's (3) **a** / **any** choice of brown or white bread. There's (4) **many** / **a** chicken curry and (5) **some** / **an** other meat dishes, cooked in sauces. There isn't (6) **much** / **many** choice for vegetarians – just the soup, or you can have (7) **some** / **many** chips. There aren't (8) **any** / **some** desserts on the menu. I don't like this place. What about (9) **any** / **some** Chinese take-away food?



5 >> Choose the correct options to complete the conversation, a, b or c.

- Customer:** Hello. I'd like (1) _____ cheese, please.
Shop assistant: Very good, Sir. Are you looking for (2) _____ special type of cheese?
Customer: Yes. Do you have (3) _____ Italian Parmesan?
Shop assistant: Sorry, Sir. Not (4) _____ people ask for Parmesan here.
Customer: OK. What about (5) _____ Greek Feta?
Shop assistant: We don't have (6) _____ at the moment, Sir.
Customer: Right. Well, I'm sure you have (7) _____ piece of nice English Cheddar.
Shop assistant: Not right now, Sir. We don't have (8) _____ cheese because it's Friday.
Customer: You don't have (9) _____ cheese in this cheese shop on any day, do you?
Shop assistant: Sir, to be honest, I don't like cheese!

- | | | |
|--------------|---------------|------------|
| 1 a any | b <u>some</u> | c much |
| 2 a much | b a lot of | c any |
| 3 a any | b many | c a |
| 4 a many | b much | c any |
| 5 a many | b some | c an |
| 6 a a lot of | b many | c any |
| 7 a a | b any | c a lot of |
| 8 a much | b many | c a |
| 9 a many | b a | c a lot of |

6 >> Complete the conversation with *much*, *many*, *some* or *any*.

- Amy:** What's in the fridge?
Anil: There isn't (1) much. In fact, there aren't (2) _____ things at all.
Amy: Well, are there (3) _____ vegetables to make a salad?
Anil: There are (4) _____ tomatoes – only two or three, but they look old.
Amy: Don't worry. Is there (5) _____ pasta?
Anil: Yes, there's (6) _____ on the shelf in front of me.
Amy: Have we got (7) _____ onions and mushrooms?
Anil: Yes. So we can make (8) _____ pasta in onion and mushroom sauce.

7 >>> Put the words in order to make sentences. Complete the gaps with the words in the box.

a (x3) any (x2) many (x2) some (x4)

- A:** (1) We / haven't / much / got / food, have we?
We haven't got much food, have we?
B: (2) haven't / many / we / No, / got / left. / things
A: OK ... so we need to make a shopping list. (3) got / Have / you / pen / paper? / some / a / and
B: Yes, I have. Tell me what we need.
A: OK. First, we need (4) some pasta and (5) _____ sauce.
B: Right. What about meat – we haven't got (6) _____, right?
A: Just (7) _____ piece of steak. We haven't got (8) _____ burgers left.
B: OK. Steak and burgers. (9) we / chicken? / got / any / Have
A: No. Put that on the list too. And we need (10) _____ bag of chips and (11) _____ new potatoes – but not (12) _____.
B: Yeah ... they're expensive. We haven't got (13) _____ vegetables – just (14) _____ broccoli and carrots on the shelf.
A: OK. Let's get (15) _____ bag of tomatoes.
B: Got it ... Right ... Let's go. I'm hungry! (16) energy / got / haven't / I / left. / any

LISTENING

Identify the speaker

1 Complete the tips with the words in the box.

old people topic voice

STRATEGIES TO REMEMBER

How to identify the speaker

- Listen to the (1) voice. Is the speaker young or (2) _____?
- Listen for the general (3) _____.
- Listen carefully for the names of (4) _____ and places.

2 > 21 Listen to part of a radio show. How many speakers are there?

3 >> 21 Listen again and match the descriptions (a-c) to the speakers (1-3).

- | | |
|----------|--------------------------|
| 1 Kim | a a young girl |
| 2 Katie | b a radio show presenter |
| 3 Kirsty | c an expert |

4 > 21 Listen again and choose the correct answer, a, b or c.

The expert says that ...

- a all animals dream.
- b some animals dream.
- c no animals dream.

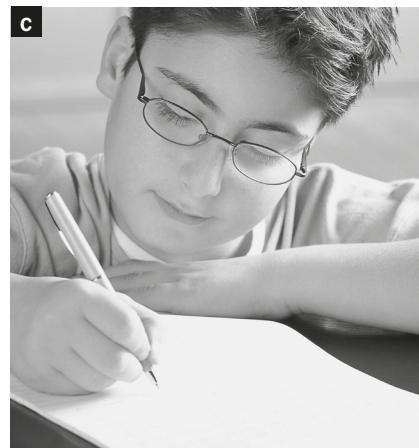
5 >> 22 Listen to four people. Match the descriptions (a-d) to the speakers (1-4).

- | | | |
|-----------|----------|----------------|
| Speaker 1 | <u>d</u> | a a mother |
| Speaker 2 | _____ | b a songwriter |
| Speaker 3 | _____ | c a vampire |
| Speaker 4 | _____ | d a scientist |

6 Tick (✓) the tips in the Strategies to remember box that helped you with Exercise 5.

7 >> 23 Listen and match the photos (a-c) to the speakers (1-3).

- Speaker 1: _____
- Speaker 2: _____
- Speaker 3: _____



>>> Lifestyle adjectives

- 1 > Find 10 lifestyle adjectives in the word search and then write them in the correct column. Clue: the words to look for are some of the answer options in Exercise 2!

S	L	O	E	Q	T	I	L	L	D
N	T	V	S	X	F	D	R	A	Q
U	L	R	T	I	R	E	D	Z	N
N	L	P	E	W	Q	B	V	Y	I
H	Q	U	E	S	I	W	I	L	E
A	T	L	C	H	S	L	G	V	F
P	L	K	W	K	J	E	I	K	I
P	G	C	E	A	Y	T	D	K	T
Y	Y	A	R	B	C	M	H	P	M
O	Y	A	G	A	B	U	S	Y	N

Positive meaning	Negative meaning
BUSY	

- 2 >> Choose the correct options to complete the conversation.

Mum: You look (1) tired / *fit*, sweetie. Why don't you go to bed?
Zoe: I can't. I have so much to do. I'm really (2) *lazy* / *stressed* about the homework for Monday.
Mum: Don't cry. I hate to see you (3) *unhappy* / *busy*. Now, what's it about?
Zoe: Maths. I feel (4) *ill* / *well* just thinking about it.
Mum: Look. I can't help, but you're (5) *lucky* / *active* that Matt's coming tomorrow. He can help you.

Zoe: Thanks, but I still don't feel very (6) *fit* / *well*.
Mum: What you need is a good night's sleep. Don't think about schoolwork anymore.
Zoe: Good idea. Is it bedtime for you too, Mum?
Mum: Not yet, sweetie. I'm very (7) *lazy* / *busy*.
Zoe: Where's Dad – is he at the gym again?
Mum: Of course! You know Dad; he's so (8) *active* / *lazy* and (9) *fit* / *well*.
Zoe: Not like John!
Mum: Yes. Your brother is very (10) *lazy* / *lucky*. But he's got a good heart.

WORDS & BEYOND

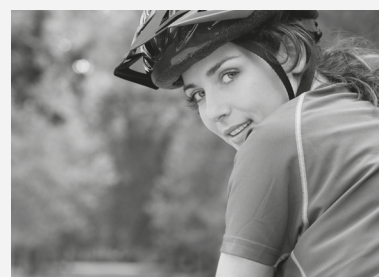
- 3 >> Complete the conversation with the words in the box.

dessert dish lemon menu onions sauce

Nick: What's special on the (1) today?
Brigit: We have this great vegetable (2) with carrots, (3) *onions* and potatoes in a lovely tomato and yoghurt (4)
Nick: That sounds good. What about something for (5) after the main meal?
Brigit: I think you'll like our homemade (6) or chocolate ice cream.
Nick: OK. And can I have some mineral water, please?

- 4 >> Choose the correct options to complete the text, a, b or c.

It's important to have a healthy (1) That's why I get up early in the morning and go for a run. It wakes up my (2) and my body. When I come back, I have a shower, eat (3) and watch the (4) on TV. I make my (5) lunch and go off to school on my bicycle. I feel that I have a lot of (6) when I go into the classroom to teach my first class.



- 1 a lifestyle b survey c news
 2 a survey b brain c health
 3 a juice b lunch c breakfast
 4 a news b survey c search
 5 a done b packed c fast
 6 a sauce b brain c energy

GRAMMAR 2 Like + -ing

»»» Talk about your likes and dislikes

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

enjoy hate noun verb

Like + -ing
Use: To talk about your likes and dislikes.
Likes: like, love and (1) <i>enjoy</i> .
Dislikes: dislike, don't like and (2) _____.
Form:
With a (3) _____: I don't like history.
With a (4) _____ + -ing: I like painting.

2 Choose the correct option to complete the sentences.



- I like driving / ~~driveing~~ in my car.
- I like running / ~~runing~~ on the beach.
- I like swimming / ~~swiming~~ in the sea.
- I like tidying / ~~tidyng~~ my room.
- I like writing / ~~writting~~ stories.
- I like riding / ~~rideing~~ my bike.
- I like being / ~~bing~~ 13 years old.
- I like travelling / ~~travling~~ by train.
- I like visiting / ~~visiting~~ new places.

3 Read the sentences. Tick (✓) the ones that are correct. Rewrite the incorrect sentences correctly.

- I love to eating chips. ☐
I love eating chips.
- I enjoy cook. ☐
- Peter dislikes geography. ☐
- I hate be late. ☐
- Xavier like to playing tennis. ☐
- Hara don't like get up early. ☐
- I love chatting with friends. ☐

4 Put the words in order to make questions.

- you / going out / like / for a meal? / do / Where
Where do you like going out for a meal?
- parties? / Why / you / like / don't
- you / Which / do / enjoy / subject / studying?
- don't / Why / like / fish? / you
- dislike / cooking? / you / Do
- favourite / What's / meal? / your

5 Match the questions in Exercise 4 (1–6) to the answers (a–f).

- Because I really hate noisy places. 2
- I don't like eating seafood. _____
- I like eating my mum's beef curry. _____
- I love the Italian restaurant near our flat. _____
- I like playing the piano, so the answer is music. _____
- Yes. I hate it. _____

6 Complete the sentences with the verbs in the box. (☺ = like, enjoy; ☺☺ = love; ☹ = don't like, dislike; ☹☹ = hate)



do eat go meet ride shop study

- Fela ☺☺ ... his new bike.
Fela loves riding his new bike.
- He ☺ ... to school on the bike.
- He ☹ ... tests.
- He ☹☹ ... in supermarkets.
- He ☺ ... art.
- He ☹ ... meat.
- He ☺☺ ... new people.

>>> React to news

- 1 > Complete the *Phrasebook* with the words in the box.

amazing believe fantastic sorry terrible

- 2 ▶24 Listen to the phrases and check your answers. Then practise saying the phrases.

- 3 >> ▶25 Listen to the first conversation.

What's the bad news?

- 4 >> ▶26 Listen to the second conversation.

1 What's the good news?

2 What's the surprising news?

and

- 5 ▶27 Listen and repeat the words and phrases from the conversations. Pay attention to intonation.

- 6 >>> Write three short conversations. Include at least six words and phrases from the *Phrasebook*.

1 React to bad news.

2 React to good news.

3 React to surprising news.

- 7 Read your conversations out loud. Record yourself if you can. Do you sound OK? If not, don't worry. Practice makes perfect. Listen again to the recording of the sentences. Then try again.

PHRASEBOOK

Reacting to good news

Great!

That's (1) *fantastic!*

Wow!

Reacting to bad news

I'm (2) _____.

That's so sad.

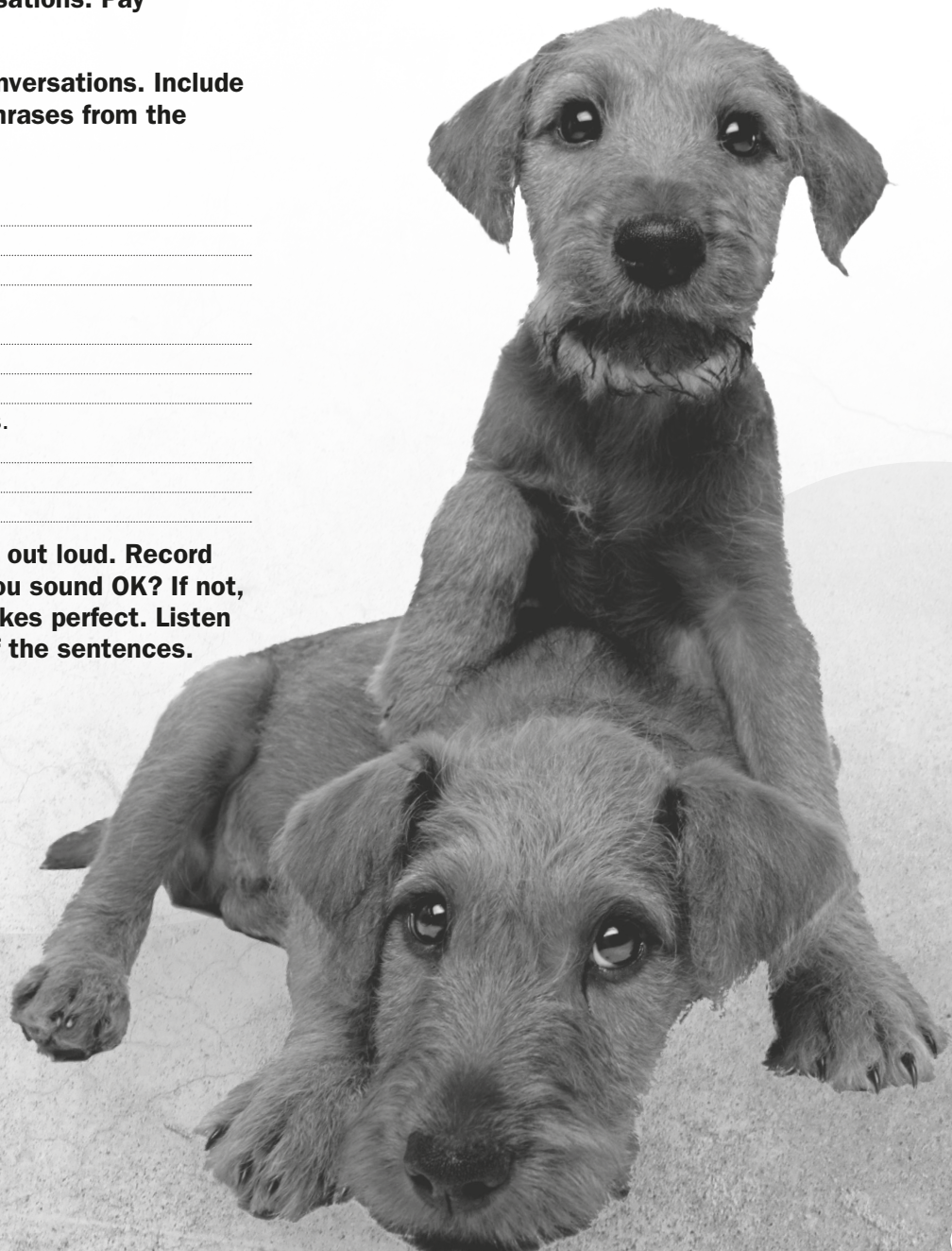
That's (3) _____.

Reacting to surprising news

Really?

I don't (4) _____ it!

That's (5) _____!



WRITING

Use *because*

1 Choose the correct options to complete the tips.

STRATEGIES TO REMEMBER

How to use *because*

- Use *because* to give (1) **reasons** / **descriptions** and answer the question (2) **What / Why** ?
- Use *because* + name (*I, she, etc*) + (3) **noun / verb** .
- (4) **Don't use / Use** a comma before *because*.

2 > Tick (✓) the questions you can answer with *Because*. Put a cross (X) next to the questions you can't.

- | | |
|--|-------------------------------------|
| 1 Why are you learning English? | <input checked="" type="checkbox"/> |
| 2 What do you like about your family? | <input type="checkbox"/> |
| 3 Why is the sky blue? | <input type="checkbox"/> |
| 4 Who is your best friend? | <input type="checkbox"/> |
| 5 Why do students wear a school uniform? | <input type="checkbox"/> |
| 6 Can all birds fly? | <input type="checkbox"/> |
| 7 Do you know the answer? | <input type="checkbox"/> |

3 >> Match the reasons (a-f) to the situations (1-6).

- | | |
|--|-------|
| 1 I'm sorry | e |
| 2 I don't use social networking sites much | ..... |
| 3 I feel happy | ..... |
| 4 I write my thoughts on my social networking site | ..... |
| 5 I'm stressed | ..... |
| 6 I can't reply to your email now | ..... |
- a because I prefer talking face-to-face.
b because my computer isn't working.
c because I like to share them.
d because I can't delete the silly story I put on the internet.
e because I didn't ask you before I used your photo (and that's rude).
f because she's now on my social networking site. Great!

4 > Read the advice. Tick (✓) the things you do.

GOING OUT >>>

- | | |
|---|--------------------------|
| 1 Don't talk to strangers unless you need their help because you don't know why they want to talk to you. | <input type="checkbox"/> |
| 2 Tell your parents where you are going because then they can find you if something happens. | <input type="checkbox"/> |
| 3 Keep your mobile phone in your bag because it's easy for someone to take it from your pocket. | <input type="checkbox"/> |
| 4 Always have some money with you because then you can get a bus, train or taxi home. | <input type="checkbox"/> |

- 5 >>> You're going to write a blog with advice on writing messages online. Think of four rules for writing messages (eg what to write, when to write, what to share, who to tell/say). Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

1		<input type="checkbox"/>
2		<input type="checkbox"/>
3		<input type="checkbox"/>
4		<input type="checkbox"/>

WRITE AND CHECK

- 6 >>> Write your advice blog. Use the heading *Posting on the internet*. Give reasons using the tips in the *Strategies to remember* box. Then tick (✓) the stages in the *Writing plan*.

>>> Follow the rules in electronic communication

- 1 >> Complete the rules with the words in the box.

ask be polite block don't write say share tell think

If you can't (1) say something face-to-face, don't write it.
 (2) _____ before you (3) _____ information or photos of other people.
 (4) _____ things when you're tired or stressed.
 (5) _____ before you send a message or put something on the internet.
 (6) _____ on the internet and in text messages.
 If someone sends you hate messages, (7) _____ them, and (8) _____ the website and your parents.

- 2 >>> What's the best thing to do? Think about these situations and discuss them with your friends, family or teachers. Then write short answers.

- 1 Somebody says bad or untrue things about you on a social networking site.

- 2 It's late at night. You're angry with a friend and want them to know why.

- 3 You see a picture of you on a site. You don't know who took the photo.

- 4 You upload a video of you singing a song. The next day you see it again and don't like it.



RESPECT OTHERS

1 > Match the words (a-f) to the words (1-6) to make new words.

- | | | |
|-------------|----------|---------|
| 1 fizzy | <u>b</u> | a bread |
| 2 packed | ..... | b drink |
| 3 vegetable | ..... | c lunch |
| 4 brown | ..... | d salad |
| 5 orange | ..... | e juice |
| 6 taco | ..... | f soup |



2 > Choose the correct option to complete the sentences.

- Summer and winter are *space* / seasons.
- We eat at school at *lunchtime* / *midnight*.
- You can sometimes see the *Northern Lights* / *equator* in the Arctic Circle.
- The sun sometimes *shines* / *celebrates* 24 hours a day in Tromsø, Norway.
- My room's in a big *organise* / *mess*.
- Take a coat because it's very *warm* / *windy*.

3 >> Complete the conversation with the words in the box.

desk floor ground lift office shop

Woman: Excuse me. How do I get to the coffee (1) shop?

Man: It's on the fifth (2) floor. You can take the (3) lift.

Woman: Thanks. And is the ticket (4) desk for the cinema open?

Man: Yes. That's down here on the (5) ground floor.

Woman: Oh. There's one more thing. Where is the information (6) office?

4 > Read the clues and complete the words for places.

- It's like a river. c a n a l
- It's a tall building. t o w e r
- It's an old building. c o u n t y
- It's a green place. p a r k
- You fly from here. a i r o n t
- You get a train from here. s t a n
- You can meet friends here. s c h o o l

5 >> Read Tina's text about mornings. The verbs are in the wrong place. Write the correct verbs in the gaps.

I (1) have get up and then I (2) pack a shower. I (3) do dressed and then I (4) wake breakfast. I (5) brush my homework and then I (6) get my teeth. I (7) go my bag and then I (8) go the bus to school. Ugh ... I hate mornings!



ALL ABOUT ME

1 What time do you get up?

.....

2 What do you have for breakfast?

.....

3 How long does it take you to get to school?

.....

1 > Choose the correct options to complete the conversation.

- Cori:** Have you got (1) any / *many* money? We can go to the cinema.
Anda: No, I (2) *don't* / *do* . I don't have (3) *any* / *some* with me now – none.
 But I can go home and get (4) *much* / *some* .
Cori: I don't (5) *want* / *wanting* you to do that. I can pay for the two of
 (6) *us* / *we* now and you can give me the money tomorrow.
 (7) *Mine* / *My* choice of film is *Thor* 3. What's (8) *you* / *yours* ?

2 >> Complete the conversation with the correct positive or negative form of *do*, *be* or *have*.

- Rose:** (1) *Are* you Spanish?
Mary: Yes, I (2) . I (3) from Barcelona.
Rose: (4) you know the Prado museum? My uncle works there.
Mary: That museum (5) in Madrid – a different city.
Rose: Oh, sorry. I (6) got any idea about geography.
Mary: That's OK. Where (7) you from?
Rose: Italy. (8) you got any other social network friends from here?

3 >> Complete the sentences with question words, *Who*, *What*, *Which*, *Why*, *How* or *When*.

- 1 *Where* are you calling from?
- 2 are you doing here?
- 3 often do you go to the theatre?
- 4 is the next train to Glasgow?
- 5 wants to have a break now?
- 6 country do you most want to visit?
- 7 do you make a cake?
- 8 isn't here today?
- 9 is your favourite song?
- 10 do you feel happy?

4 >>> Now read the replies to the questions in Exercise 3. Choose the correct option to complete the replies.

- 1 My *friends* / *friend's* house.
- 2 *I wait* / *I'm waiting* for John.
- 3 I *go never* / *never go* there.
- 4 *At* / *In* 5 o'clock.
- 5 We all *want* / *do* .
- 6 *Italian* / *Italy* .
- 7 I *use* / *'m using* eggs, flour and milk.
- 8 Rafa *doesn't* / *isn't* .
- 9 I *like* / *'m liking* lots of songs.
- 10 When people *doesn't* / *don't* ask me silly questions!

5 >> Choose the correct options to complete the text, a, b, or c.



BLOG

I never (1) meat because I
 (2) it's good to eat vegetables
 and I (3) animals. We have a
 big garden and we grow (4)
 our food there. My mum's (5) a
 vegetable curry at the moment and it smells
 great. I'm hungry so I'm (6) now.
 What are you (7) for dinner?

- | | | |
|-----------------|-------------|-------------|
| 1 a <u>eat</u> | b don't eat | c 'm eating |
| 2 a 'm thinking | b not think | c think |
| 3 a 'm loving | b loves | c love |
| 4 a many | b a lot of | c any |
| 5 a cook | b a cook | c cooking |
| 6 a going | b go | c goes |
| 7 a liking | b being | c having |

A lot of, much, many, some and any

Countable nouns

- are nouns you can count:
potato, vegetable, chip, etc
- use *a(n)* or *the* in the singular:
*I usually eat **an** apple every day.*
- have a singular and a plural form:
tomato tomatoes

Uncountable nouns

- are nouns you can't count:
meat, cheese, bread, etc
- don't have a plural form:
*There is a lot of **cheese** in the fridge.*
– You can't say *one meat, two meats, etc.*
- Some more common uncountable nouns are:
food, salad, pasta, spaghetti, soup, milk, juice, fruit, rice.

a lot of, much and many

- Use *a lot of* to describe a large quantity of something. You can use this with both countable and uncountable nouns:
*We've got **a lot of** tomatoes.*
*There is **a lot of** bread.*
- Use *How many* or *How much* to ask about quantity. Use *How many* for countable nouns and *How much* for uncountable nouns:
***How many** eggs do we need?*
***How much** soup is there?*
- Use *not + many* with countable nouns and *not + much* with uncountable nouns to talk about a small amount of something in negative sentences:
*We haven't got **many** eggs.*
*There isn't **much** cheese.*

any

- Use *any* in negative sentences to talk about zero amounts.
- You can use *any* with both countable and uncountable nouns:
*There aren't **any** onions.*
*We haven't got **any** bread.*
- Use *any* with countable and uncountable nouns to ask about quantity:
*Have we got **any** milk?*
*Are there **any** eggs in the fridge?*

some

- Use *some* to describe an amount that is not big and not small.
- You can use *some* with countable and uncountable nouns:
*We've got **some** bananas.*
*There's **some** salad in the fridge.*
- You can also use *some* when making offers or requests. You can use it with countable and uncountable nouns:
*Would you like **some** chips?*
*Can I have **some** pasta?*

Like + -ing

USE

- Use *like, love, enjoy + -ing* to talk about your likes:
*I **like** listening to music.*
*I **love** chatting to my friends online.*
- Like* and *enjoy* have a similar meaning. *Love* means to 'like something a lot'.
- Use *hate, dislike, don't like + -ing* to talk about your dislikes:
*I **hate** tidying my room.*
*I **don't like** going to bed early.*
- Don't like* and *dislike* have a similar meaning. *Hate* means to 'not like something a lot'.

FORM

- Use *like, don't like, enjoy, dislike, hate, love, etc* with a noun:
*I **love** pasta.*
*I **hate** fish.*
- Use *like, don't like, enjoy, dislike, hate, love, etc* with a verb + *-ing*:
*I **enjoy** reading magazines.*
*I **don't like** going shopping.*

WORK WITH WORDS 1a

RECALL

FOOD AND DRINK

apple	juice
banana	meat
burger	milk
bread	mineral water
cheese	orange
chicken	pizza
coffee	pasta
drink	rice
egg	salad
fish	sandwich
fruit	steak
grapes	tea
ice cream	

LEARNING STRATEGY

TIP: Write the English words for things on sticky notes. Put them on food, clothes, things in the house, ...

TASK: At home, put notes on things in your fridge or kitchen cupboard. Or put the notes on the fridge door or cupboard door with small drawings.

WORK WITH WORDS 1b

FOOD AND DRINK

butter	<input type="checkbox"/>	onion	<input type="checkbox"/>
cake	<input type="checkbox"/>	potato	<input type="checkbox"/>
carrot	<input type="checkbox"/>	soup	<input type="checkbox"/>
chips	<input type="checkbox"/>	sweets	<input type="checkbox"/>
chocolate	<input type="checkbox"/>	tomato	<input type="checkbox"/>
cola	<input type="checkbox"/>	yoghurt	<input type="checkbox"/>

GO BEYOND

Tick (✓) the things that you like. Cross (X) the things that you don't like.

WORK WITH WORDS 2

LIFESTYLE ADJECTIVES

active
busy
fit
ill
lazy
lucky
stressed
tired
unhappy
well

GO BEYOND

Find two pairs of opposites in the list of adjectives.

MY WORDS

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

Task type:	Write a description
Subskill:	Use <i>because</i>

Task summary:

- Write a description of **your favourite meal**.
- This writing lesson is about **how to use because**. Look at the **STRATEGIES** box on **page 62 in the Student's Book** for help with how to use *because* in your description.
- Use the **grammar** from **Unit 5 in the Student's Book** in your description. Look at **page 57** for information on how to **use a lot of, much, many, some and any** and look at **page 59** to learn how to use **like +ing**.
- Try to use some **new words** from **page 142 in the Workbook** in your answer too.
- Try to write about 80 words for this task.

EXAM TIP

Keep a note book with all the new rules of grammar you learn. Write all the rules in one place so that grammar is easy to study before your exam.

Before writing:

Always make a plan! Use the *Writing plan* on **page 62 in the Student's Book** to do the writing task. Tick (✓) the boxes when you do the things it tells you to do.

Say what your favourite meal is. What's in it? How often do you eat it? Why do you like eating it?

→

Model Answer

←

Use the present simple with adverbs of frequency to say how often you eat your favourite foods.

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? (Use *because*)

→

My favourite meal is a club sandwich. It's got **chicken, salad, cheese** and **bread** in it. I don't eat it often because it's something I eat when I go to the beach. I like eating it because it's tasty. My favourite **dessert** is frozen **yoghurt** with some **chocolate sauce** and I usually get it when I'm on holiday. My favourite drink is **cola** but I don't drink much because Mum says it's got a lot of sugar in it. I like drinking it because it's fizzy.

←

Use *because* to say why. Use *because* + name (I, she he etc.). Don't use a comma before *because*.

Say what your favourite drink is. What is it? Do you drink it every day? Why do you like it? (Use *because*)

→

My favourite meal is a club sandwich. It's got **chicken, salad, cheese** and **bread** in it. I don't eat it often because it's something I eat when I go to the beach. I like eating it because it's tasty. My favourite **dessert** is frozen **yoghurt** with some **chocolate sauce** and I usually get it when I'm on holiday. My favourite drink is **cola** but I don't drink much because Mum says it's got a lot of sugar in it. I like drinking it because it's fizzy.

←

Words in **bold** are new words from this unit. Use new words from page 142 in the Workbook in your answer.

Use *like +ing* to say what you enjoy, eg I like eating it every day.

→

My favourite meal is a club sandwich. It's got **chicken, salad, cheese** and **bread** in it. I don't eat it often because it's something I eat when I go to the beach. I like eating it because it's tasty. My favourite **dessert** is frozen **yoghurt** with some **chocolate sauce** and I usually get it when I'm on holiday. My favourite drink is **cola** but I don't drink much because Mum says it's got a lot of sugar in it. I like drinking it because it's fizzy.

←

Use *a lot of, much, many, some* and *any* to say how much of something there is.

GO BEYOND

- ✓ Give different reasons why you like the meal, dessert and drink you like. Try not to say the same thing every time, even if it's true.
- ✓ Link your ideas together to write longer sentences. Use words like *and* and *but* as well as *because* to link ideas together.
- ✓ Try to use some present simple negative in your description so that there are some sentences that are different. For example: *I don't eat it often* or *I don't eat much of it*.

MY NOTES

MY NOTES

Handwriting practice area with 25 horizontal dotted lines.