

B1
STUDENT'S BOOK
BEYOND
FOR SWITZERLAND

Learn Beyond.
Teach Beyond.
Go Beyond.



COMMON EUROPEAN FRAMEWORK

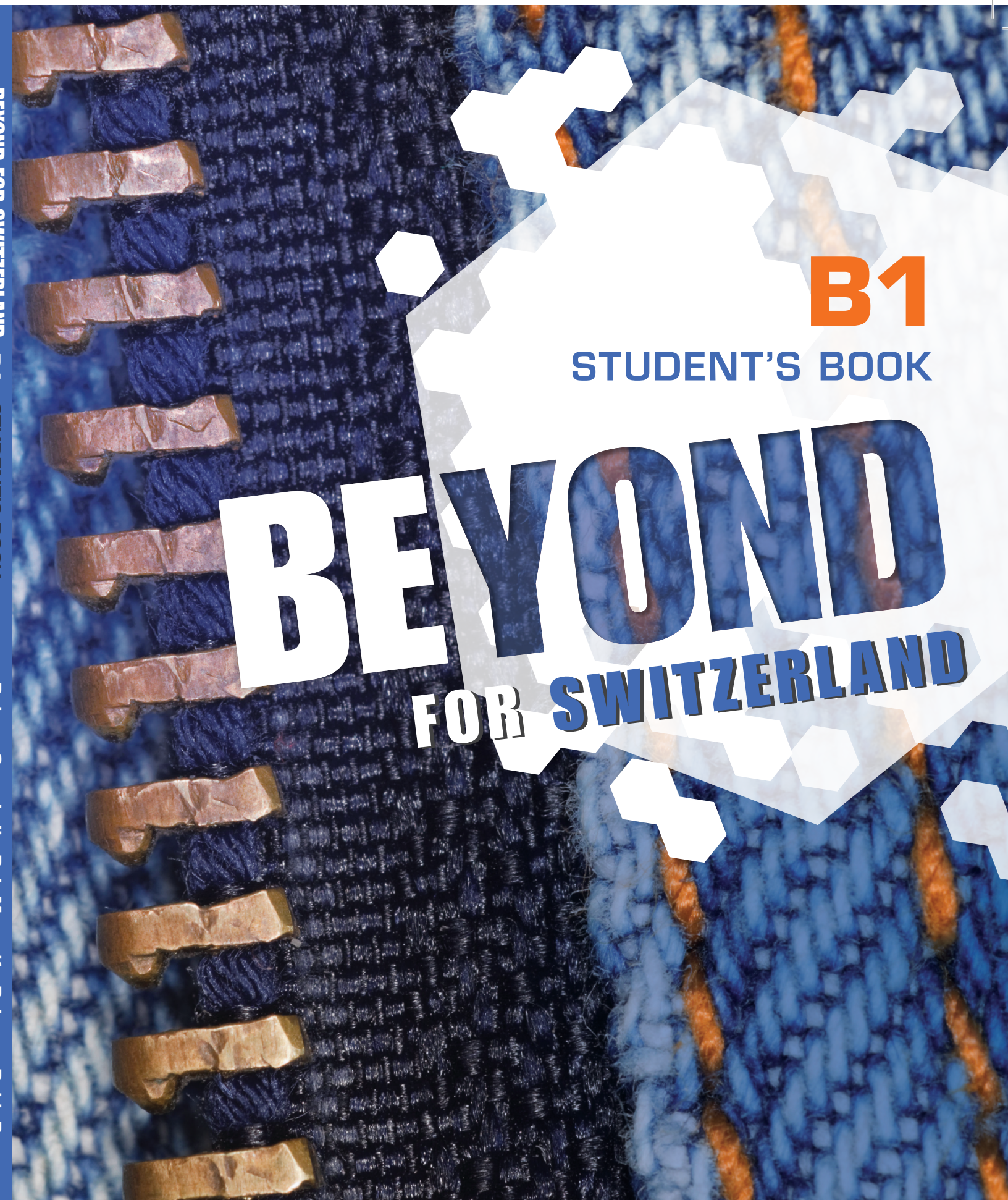
A1 A2 **B1** B2 C1 C2

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BEYOND FOR SWITZERLAND B1 STUDENT'S BOOK

Robert Campbell Rob Metcalf Rebecca Robb Benne



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	IN THE PICTURE	READING	GRAMMAR 1
1 LIFE STAGES pages 6–15 UNIT	Special days <i>Talk about special days in your life</i> Vocabulary (1): Special days PRONOUNCE the /e/ and /ɜ:/ sounds ▶ Special days	Coming of age <i>Find specific information</i>	Present tenses review <i>Talk about present actions</i>

2 PACK YOUR BAGS pages 16–25 UNIT	Travel <i>Talk about travel items</i> Vocabulary (1): Travel items PRONOUNCE the /p/ and /b/ sounds ▶ Travel	Be a voluntourist <i>Identify the purpose of a text</i>	Present perfect <i>Talk about how long something has happened</i>
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PROGRESS CHECK 1&2 pages 30–31

3 MY MUSIC pages 28–37 UNIT	Live music <i>Talk about music and music events</i> Vocabulary (1): Music words PRONOUNCE the /ɔ:/ and /ɒ/ sounds ▶ Live music	A dream concert <i>Understand new words</i>	Verbs followed by -ing form or to + infinitive <i>Talk about things you enjoy doing</i>
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4 VERY IMPORTANT PEOPLE pages 38–47 UNIT	Relationships <i>Talk about people you know</i> Vocabulary (1): People and relationships ▶ Relationships	Close friends <i>Recognise examples</i>	First conditional with if/ unless <i>Talk about possible situations in the future</i>
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PROGRESS CHECK 3&4 pages 52–53

5 FIVE SENSES pages 50–59 UNIT	Can you feel it? <i>Talk about how we use our senses</i> Vocabulary (1): The senses and sense verbs PRONOUNCE Consonant combinations ▶ Can you feel it?	Fragrance fact file <i>Use pictures to help you understand</i>	Passives (past, present and future) <i>Use the past, present and future passives to talk about senses</i>
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	LISTENING & VOCABULARY	GRAMMAR 2	LIFE SKILLS 	SPEAKING	WRITING	YOUNG CULTURALISTS
	Leaving home Recognise informal speech Vocabulary 2 Adjectives for describing objects	Past tenses review Talk about past actions	Get organised Collaborate to organise a group activity	Invitations Make and react to invitations	A special object (description) Make a writing plan	Graduating high school in the USA

	Around the world Listen for the information you need Vocabulary (2): Travel	The future Talk about events in the future	Respect others Respect other people's personal space	At the airport Check in at the airport	Wish you were here (postcard) Use correct verb tenses	New Zealand's ecotourism
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	Talking music Transfer spoken information to a table Vocabulary (2): Adverbs of degree	Comparison of adverbs Compare how people do things	Get organised Stay on task and avoid distractions	My sister thinks ... Present other people's opinions	My music profile (profile) Link contrasting ideas	Scottish music and dance
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	Back from the future Use stress and intonation to help you understand Vocabulary (2): Extreme adjectives	Second conditional Talk about imaginary situations in the present and future PRONOUNCE stressed words and phrases	Know yourself Decide what's important to you	Do you mind? Make and react to requests	A poem about true friends (poem) Use a dictionary	The Royal Family
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	The power of colour Follow a conversation Vocabulary (2): Colour idioms	(In order) to ... , so (that) ... Talk about the purpose of doing things	Communicate & cooperate Recognise non-verbal communication	At the chemist's Ask for help with words	A place I really like (description) Link similar ideas	Special schools in the UK
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	IN THE PICTURE	READING	GRAMMAR 1
6 UNIT SELLING POWER pages 60–69	In a shop <i>Talk about shopping</i> Vocabulary (1): Shopping PRONOUNCE the /æ/ and /ɑ:/ sounds ▶ In a shop	What's it for? <i>Identify the tone of written comments</i>	Possibility and impossibility <i>Make logical guesses</i>

PROGRESS CHECK 5&6 pages 74–75

7 UNIT TRADITION AND CHANGE pages 72–81	Traditional ways <i>Talk about traditional and modern ways of living</i> Vocabulary (1): Traditional activities ▶ Traditional ways	Living in the past <i>Make notes</i>	Used to <i>Talk about habits and situations in the past</i> PRONOUNCE the /s/, /z/ and /z/ sounds
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8 UNIT SHE SAID, HE SAID pages 82–91	In the news <i>Talk about people working in the media</i> Vocabulary (1): Print and digital media jobs PRONOUNCE stressed syllables and the /ə/ sound ▶ In the news	Media culture <i>Recognise formal and informal writing</i>	Reported speech <i>Report what people say</i>
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PROGRESS CHECK 7&8 pages 96–97


9 UNIT LEARNING JOURNEYS pages 94–103	At school <i>Talk about different types of school</i> Vocabulary (1): Types of school PRONOUNCE sentence stress and meaning ▶ At school	School journeys <i>Understand referring words</i>	Reported requests and commands <i>Say what people ask and tell you to do</i> PRONOUNCE word stress
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10 UNIT CHANGING FASHIONS pages 104–113	In fashion <i>Talk about changing fashions</i> Vocabulary (1): Fashion PRONOUNCE the /t/ and /d/ sounds ▶ In fashion	Fashion statements <i>Understand paraphrase</i>	So and such ... that <i>Emphasise somebody's or something's qualities</i>
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PROGRESS CHECK 9&10 pages 118–119

IRREGULAR VERBS page 120

SPEAKING PROGRESS CHECK pages 121–125

	LISTENING & VOCABULARY	GRAMMAR 2	LIFE SKILLS 	SPEAKING	WRITING	YOUNG CULTURALISTS
	Smart shopping Understand the speaker's intention Vocabulary (2): Things and people in a shop	Indirect questions Ask polite questions	Communicate & cooperate Be assertive	At the cash desk Return goods and make a complaint	We look forward to hearing from you (letter and survey) Use polite phrases in formal emails and letters	What do American teenagers spend their money on?

	The Pretty Coloured Snake Understand the situation Vocabulary (2): Feelings	Past perfect simple Talk about things that happened before another time in the past	Respect others Value your elders	At the library Join and use a library	Telling tales (story) Say how and when things happen in a story	When my grandmother was a teenager ...
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	Picture stories Infer meaning Vocabulary (2): Reporting verbs	Reported questions Report what people ask	Get thinking Compare and evaluate information that you read or hear	Excuse me ... Interrupt someone	School news (news story) Use correct punctuation	Teen magazines in the USA
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	Circus school Understand spoken instructions Vocabulary (2): Words with self-	Reflexive pronouns; each other Use reflexive pronouns and each other	Know yourself Learn to be more self-confident	Go on! Persuade people to do things	Our school (website section) Express reasons and results	Private schools
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	Materials and more Recognise formal and informal speech Vocabulary (2): Adjectives with -able	Ability Talk about ability in the past, present and future	Get thinking Consider all the options	You look great! Give and react to compliments	For sale (online advert) Refer to two options	Fashion and peer pressure
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UNIT 8

SHE SAID, HE SAID

IN THE PICTURE In the news

»»» Talk about people working in the media

WORK WITH WORDS

1 **RECALL** Work in pairs. Do the tasks. You have three minutes.

a Complete the names of things we read.

- | | |
|-------------------------|---------------|
| 1rtoon | 8em |
| 2cipe | 9ofile |
| 3port | 10ticle |
| 4tter | 11ory |
| 5ctureption | 12iz |
| 6og | 13les |
| 7terview | 14rvey |

b Find an example in this book of three of the things in the list.

2 a Write the media jobs in the correct category.

author blogger
cartoonist designer
editor gossip columnist
graphic artist journalist
photographer printer
publisher reporter

People who write

People who work
with visuals

People who work
behind the scenes

b **3.01** Listen and check. Then listen and repeat.

3 Choose the correct people from Exercise 2 to complete the sentences about a newspaper.

- The **printer** / **publisher** owns the newspaper and employs a lot of people.
- The **reporter** / **journalist** reports the news while the **reporter** / **journalist** investigates the news.
- The **designer** / **photographer** takes pictures to illustrate the stories. The **graphic artist** / **cartoonist** creates other visuals, like graphs and diagrams.
- The **author** / **editor** decides which stories to include in tomorrow's paper.
- The **designer** / **photographer** creates the final pages.
- The **printer** / **cartoonist** adds some visual fun to the news while the **gossip columnist** / **blogger** writes funny things about famous people. Today he's writing about the famous **author** / **reporter** of a bestselling book.
- When the newspaper is ready to print, it goes to the **printer** / **publisher**.
- While the paper is being printed, the **designer** / **blogger** is writing for the digital edition of the paper.

GO BEYOND

Work in pairs. Say what is the same and what is different about these pairs of jobs: reporter / journalist; printer / publisher; graphic artist / photographer; designer / graphic artist; blogger / gossip columnist; author / editor.

»»» In this unit you will ...

Vocabulary ... talk about people working in the media
... use different reporting verbs

Reading ... recognise formal and informal writing

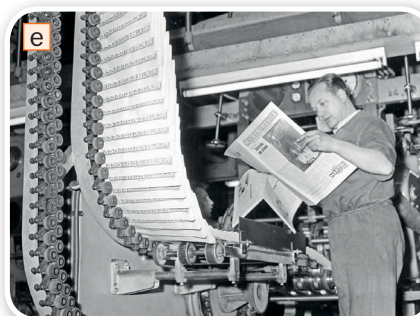
Listening ... infer meaning

Speaking ... use interrupting phrases to interrupt someone

Writing ... use correct punctuation
Grammar ... report what people say
... report what people ask
... talk about actions and events at an

Life skills ... compare and evaluate information that you read or hear

Culture ... make cultural comparisons about teen magazines



4 Which of the people in Exercise 2 can you see in the photos above?

5 3.02 Listen to a designer talk about the photos. Which photos is she talking about?

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

6 a 3.03 **PRONOUNCE** Listen and repeat the word. Pay attention to the stressed syllable and the /ə/ sound in the unstressed syllable.

/ə/ author

b 3.04 Listen to the other words in the box in Exercise 2. Underline the stressed syllables, and circle the syllables that have the /ə/ sound. Then listen and repeat.

7 **THE MOVING PICTURE** Watch the video. Which of the people from Exercise 2 do you see?

8 Work in pairs. Ask and answer the questions in the survey on media habits.

PHRASEBOOK

I hardly ever/rarely/occasionally ...

I was looking for ... / I wanted to find ...

I'd prefer to be the ... because ... / Being a ... must be ...

Really? But surely ...

I'd want to publish ...

Media habits

- 1 Which magazines or comics do you read?
- 2 Which cartoons or cartoonists do you like?
- 3 When was the last time you looked at a newspaper? What part(s) did you look at (eg sports, TV, news)?
- 4 What was the last book or story you read? Who is your favourite author and why?
- 5 Which media job would you most like to do? Why?
- 6 If you were a publisher, what type of magazine would you like to publish and why?

READING Media culture

➤➤➤ Recognise formal and informal writing

BEFORE YOU READ

1 Work in pairs. Answer the questions.

- Which famous people do you like in music, television, sport or film?
- What facts do you know about their lives?
- Where did you find the information?

READ

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

b 3.05 Read each text then match it to the correct publication (1–3).

- 1 A showbiz blog 2 A celebrity magazine 3 A serious newspaper



A young Hollywood celebrity has spoken about being a victim of the paparazzi. In an interview with the *Los Angeles Times*, the 26-year-old actor said: 'Today's media culture is a dangerous monster.' Currently promoting his latest film, the star has also been in the news for personal reasons. Separating public and personal life has always been difficult for film and music stars. On the one hand, they want media attention in order to help promote their careers. On the other hand, they want the media to respect their privacy.

One magazine has suggested that the actor should move to France, where there are stricter privacy laws. In the United States however, the paparazzi can take photographs of anyone if they are in a public place, including the children of celebrities.

Sue Jakes, the respected journalist, told me that some photographers often scare celebrity children to make them cry. She said that an emotional or embarrassing photograph was easier to sell.

Maybe it's time to stop this form of 'journalism'. It's easy to do – just stop buying celebrity magazines.

A

Hot young star [redacted] has told a newspaper that I am a monster! What did I do?! Did I hurt his feelings when I suggested that the 26-year-old actor's relationship was over? Or was it last week's embarrassing photo in our 'They're only human' feature?

If you don't like being famous, go to France, *chérie*! But please stop saying terrible things about the people who helped to make you a star.

By the way, an anonymous source told me that she had seen [redacted] having dinner with a famous singer at one of the city's top restaurants. Hello? If you don't want to be photographed, eat at home! Well, my old friend, from now on I will respect your privacy by hiding your name on my blog and on the pages of all the celeb magazines that I write for (including this one). I will refer to you as [redacted]. Let's see how you feel when your name stops appearing in print!

B

3 Choose the best title for each of the texts.

- 'Celebrity children complain about paparazzi'
- 'Star tells me to leave him alone!'
- 'Can public figures have private lives?'
- 'Anonymous monster attacks Hollywood star!!'

4 Read the sentences and circle A (text A) or B (text B).

- A / B includes a quote by the actor.
- A / B includes the views of an expert.
- A / B includes a fact that is wrong.
- A / B includes information given by an anonymous person.
- A / B says that the actor should move to France.
- A / B thinks we can do something to change the situation.

REACT

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

- Which of the texts is more interesting? Give reasons for your answer.
- Why is text A probably more accurate than text B?
- Why do people like reading about the lives of famous people?
- How can famous people have private lives?

STRATEGIES

How to recognise formal and informal writing

In formal writing, look for ...

- longer sentences with formal words and phrases (*on the one hand, however*).
- full verbs (*I will, do not*).
- correct use of punctuation.

In informal writing, look for ...

- shorter sentences with spoken English phrases (*well, By the way*).
- contractions (*I'll, don't*).
- extra punctuation to add emphasis, especially exclamation marks.

GO BEYOND

Read the two texts again and find two more differences between them.

Report what people say

GRAMMAR IN CONTEXT

- 1 a** Read and listen to the conversation. Who is Lucy's new photographer?



Harry: Jack! I'm surprised to see you. Where's Lucy? **I told her that I'd meet her here at seven.** We're doing a story for the school magazine.

Jack: **Lucy told me she didn't want to see you. I told her that I could talk to you.**

Harry: I don't understand. We arranged to meet here yesterday. I've brought my camera.

Jack: **She said that she'd found another photographer. She said she was going to do the story with him.** Hello? ... Yes, I'll tell him ... Yes, I can be there in five minutes.

Harry: Was that Lucy?

Jack: Yes. **She said she was sorry. She also said that she was waiting for her new photographer.**

- b** Look at the text in orange in the conversation. What do you notice?

- 2** Complete the explanations. Use Exercise 1a to help you.

Reported speech

Use:

To report something that somebody said.

Direct speech: *She said: 'I'm sorry.'*

Reported speech: *She said she was sorry. / She told me/him, etc (+ that) she was sorry.*

Tense changes

Use the past forms of the verbs:

'I'm sorry.' > *She said (that) she was sorry.*

'I don't want to see him.' > *Lucy told me (that) she ... to see you.*

Other changes

Pronouns and possessive adjectives change in reported speech:

'I'm surprised to see ...'

Harry said that he was surprised to see him.

See **GRAMMAR & BEYOND** in the Workbook.

PRACTISE

- 3** Write the sentences from Exercise 1a in reported speech with **said**.

- Harry: 'I'm surprised to see you.'
He said that he was surprised to see him.
- Harry: 'We're doing a story for the school magazine.'
- Harry: 'I don't understand.'
- Harry: 'I've brought my camera.'
- Jack: 'I'll tell him.'
- Jack: 'I can be there in five minutes.'

- 4** Write the sentences from Exercise 1 in direct speech.

- Lucy told me that she didn't want to see you.
Lucy to Jack:
'I don't want to see him.'
- I told her that I'd meet her here at seven.
Harry to Lucy:
'...'
- I told her that I could talk to you.
Jack to Lucy:
'...'
- She said that she'd found another photographer.
Lucy to Jack:
'...'
- She also said she was going to do the story with him.
Lucy to Jack:
'...'
- She also said that she was waiting for her new photographer.
Lucy to Jack:
'...'

- 5** Complete the sentences about yourself.

Your life in six sentences

- Food:** For breakfast, I usually have ...
- Entertainment:** The last film I saw was ...
- Plans:** Next weekend, I'm going to ...
- Dreams:** One day I hope I'll ...
- Now:** At the moment I'm feeling ...
- Skills:** I can't ..., but I can ...

SPEAK

- 6** Work in pairs. Read out your sentences from Exercise 5. Take notes about your partner and then tell the class what she or he said.

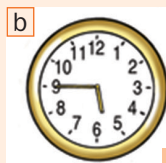
She said that she usually had ... for breakfast.

She told me that the last film ...

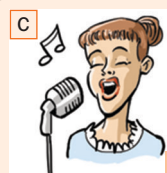
LISTENING AND VOCABULARY Picture stories

>>> Infer meaning

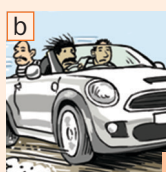
1 When will the journalist meet the police officer?



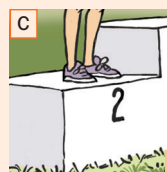
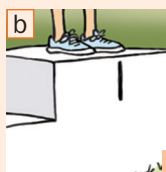
2 What type of film is the star going to make next?



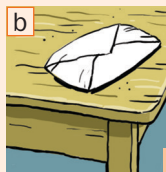
3 What did the witness see?



4 In which place did the athlete finish the race?



5 Where's the letter?



STRATEGIES

How to infer meaning

People often don't say directly what they think and feel.

- Listen to how people talk. How people say things often tells you what they really think.
- Identify the relationship between speakers. People often don't say things directly when they don't know or don't trust the other person.

GO BEYOND

In pairs, write your own sentences/ conversations using the reporting verbs in Exercise 5.

BEFORE YOU LISTEN

1 Work in pairs. Describe what you can see in the pictures.

LISTEN

2 **3.07** Listen and tick (✓) the correct picture to answer each question.

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

b **3.07** Listen to the scenes again and choose the correct option in the sentences.

- The police officer is **happy** / **unhappy** that the reporter called.
- The actor **likes** / **doesn't like** talking about her next project.
- The reporter **is** / **isn't** sure the witness remembers what she saw.
- The athlete feels **very happy** / **a bit disappointed** after the race.
- The reporter and his source **trust** / **don't trust** each other.
- In the same scene, the **reporter** / **reporter's source** switches off the recorder.

REACT

4 Work in pairs. Act one of the scenes in Exercise 2 in your own words, reflecting the feelings of the characters.

WORK WITH WORDS

5 **3.08** Complete the sentences with the correct form of the reporting verbs in the box. Then listen and check.

add admit claim confirm deny promise

Police officer: You said you wouldn't call me again, remember?

Reporter: I know. It's the last time.
I (1) _____.

Reporter: Can you (2) _____ the stories about you and rap star Dustin Dredd?

Reporter: In your original statement you (3) _____ that you saw three men?

Witness: That's right. I (4) _____ it sounds strange.

Athlete: Can I just (5) _____ one more thing? I couldn't have done this without the support of everyone back home.

Source: If you use my name, I'll (6) _____ I ever spoke to you.

6 **3.09** Complete the sentences. Then listen and repeat the verbs from Exercises 5 and 6.

- The police officer **suggested** that they meet at ...
- The witness **insisted** that she saw ...
- The athlete **explained** how he felt ...
- The reporter **agreed** to switch off ...

Report what people ask

GRAMMAR IN CONTEXT

- 1 a** Read the news report. What kind of job does Johan have?

When I met Johan after the game, I asked him why he was leaving the club. He explained that it was for personal reasons. I then asked him how the other players had reacted. At first, he denied that there had been any problems on or off the pitch, but when I asked him if he was still friends with Pepe, he refused to comment. I asked him whether he had any immediate plans and he said that he was talking to a club in Spain. I asked him which club he was talking to, but he wouldn't say. As he was leaving, I asked him if he could say something to his fans. He promised that he'd come back one day.



- b** Look at the text in orange in the news report. What do you notice?

- 2** Complete the explanations with examples from Exercise 1a.

Reported questions

Use:

To report a question that somebody asked.

Direct question: 'Why are you leaving the club?'

Reported question: I asked him why he was leaving the club.

wh- questions

asked + person + question word + I/you, etc + verb:

I asked him how

I asked him which

yes/no questions

asked + person + if/whether + I/you, etc + verb:

I asked him if

I asked him whether

Other changes:

Change verb tenses, pronouns, possessive adjectives, time expressions and adverbs of place if necessary (see page 85).

See GRAMMAR & BEYOND in the Workbook.

PRACTISE

- 3** Write the reported questions in orange in Exercise 1a as direct questions.

'Why are you leaving the club?'

- 4** Read the journalist's notes and write her questions in reported speech.

1 Janet Mills (politician): 'Have you spoken to the minister?' I asked her if she'd spoken to the minister.

2 Justin (singer): 'Can you play any instruments?'

3 Cyclops (pop group): 'When will you play in Britain again?'

4 Mrs Mills (witness): 'Did you see what happened?'

5 Jeff Manners (athlete): 'How are you feeling?'

6 Mary Webb and Jack Landon (actors): 'Are you excited about the film?'

- 5 a** Look at the information you were asked for in an oral exam. Write the direct and reported questions.

- Where / from?
'Where are you from?' /
They asked me where I was from.
- What / school / go to?
- How long / study English?
- ever / visit / the UK?
- like / go to the cinema?
- What / do / next weekend?

- b** Answer the questions in reported speech.
I told them I was from Mexico City.

- 6 TASK: write a report of an interview**

Complete the following.

- Choose the type of reporter you'd like to be:
 - sports reporter
 - entertainment reporter
 - news reporter
- Write the name of a famous person you'd like to interview. Write five questions you'd like to ask the famous person.
- Work in pairs. Your partner is the famous person you chose. Ask your partner the five questions you prepared. Make a note of their answers.
- Write a short report of the interview using reported questions and reported speech.
- Read your report to the class.

LANGUAGE & BEYOND: Life skills

>>> Compare and evaluate information that you read or hear



Anonymous

is a student in another class at the school. 'A friend told me that Laura had been excluded from school. Another friend said that Laura had used a phone camera to take photos of Beth's homework and copied it at home. I heard a long time ago that she'd copied other people's homework.'



Chris

is Laura's best friend. 'I know Laura better than anyone. She told me that she didn't copy Beth's homework, and I believe her. She admitted that she'd copied some school work from the internet in the past, but she said she'd never copy another student's work.'



Stefan

is Beth's friend. 'Beth told me that she'd seen Laura copying her homework in the break. She asked me if I could tell the teacher. She said that the teacher wouldn't believe her. Last year, someone said Beth had stolen a phone. Beth denied it, but no-one found the phone.'



Maite

is in Laura's class. 'I don't know Laura very well, but I think she's a good person. People claim that she stole someone's homework, but why would she do it? She helped me last month when I was having problems with history. She knows a lot. She's clever. She doesn't have to cheat.'

PHRASEBOOK

I don't believe much of what ... says because ...

She/He isn't very reliable because ...

... is much more reliable than ...

REFLECTION POINT

It's important to find more than one source for information in order to compare and evaluate the different sources and information.

1 3.10 Work in pairs. Read and listen to the four people. What's the situation?

2 After reading and listening, do you think Laura is innocent or guilty? Why? Discuss your opinions.

3 Work in groups. Answer the questions. Which speaker(s) ...

- 1 share the same opinion?
- 2 might be influenced by their relationship with the people involved?
- 3 don't agree about some facts?
- 4 don't give their name or the name(s) of their sources?
- 5 include information that is possibly out of date?

4 Order the speakers from the least to the most reliable, giving reasons for your choices.

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

- 1 Why was it important to have more than one source for information in the situation in Exercise 1?
- 2 Why are multiple sources important when you look for facts?
- 3 How often do you use the internet to find information for school work? How often do you compare the information from different sources?

6 Work in groups. Write five tips for using the internet to find factual information. Use Exercise 3 to help you.

Always check your information at more than two different sites.

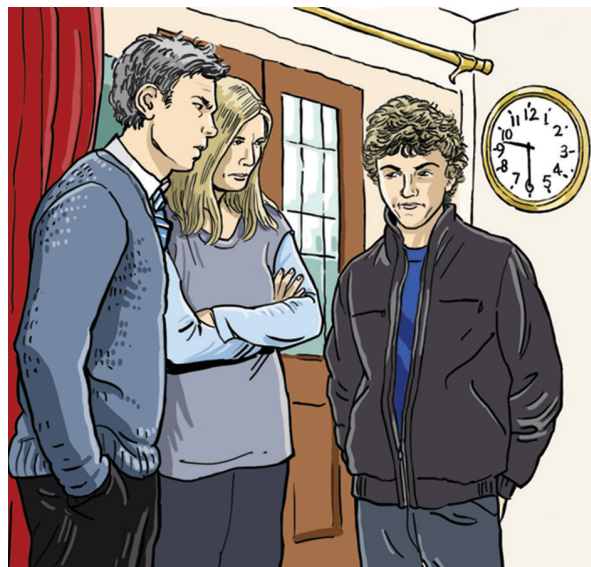
GET THINKING

Interrupt someone

1 Work in pairs. Describe the picture. What's the situation?

2 3.11 Watch or listen to the first scene and check your answer to Exercise 1.

Dad: What time do you call this?
Leo: I ...
Mum: You promised you'd be back by eight.
Dad: We've been worried.
Leo: (1)?
Dad: You should've phoned us and ...
Leo: (2) I did phone you. I got voicemail.
Mum: What? Where's my phone?



3 3.12 Watch or listen to the second scene. Where was the phone?

Ethan: Then what happened?
Ruby: My mom and dad are just the same.
Leo: (3), let me finish.
Ruby: If I'm late home, they get real mad.
Leo: (4) I haven't finished the story.
Ethan: My dad is always losing his phone. It drives Mum up the wall.
Leo: (5) Will you let me tell the story?
Ruby: OK. Keep your shirt on.
Leo: Thanks. The phone was ...



4 a 3.13 Watch or listen to both conversations again and write the correct phrases in the spaces.

b 3.14 Listen and repeat the phrases. Pay attention to intonation.

5 Read the sentences. Match them to sentences from the conversations with the same meaning.

- 1 It makes Mum extremely angry.
- 2 I heard the answering machine.
- 3 They get very angry.
- 4 You're very late.
- 5 Calm down.

6 Work in groups of three. Practise saying the conversations.

7 **TASK: role-play a scene using interrupting phrases**

Work in groups of three and do the following.
 Use language from the **PHRASEBOOK**.

- 1 Read the conversation in Exercise 2 and decide what happens next. What do the people say? How do they find the phone?
- 2 Write the conversation and include at least three interrupting phrases. Give each person in the group one of the parts and practise the conversation.
- 3 Perform the scene for the class.

PHRASEBOOK 3.15

Interrupting phrases

Can I say something?
 Excuse me ...
 Hang on a second/minute/moment.
 (I'm) sorry to interrupt, but ...
 (I'm) sorry for interrupting, but ...
 Wait a second/minute/moment.

WRITING School news

Use correct punctuation

1 IMPROVE / RESULTS / EXAM / SPANISH

2 TEACHER / WELCOMES / SCHOOL / NEW

3 PROBLEMS / BICYCLE / CONTINUE

This term a new Spanish teacher has started working at the school. Rosa Martinez, from Granada in Andalucía, has a lot of exciting interests: going to the cinema, the theatre and museums; taking photos of people, buildings and wildlife; and improving her English! When I met her yesterday, I asked her if she was looking forward to meeting her new students. 'Of course,' she said, 'I'm really excited to be here.'

STRATEGIES

How to use correct punctuation

- Use a colon (:) to start a list or a quote.
- Use a semicolon (;) to separate longer phrases in a list.
- Use dots (...) to show that a sentence or quote isn't complete.
- Use single (') or double (" ") quotation marks for direct speech.

WRITING PLAN

- Write a short news story**
Explain the main points of your news story at the beginning.
Use direct and indirect speech.
- Use examples of different punctuation.**
Include some of the punctuation from Exercise 3 and the **STRATEGIES** box.
- Give your news story a headline.**
Look at the sample headlines in Exercise 1 and write a similar headline.
- Check the punctuation and spelling.**
Read your story carefully, then give it to another person to check.

- Work in pairs. Put the words in order to make newspaper headlines.
- Match the news story to the correct headline in Exercise 1.
- Complete the punctuation rules with the words in the box.

apostrophes capital letters commas
exclamation marks full stops
question marks

- Use _____ for names, nationalities, titles, days of the week and professions, titles of books, etc.
- Use _____ at the end of sentences.
- Use _____ for short forms of verbs and possessive s.
- Use _____ at the end of direct questions.
- Use _____ in lists, to separate phrases and with direct speech.
- Use _____ to indicate surprise or to add emphasis.

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

- b** Work in pairs. Find examples of the punctuation in the news story and explain how it is used.

- Check and correct the punctuation and spelling in another news story from the school magazine.**

This year the drama group is going to perform a musical version of William Shakespeares play *romeo and juliet*. Are you intrested in acting if you are, come to the auditions on friday. Mrs jones the director of the show told me i am looking for poeple who luv doing all these things singing in the shower dancing to diffrent types of music and performing in public,

- TASK: write a news story**

Work in pairs. You're going to write a news story about your school for the school magazine. Complete the following.

- Choose a topic and make a plan for your story. Use the *Writing plan* to help you prepare.
- Use your plan and write your news story. Then check it. Tick (✓) the things in the plan.
- Swap your story with other pairs of students. What do you think of the other stories you read? Do you think the stories are true or invented?

LANGUAGE & BEYOND: Young culturalists

>>> Teen magazines in the USA

BEFORE YOU READ

1 Work in pairs. Answer the questions.

- 1 Look at the photo. What kind of publication does it show? What do you know about this type of publication?
- 2 Do you enjoy reading a publication like this? Why / Why not?

5 magazines for teens that you should be reading ...

Many teenagers say that magazines are an important part of their lives; they offer great advice and keep teens up-to-date on the latest news. But depending on where your specific interests lie, which ones should you be reading? Let's have a look at some of the best teen magazines in the USA.

Seventeen

The first issue of Seventeen was published in 1944, making it the oldest teen magazine in the USA. It's still just as popular today. It answers questions about teens' health, fashion problems and love lives. The magazine aims to inspire its female readership to be self-confident young women, just as it did in 1944.

Teen Ink

Teen Ink is a print and online magazine written exclusively by teens for teens. Unlike most magazines, Teen Ink includes fiction and poetry sections. This magazine is perfect for all you literature enthusiasts out there. And if you enjoy writing yourself, perhaps one of your stories or poems could end up being published in Teen Ink ...

Teen Vogue

This is THE magazine for any teen who has a passion for fashion. It doesn't simply feature the most popular celebrities wearing the latest trends; it goes beyond that, pushing boundaries and seeking out new styles. Teen Vogue also contains the typical teen magazine content such as celebrity updates, horoscopes and advice columns, making it a well-balanced magazine choice.

MUSE

MUSE is a science, technology and arts magazine for kids and teenagers. Packed full of fascinating scientific facts, studies, jokes, tricks, puzzles and cool experiments, MUSE is an award-winning magazine. So if you're a teen who wonders about whether computer games really are killing your brain cells, or if we will all be wearing computers under our skin in the future, then read this magazine!

Affinity

Affinity magazine was developed by 16-year-old Evelyn Atieno in 2013. It's a politics and social justice magazine written by teenagers for teenagers. Affinity is read in all 50 states in the USA and in over 178 countries round the world. The magazine now even has an app giving easier access to its readers. More and more teens are becoming interested in social justice than their parents would like to believe. If it's people like Malala Yousafzai or Rowan Blanchard who inspire you, this magazine is going to be **right up your street**.



READ & REACT

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

- 1 Which of the magazines you've just read about would you most like to read. Give reasons.
- 2 Why are teen magazines important?
- 3 What different types of teen magazines are there in your country? Do you think they're similar to or different from the teen magazines read in the USA?
- 4 Are there any magazines in your country which are written by teenagers? If you worked for a teen magazine, what would you like to write about? Give reasons for your answer.
- 5 Look at the phrase in orange in the last paragraph. What do you think this idiom means?

GO BEYOND

Work in small groups. Prepare and give a presentation on popular magazines for teens in your country.

SELF-ASSESSMENT

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

After finishing this unit ...

- | | | |
|------------------------|--|-------|
| Vocabulary ... | I can talk about people working in the media | _____ |
| | ... I can use different reporting verbs | _____ |
| Reading ... | I can recognise formal and informal writing | _____ |
| Listening ... | I can infer meaning | _____ |
| Speaking ... | I can use interrupting phrases to interrupt someone | _____ |
| Writing ... | I can use correct punctuation | _____ |
| Grammar ... | I can report what people say | _____ |
| | ... I can report what people ask | _____ |
| Life skills ... | I can compare and evaluate information that I read or hear | _____ |
| Culture ... | I can make cultural comparisons about teen magazines | _____ |



READ

1 Read the text and the questions below. For each question, choose A, B, C or D.

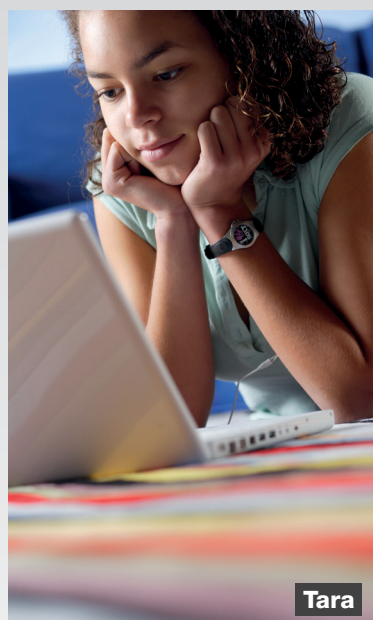
- 1 In the essay, the style of writing is ...
 - A all formal.
 - B all informal.
 - C informal with a few formal sentences.
 - D formal with a few informal sentences.
- 2 What does Tara say about health?
 - A Around the world, people live longer than they used to.
 - B People live longer than they used to in some parts of the world.
 - C In some countries, people live shorter lives than in the past.
 - D In the United States, people live shorter lives than in most countries.
- 3 Her grandfather thinks that teenagers ...
 - A don't have as much fun as in the past.
 - B have too many possessions.
 - C aren't as grateful as they used to be.
 - D are more anxious about work.
- 4 Tara has written the essay ...
 - A based on her personal knowledge.
 - B after reading a magazine article.
 - C using a variety of sources.
 - D using just one main source of information.
- 5 How might Tara end her essay?

A In conclusion, in most aspects, life was much better in the past than it is today.

B My conclusion is that life isn't as much fun as it was in the past.

C In conclusion, life was better in the past in some ways but much worse in others.

D To conclude, people are more satisfied with life today than in the past.



Tara

People often claim that life was better in the past. But is this true? In this essay I'm going to look at how things have changed in different areas of life.

In my opinion, health is much better than it used to be. Statistics confirm that, in general, people live longer today than they used to. According to the United Nations, here in the United States, the average man and woman live until they are about 75 and 80 years old. In 1900, they lived until they were about 46 and 48. However, there are still countries today where life expectancy is as low as around 45 and 47.

I asked my granddaddy if he thought life was better for teenagers in the past. He said that he felt sorry for young people today. He admitted that life was much harder when he was a boy – his family lived on a farm, used gas lights and grew their own food – but he suggested that people were happier, partly because they made their own entertainment.

I'm not sure my younger brother would agree with him. When I suggested to him that life was more fun in the past, he said: 'You've got to be joking. Look at all this stuff – my laptop, phone. Can you imagine how life was before the internet? Boring!'

What about the environment? There didn't use to be so much pollution in the past because there were fewer people. However, we are more aware of how important it is to protect the environment today.

EXAM TIPS



answer multiple-choice questions

- Read all the questions carefully and then read the text.
- Read each question again and read all the choices.
- Decide which choices are definitely wrong.
- Look at the text again to help you choose the correct answer.

recognise formal and informal writing

See page 84



LISTEN

- 2 3.16 You will hear a radio reporter presenting a news story. Listen and write the missing information in the spaces.

NEWS REPORT

REPORTER: Karen White

LOCATION: Paris, France

SUMMARY:

Film star Veronica Payne denies giving up her career, giving money to charity and going to live (1) _____ close to Venezuela.

OTHER NAMES AND FACTS:

Veronica has signed a contract to make a new (2) _____ film called *Beyond*.

Heidi Williams is a Hollywood gossip columnist and (3) _____.

New biography claims Veronica wants to live a simple life, making furniture, baking bread and (4) _____.

Veronica plans to take legal action against the (5) _____ of *My Life*.

Listening: _____ /10

WRITE

- 3 Write a story (about 100 words) with the following first sentence:

I had just got off the bus when my phone rang.



Writing: _____ /10

Progress check score _____ /30

EXAM TIPS

- listen and complete notes
See page 27
- understand the situation
See page 76
- infer meaning
See page 86

EXAM TIPS

- write a story
 - Read the task carefully.
 - Think of the main events in your story.
 - Use the past simple, past continuous and past perfect to tell your story.
 - Use time expressions to order the events in your story.
 - Check punctuation and the number of words.
- say how and when things happen in a story
See page 80
- use correct punctuation
See page 90

UNITS 7 & 8

SPEAK

Extended turn: Life in the past

- 1 Work in pairs. Student A, describe the photo to your partner. Give as many details as you can. Student B, listen to Student A and then describe your photo. Use the EXAM TIPS to help you

Student A's photo



Student B's photo



General conversation: Life in the past

- 2 Work in pairs. Look at the two photos from Exercise 1. Now talk together about what you know about life in the past and compare it to life today. Use the EXAM TIPS and the ? to help you.

EXAM TIPS



? describe a photograph

- Try to talk by yourself for about a minute. Don't interrupt your partner while he/she is speaking.
- Use *There is ... / There are ...* to describe what you see.
- Say what the people are doing. Use the present continuous.
- If you're not sure, you can guess what's happening (*Perhaps they are ...*).
- When you have finished describing your photo, you can say whether or not you like it. Give reasons for your opinions.
- If you forget a word, try saying it in a different way, eg *I don't know the word. People use it for ...*

EXAM TIPS



? have a conversation with your partner

- Listen carefully to what you have to discuss, especially the details.
- You might have to talk about the past, the present or the future.
- This task is a discussion, so you must ask your partner questions about his/her thoughts and opinions.
- Keep your conversation going for about three minutes.

react to information

See Student's Book page 79.

interrupting phrases

See Student's Book page 89.

STEP-BY-STEP PROJECTS

Download more information from www.macmillanbeyond.com

HAVE AN AUCTION

- Find some interesting or unusual objects for your auction – a *souvenir, an old comic* ...
- Make a catalogue with descriptions of the objects.
- Present your objects and bid for others.



Units 1 & 2

CREATE A FRAGRANCE

- Think of a concept for your fragrance – *Who's it for? What does it smell like?*
- Give your fragrance a name, and design a bottle and label.
- Create a print, audio or internet video ad for your fragrance.



Units 5 & 6

ORGANISE A MUSIC FESTIVAL

- Choose a location for your music festival – a *local park, a place in the country* ...
- Make a plan of the festival area to show where things are – *stage, food and drink, toilets* ...
- Choose the performers and make posters and tickets.



Units 3 & 4

MAKE A SOUNDSCAPE STORY

- Record several different sounds – a *door closing, a phone ringing* ...
- Swap your recorded sounds with other students.
- Invent a story using the new sounds.



Units 7 & 8

DESIGN A THEME SCHOOL

- Choose a type of school – *circus school, football school* ...
- Draw a plan of the school and make a timetable for a typical school day.
- Make a poster to promote your school.



Units 9 & 10