

A1+

TEACHER'S BOOK PACK

PREMIUM

BEYOND


MACMILLAN

Anna Cole
David Corp
Alexandra Hearn

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**GET READY:
IT'S MY PARTY**
pages 6–9

HELLO!

Grammar (1): I/my, you/your; Be

Vocabulary (1): Numbers 1–20, introductions, colours

IN THE PICTURE

READING

GRAMMAR (1)

My things

Talk about your things

Vocabulary (1): Categories

PRONOUNCE The alphabet

▶ My things

World Wide Words

Read an article from a book

Plural nouns; a/an, the

Talk about one or more things

UNIT REVIEW page 19

Family and friends

Talk about your family and friends

Vocabulary (1): Family

PRONOUNCE The long /ɑ:/ sound

▶ Family and friends

I've got a new phone

Read text messages

Have got

Talk about your things, ideas and problems

UNIT REVIEW page 29

PROGRESS CHECK 1&2 pages 30–31

Adopt a pet

Talk about pets

Vocabulary (1): Pet animals

PRONOUNCE The short /ɪ/ sound

▶ Adopt a pet

Teach your pet English

Read instructions

Imperatives and object pronouns

Give orders and instructions

UNIT REVIEW page 41

Free time

Talk about your free-time activities

Vocabulary (1): Free-time activities

▶ Free time

We can!

Read an article on a website

Can/can't

Talk about the things you can do

UNIT REVIEW page 51

PROGRESS CHECK 3&4 pages 52–53

Welcome to Tomorrowtown

Talk about jobs

Vocabulary (1): Jobs

PRONOUNCE The /ə/ sound

▶ Welcome to Tomorrowtown

My perfect job

Read a questionnaire

Present simple

Ask and answer questions about habits and routines

UNIT REVIEW page 63



ANIMAL MAGIC
pages 32–41



PLAY
pages 42–51




OTHER WORLDS
pages 54–63

AT THE PARTY

Grammar (2): Be: negative, questions and short answers; question words

Vocabulary (2): Numbers 21–100, days of the week, months phone contacts

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
It's a small world! Listen to a description of where things are from Vocabulary (2): Countries and nationalities	<i>This/that, these/those</i> Talk about the things around you	School skills: Be a good classmate	Is it new? Describe things ▶ What's it like?	My things (description) Write a description of a thing

Whose is it? Listen to a quiz show Vocabulary (2): Parts of the body	Whose?; possessive 's/s' and possessive pronouns Talk about your things, family and friends	School skills: Be friendly to other students	On the phone Talk on the phone ▶ You've got the wrong number	My favourite person (description) Write a description of a person
--	---	--	---	---

A new neighbour Listen to a description of a room Vocabulary (2): Things in your room	<i>There is / there are</i> Describe a room	School skills: Prepare your things for school	You're welcome Ask for and give things ▶ Here you are	Don't forget (note) Write a note
---	---	---	--	--

Are you musical? Listen to street interviews PRONOUNCE The /p/ sound Vocabulary (2): Music	Present simple Talk about habits and routines	School skills: Make a clear note of your homework	What time is it? Tell the time ▶ It's ten past seven	My free time (email) Write an email
--	---	---	---	---

My daily routine Listen to a radio show Vocabulary (2): Daily activities	Adverbs of frequency Say how often you do things	School skills: Ask for help	Why not? Ask for and give reasons ▶ Because ...	A normal day (message) Write a website post
--	--	---------------------------------------	--	---

IN THE PICTURE

READING

GRAMMAR (1)

Our holiday home

Talk about homes

Vocabulary (1): Things in your room, homes

▶ Our holiday home

Home from home

Read chat messages

Comparative adjectives

Compare two places, people or things

UNIT REVIEW page 73

6

HOLIDAY HOME

pages 64–73

PROGRESS CHECK 5&6

pages 74–75

What are you wearing?

Talk about clothes

Vocabulary (1): Colours, clothes

PRONOUNCE The /t/ sound

▶ What are you wearing?

A message for the king

Read part of a play

Present continuous

Talk about things happening now

UNIT REVIEW page 85

7

THEATRE WORKSHOP

pages 76–85

World weather

Talk about the weather

Vocabulary (1): Countries, the weather

PRONOUNCE The /w/ sound

▶ World weather

Memory

Read and do a test

Was/were

Describe things in the past

UNIT REVIEW page 95

8

WEATHER REPORT

pages 86–95

PROGRESS CHECK 7&8

pages 96–97

Dates

Talk about dates

Vocabulary (1): Days and months, dates

PRONOUNCE The /θ/ sound

▶ Dates

The wrong day

Read a book review

Past simple

Talk about what didn't happen in the past

UNIT REVIEW page 107

9

ONE DAY

pages 98–107

Spot the ball

Talk about where things are

Vocabulary (1): Prepositions of place

PRONOUNCE The /b/ sound

▶ Spot the ball

World sport records

Read a magazine article

Superlative adjectives

Compare one thing with others in a group

UNIT REVIEW page 117

10

SPORTS TIME


pages 108–117

PROGRESS CHECK 9&10

pages 118–119

GRAMMAR DATABASE pages 120–129

WORDS & BEYOND pages 130–139

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Favourite food Understand a conversation about food Vocabulary (2): Food and drink	Some and <i>any</i> , <i>much</i> and <i>many</i> Talk about how much there is of something PRONOUNCE The /ʌ/ sound	School skills: Try new things	How much is it? Ask how much something is ▶ Sorry, that's too much.	Back home (text message) Write a text message

Mime show Listen to descriptions Vocabulary (2): Action verbs	Present continuous Ask and answer questions about things happening now	School skills: Be polite	I love acting Talk about things you like ▶ Do you like it?	A day in the city (message) Write a short message
---	--	------------------------------------	---	---

A great day out Listen to a description of a day out Vocabulary (2): The country	Past simple Talk about events in the past PRONOUNCE Past simple verbs	School skills: Be careful with money	How are things? Ask how people are ▶ I'm fine thanks	Send me a postcard (postcard) Write a postcard
--	---	--	---	--

What did they say? Understand short conversations Vocabulary (2): Adjectives of opinion PRONOUNCE The long /eɪ/ sound	Past simple Ask about things in the past	School skills: Act in an honest way	Yes, please Offer something to somebody ▶ What would you like?	My weekend (chat message) Write chat messages about your weekend
---	--	---	---	--

Sports camp Listen to a talk Vocabulary (2): Sports	Be going to Talk about plans for the future	School skills: Do your best when things are hard	Where is it? Ask for and give directions ▶ It's on the left	Latest update (blog post) Write a blog post
---	---	--	--	---

WELCOME TO THE *BEYOND* TEACHER'S BOOK

Beyond is an exciting 6-level course for teenagers, covering CEFR levels from A1+ to B2. Its scope & sequence is meticulously mapped to the CEFR and international exams. The course offers comprehensive coverage of the four language skills through the incremental and cumulative development of subskills. It equips students with transferable linguistic strategies to use in the English classroom and beyond. The inclusion of age-appropriate 21st century skills adds an inspiring new dimension to language teaching. The school skills lessons create a learning environment that's relevant and accessible to teenagers.

The course is flexible and works in a number of teaching contexts. Lessons are clearly labelled so that you can choose to prioritise material that's relevant in your teaching contexts. The extensive online materials present you with a variety of teaching and practice alternatives to enrich the learning experience.

With 6 levels, your school's needs can be met with one single course – be it for streaming, multi-level entry or a programme that takes your students from A1+ all the way up to B2.

The material has a creative and dynamic approach to topics which motivates students and makes 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.

The course's combination of language skills, school skills and motivating material prepares students for success in and beyond the classroom.

A message from the authors

Secondary teaching is a rewarding but demanding profession. With this course we have aimed to make your role as a teacher as easy as possible, with material that is clearly organised and can be taught with little or no preparation time. We have also provided resources to help you deal with mixed-ability classes, test and evaluate progress and review material.

Having enthusiastic and interested students also makes the teaching role easier, so throughout the writing process we have considered the teenagers' perspective on learning and come up with materials that teach them about the world and allow them to express their own inner worlds.

When producing the course we used the following key principles to guide our writing.

10 KEY PRINCIPLES OF *BEYOND*

1 Subskills: learning how to read, listen, speak and write

All reading, listening, speaking and writing lessons have an integrated subskills focus that teaches students linguistic strategies to maximise their learning. This comprehensive subskills syllabus is a key part of *Beyond*'s aim to develop literacy.

2 School skills: learning to learn

To be successful at school (and later on in life), students need to learn skills that go beyond pure academic knowledge. At the beginning of secondary school it's imperative that students consolidate basic social and organisational skills such as being a good classmate, organising school things and recording homework. One lesson in every unit is dedicated to developing a school skill in order to help students cope in the classroom and also give them a good foundation for learning for life.

SPEAKING Where is it?
Ask and give directions

SPEAK
1 Work in groups. Ask and answer the questions.
1 When was the last time you gave somebody directions?
2 Where were you? Where did the person want to go?
3 Did you give the directions in English or in your language?

WATCH OR LISTEN
2 Watch or listen to the scenes. Why is Zac going to the theatre?
1 Excuse me. How do I (1) _____ to the Cornerstone theatre?
Zac: Excuse me. _____ straight on and (3) _____ the second street on the left. It's on the right.
Jiya: Thank you.
Zac: Excuse me. Where are the toilets?
K: _____ up the stairs and (5) _____ right. They're

READING World sport records
Read a magazine article

SPEAK AND READ
1 Work in pairs. Look at the photos. What are the three kids doing? How old do you think they are?
2 a Work in groups of three. Each student reads ONE text. Check your answers from Exercise 1. Complete the fact file for your person.

FACT FILE
Name: _____ Date of record: _____
World record for: _____ Other information: _____

PHRASE BOX
The boy/girl in the first ... photo is ...
I think he's/she's ...

READING TIP
Read carefully. Look for the important information (names, dates, etc).

AMAZING WORLD RECORDS

MAURICIO BALDIVESIO
The youngest football player in a professional football team was Mauricio Baldivieso from Bolivia. He was 12 years and 382 days old when he played for Aurora FC in La Paz, Bolivia, on 15 July 2008. Mauricio's father was one of Bolivia's most famous football players and the match was an early birthday present from him. He was the team's trainer!

AARON FOTHERINGHAM
On 24 March 2010, when he was 18, American Aaron Fotheringham set the record for the highest jump in a wheelchair. He jumped 60cm. In 2008 Aaron also set another record: he did the first jump backwards in a wheelchair. Aaron started to do tricks in his wheelchair when he was eight. For him, his wheelchair is a 'toy' and not a problem.

LANGUAGE & BEYOND

SCHOOL SKILLS

READING

PHRASE BOX
I want some watermelon and some water. I've got €1.
I want some pasta salad and a banana. I've got €2.50.
I want a cheese sandwich, an apple and some juice. I've got €2.
There's a notebook ... there are some ...

READING TIP
Read carefully. Look for the important information (names, dates, etc).

PHRASE BOX
I often need help to do my homework.
I usually ask my big brother because ...
I sometimes need help. Who do you ask for help?

SPEAK AND READ
1 It's the morning. Mo and Jake ...
2 Work in pairs. Y ...
3 a You're at a morning s ...
1 What do y ...
2 How much ...
3 How much ...
b Work in ...

REFLECT
6 Talk about the questions. Then read the REFLECTION POINT.
1 Why is it good to ask for help?
2 Who do you ask for help in class and at home?
3 What phrases can you use to ask for help?

EXTEND
7 Work in groups. Choose one of the situations in Exercise 3a and prepare a scene. Then present it to other students.

REFLECTION POINT
It's important to ask for help if you don't understand something. In class ask the teacher or other students. At home, ask your family.

3 Original content and striking images

The cross-curricular focus of *Beyond* helps students learn about the world around them and the original material sustains students' interest. The striking images create a strong visual impact and engage students with the content.



7 Strong communication focus

Beyond's pair-work discussions, functional speaking tasks, presentations and variety of writing tasks all encourage students to produce meaningful and real communication.

8 Language in context

All new language in *Beyond* is contextualised for students to see its functional purpose and a situation for use before it is studied.

GRAMMAR Comparative adjectives

Compare two places, people or things

6

READ AND LISTEN >>> Grammar in context

1 Listen Read and listen to the conversation. Which city is more popular – New York or Washington? Why?

Grace: What's the capital city of the USA?
Lola: New York.
Grace: No! It's Washington DC. A lot of people think New York's the capital because it's bigger and more famous than Washington. Washington is smaller and quieter.
Lola: Oh. But New York is cooler! It's in a lot of American films.
Grace: This website says New York is dirtier, more dangerous and more expensive than Washington. But New York is more popular because the shops and restaurants are better.

ACTIVE

4 Complete the sentences with the correct form of the comparative.

- Brazil: Are people richer (rich) in Rio de Janeiro than in Brasilia?
- Australia: Canberra is farther (far) from the beach than Sydney.
- Canada: Toronto is more expensive (expensive) than Ottawa.
- Switzerland: Geneva is more interesting (interesting) than Bern.
- Turkey: Ankara is cheaper (cheap) than Istanbul.
- Morocco: Rabat is older (old) than Casablanca.

5 a Compare the two holiday places. Write six sentences with the adjectives.

1 safe
2 clean
3 new
4 friendly
5 interesting
6 good holiday place

1 Wonderville is safer than Superville.
b Compare two towns or places in your country. Write three to five sentences.

SPEAK

6 Work in pairs. Student A: look at page 141. Student B: look at page 142. Find out which trip is:

- longer _____
- more expensive _____
- more comfortable _____
- more interesting _____

My trip is for _____ days.

Comparative adjectives	
short adjective + -er	<u>smaller</u>
	<u>bigger</u>
more + long adjective	<u>more famous</u> <u>more dangerous</u>
irregular adjectives	good > <u>better</u> bad > <u>worse</u> far > <u>further</u>

4 Varied and adaptable approach

Beyond caters for students' differing learning styles and levels, with ideas and prompts for students who need more help and a varied approach to dealing with topics and language. To help with differentiation in the classroom, the Teacher's Book suggests alternative procedures for stronger or weaker students and for fast finishers.

5 Clear and easy to use

All lessons in *Beyond* are easy to teach directly off the page, with clear aims and stages, so students see what they will be learning and progress in a structured way.

6 Opportunities for personalisation

Throughout the course, students are encouraged to relate what they have learned to their own experiences. This personal investment in the course is motivating and rewarding, and makes the learning process more memorable and the content more relevant.

9 Learner autonomy

Students are encouraged to work independently in a variety of ways from a carefully graded inductive approach to grammar to self-study worksheets in the Online Resource Centre. This approach makes learning more memorable and furthers learner autonomy.

10 Flexible multi-media material

Beyond can be used by teachers with limited or no access to technology. But for those wanting to use technology, both inside and outside the classroom, the course includes a digital version of the Student's Book and Workbook as well as a huge bank of additional materials and tests in the Online Resource Centre. Every *Beyond* unit contains two original videos to supplement the lessons.

We hope you enjoy teaching and your students thrive learning with *Beyond*. We wish you a successful and productive academic year. We are always interested to know your thoughts on the course, so please get in touch at www.macmillanbeyond.com

The Beyond Team

USING THE *BEYOND* STUDENT'S BOOK

Lesson 1 – In the picture

“ The first two pages are a single **vocabulary** lesson which serves as an introduction to the unit and its central theme. ”

Unit themes address subjects of general interest and provide quirky and informative material.

1 The lesson starts with a Recall activity that activates prior knowledge. Recall words are listed in the Words & Beyond section at the back of the book, where students learn and practise a related vocabulary tip.

2 New vocabulary is clearly visible in a word box and is presented and practised with the support of the images on the pages. Lexical sets are recorded for ease of presentation. Once introduced, vocabulary is recycled throughout the unit and reviewed in the Unit Review and every two units in a Progress Check.



IN THE PICTURE World weather

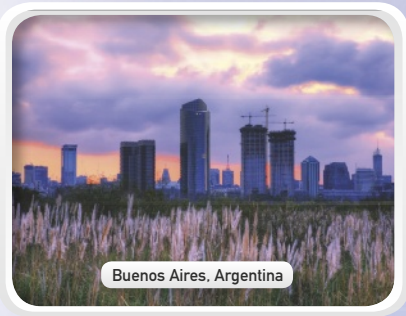
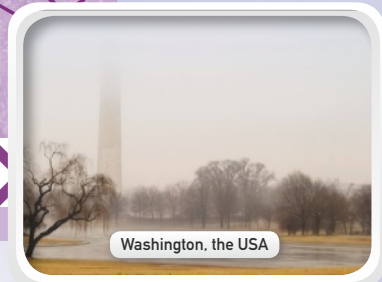
»»» Talk about the weather

WORK WITH WORDS The weather

1 **RECALL** Work in pairs. Write the countries next to the correct continent. Use the map to help you. You have two minutes. (NOTE: Two countries are in two continents.)

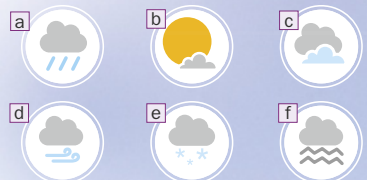
Australia Brazil Chile Germany Italy Japan
Mexico Russia South Africa the USA Turkey

AFRICA	
ASIA	
AUSTRALIA	Australia
EUROPE	
NORTH AMERICA	
SOUTH AMERICA	



2 a **3.01** Match the words to the weather icons. Then listen and check.

cloudy _____ foggy _____ raining _____
snowing _____ sunny _____ windy _____



b **3.02** Match the temperatures to the adjectives. Then listen and check.

1	2	3	4	
30°C	20°C	10°C	0°C	

cold _____
cool _____
hot _____
warm _____

3 a Work in pairs. Match words from Exercise 2 to the five places on the world map.

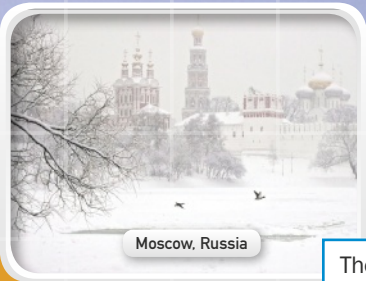
b **3.03** Listen and check or complete your answers. Then listen and repeat the weather words.

c Choose the correct options to complete the sentences.

- When it's hot and sunny, it's usually a *wet / dry* day.
- When it's raining or snowing, it's a *wet / dry* day.



USING THE *BEYOND* STUDENT'S BOOK



Moscow, Russia

The unit opener is supported by a video which brings the pages to life. Audio and video are embedded in the Presentation Kit for ease of access in the classroom.



Tokyo, Japan



Cape Town, South Africa

- 4 a **3.04 PRONOUNCE** Listen and repeat the /w/ sound in weather.
 b **3.05** Listen and repeat these words.
 warm wet windy snowwing world what work with words

5 **THE MOVING PICTURE** Watch the video. What's the weather like in each clip?

SPEAK

- 6 a **Think about your answers to these questions.**
 1 What's the weather like today? Is it normal for this time of the year?
 2 What's your favourite weather? What weather don't you like?
 3 Look at the seasons in the box. Which do you have where you live? What months are they?

summer autumn winter spring
 dry season rainy season

b **Work in pairs. Compare your answers to Exercise 6a.**

Workbook, page 92

PHRASE BYTES

Today it's ...
 That's normal for this month/season.
 It's usually ... at this time of the year.
 I like/love ... weather.
 I don't like/hate it when it's ...

GO BEYOND

Do the Words & Beyond exercise on page 137.

3 The Moving Picture feature on the opening pages brings a dynamic element by introducing a video connected to the lesson and an accompanying task.

5 The Go Beyond extras provide material for fast finishers, homework or additional class activities and refer students to the additional exercises on the Words & Beyond pages at the back of the Student's Book.

4 The final exercises consolidate language with a communicative activity in a personalised context.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 2 – Reading

“After the double-page opening spread, each individual page is one complete lesson. The **reading** and **listening** lessons include an integrated but explicit subskills focus, designed to teach students how to read and listen successfully to a variety of text types over the course of a level.”

1 The first exercise gives students the opportunity to say what they know or think about the lesson's topic. This increases confidence and helps students to focus on the lesson.

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

2 Students read a variety of text types and learn the subskills they need to apply to each type. Reading texts include unusual and original perspectives on familiar syllabus topics.

3 The React exercises encourage students to share opinions on the text and relate to it in a personal way.


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

READING Memory
Subskills are clearly identified.


»»» Read and do a test

SPEAK AND READ

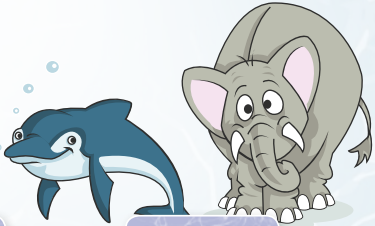
1 a Look at the cartoon. Who or what has the best memory?



ALWAYS FORGET



SOMETIMES FORGET



NEVER FORGET

b Work in pairs. Can you remember the things in the box?

new English words	people's birthdays	phone numbers
phone numbers	my first teacher	my homework
my last holiday		

PHRASE BYTES

I can usually/never remember ...
I sometimes forget ...
I can't remember ...

MEMORY TEST

2 ▶ 3.06 Do the MEMORY TEST.

3 Now read the explanation for your answers.

HOW GOOD IS YOUR MEMORY? TAKE THIS TEST!

1 Look at this number for five seconds. Close your book. Write it.
5 3 9 1 6 2 4

2 Look at these letters for five seconds. Close your book. Write them.
G K L O F X R

3 Where were you at 6pm yesterday?

4 Who was not in your last class?

5 What was the weather like on Saturday morning?

6 What colour was your first school bag?

7 What were the answers to questions 1 and 2? (Don't peek!)

EXPLANATION

We have two types of memory. One type is just for now. It's our 'working memory'. It can remember about seven things for about 15 seconds. You use it when you put a number in your phone or do a maths problem. Questions 1 and 2 test this type of memory. Count your correct answers.

Our other memory can remember things for a long time. It's our 'long-term memory'. It can remember words in English about last weekend. Questions 3-7 test this type of memory. Count your correct answers.

2 correct = good	0 correct = not so good	5 correct = wow!	2 correct = OK
1 correct = OK		3-4 correct = good	0-1 correct = not so good

4 Can you remember? Answer the questions.

- How many types of memory have we got?
- How many things can our 'working memory' remember? For how long?

REACT

5 Work in pairs. Do you think the explanation for your answers is right or wrong? Tell your partner.

PHRASE BYTES

I think the explanation for my answers is right/wrong. Why?
Because my working memory is/isn't ...
Because I can/can't remember ...

GO BEYOND

Write two more questions for the test – one for 'working memory', the other for 'long-term memory'. Give them to another student to answer.

»»» Workbook, page 93

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

There are links to the corresponding Workbook page at the bottom of each page.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 3 – Grammar (1)

“ The target **grammar** is always presented in context and students are encouraged to work out rules from examples. ”

GRAMMAR Was/were

8

Describe things in the past

READ AND LISTEN >>> Grammar in context

- 1 **3.07** Read and listen to the conversation. Ian and Ona were at the same place on Sunday. Where?



Ian: Guess where I was at the weekend.
Ona: I don't know. It was a hot day. Were you at the pool?
Ian: Yes, I was – on Saturday. But I wasn't there yesterday. I was at our school.
Ona: Really? I was there too. I was in a play.
Ian: I know. I was in the audience. Was it your first play?
Ona: No, it wasn't.
Ian: Well, you were really good.
Ona: Thanks! Were Jack and Paul there?
Ian: No, they weren't. They were at the pool both days.

STUDY

- 2 Complete the table. Use Exercise 1 to help you.

Was/were	
Now It's a hot day.	In the past It <i>was</i> a hot day.
✓ Positive I/he/she/it <i>was</i> you/we/they _____	X Negative I/he/she/it _____ you/we/they <i>were</i> 't
? Questions _____ you at the pool? _____ it your first play? Were Jack and Paul there?	Short answers Yes, I <i>was</i> . No, it <i>wasn't</i> . No, they _____.
Time expressions yesterday, at the weekend, on Saturday, last Sunday/weekend/week	
See GRAMMAR DATABASE, page 127.	

PRACTISE

- 3 a Complete the sentences. Use **was** or **were**.
- The weather *was* good. True False
 - I _____ at home. True False
 - My best friends _____ on the internet. True False
 - I _____ happy. True False
 - My family and I _____ at the cinema. True False
 - Our English teacher _____ at school. True False
- b Are the sentences true for you last Saturday afternoon? Circle **True** or **False**.
- c Correct the false sentences. Use **wasn't** or **weren't**.
Last Saturday afternoon ...
- 4 Answer the questions about your first primary school. Use **short answers**.
- Was it near your house?
Yes, it was. / No, it wasn't.
 - Were your best friends in your class?
 - Was it a big school?
 - Were all your teachers women?
 - Was the school cold in the winter?
 - Were you a good student?
- 5 Write questions about when you were six years old. Use **was** or **were**.
- What / your first teacher's name?
What was your first teacher's name?
 - Who / your best friends?
 - your hair / long or short?
 - How old / your parents?
 - you / an only child?
 - What / your favourite food?

SPEAK

- 6 Work in pairs. Ask and answer the questions in Exercise 5.

- Target grammar is always presented in context. Students either read or read and listen to a conversation or short text that expands on the unit's theme.
- In the Study section, students are guided to notice grammar structures from the text and then to complete explanations in the Study box.
- The target grammar is typically practised in a meaningful context that regularly provides opportunities for personalisation.
- Practice exercises start with more controlled task types and then become progressively freer, helping students to talk about their own lives and experiences in the Speak exercise at the end of the lesson.
- There are frequent opportunities for students to talk about themselves and to express their views.



Workbook, pages 94–95

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USING THE *BEYOND* STUDENT'S BOOK

Lesson 4 – Listening and Vocabulary

“ **Listening** comprehension tasks are designed to support understanding and not to test. They work from a focus on global understanding to an understanding of specific details. Students are also asked to react personally to what they hear. ”

1 As in the Reading lesson, the first exercise ensures that students access their relevant knowledge and experiences before they listen.

2 In the Work with Words section, students focus on the second lexical set of the unit. In some units the Work with Words comes before the listening in order to establish new target vocabulary first.

3 Listening texts contain examples of the next lesson's grammar point, allowing students to hear the language in context before looking at it in depth.

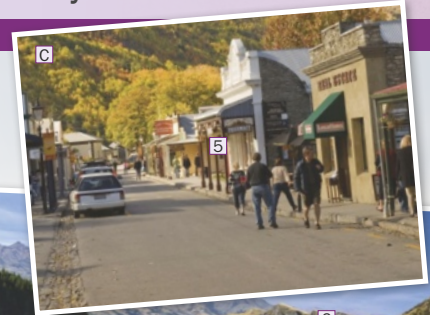
LISTENING AND VOCABULARY A great day out

▶▶▶ Listen to a description of a day out

WORK WITH WORDS The country

1 a Work in pairs. Match the country words in the box to the things in the photos.

beach ____ island ____ mountain ____
 river ____ sea ____ sky ____ town ____
 tree ____ village ____ wood ____



b ▶▶▶ 3.08 Listen and check or complete your answers.

2 ▶▶▶ 3.09 Listen and repeat the country words.

3 Work in pairs. Student A: choose a word from Exercise 1a and say two words or names to describe it. Student B: say the word from Exercise 1a. Then swap roles.

Blue, cloudy. Is it the sky? Yes. No. Try again.

LISTEN

4 ▶▶▶ 3.10 Isla's describing her weekend. Read the **LISTENING TIP**. Then listen. Which two photos above are from her weekend?

5 ▶▶▶ 3.10 Listen again. Complete Isla's message. Write one, two or three words in the spaces.

Hi Xenia! I'm back home again after camping in the (1) _____.
 (I prefer the (2) _____ but Mum doesn't like it.) We arrived on
 (3) _____ evening. The weather was (4) _____ on
 Saturday morning, but terrible in the afternoon. We went to a town. It
 was great – dinner in a (5) _____, a film at the cinema and
 I got a new (6) _____!
 See you at school, Isla

REACT

6 ▶▶▶ Work in pairs. Do you prefer the beach or the mountains? Why?

LISTENING TIP

Listen first for the general idea. Don't try and understand everything.

PHRASE BYTES

I prefer ... because you can ...
 Really? I don't like ... because ...

GO BEYOND

Do the Words & Beyond exercise on page 137.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 5 – Grammar (2)

“The second **grammar** lesson follows the same structure as the first **grammar** lesson of the unit – see page 13.”

GRAMMAR Past simple

8

»» Talk about events in the past

READ AND LISTEN »» Grammar in context

- 1 **3.11** Read and listen to the conversation. What can you see in the photo? Who isn't very happy?



Ben: How was your day off school?
Tony: I **had** a great time. We **went** to Sky Park.
Ben: But it **rained** all day.
Tony: It **stopped** in the afternoon. There weren't many people, so we **tried** everything. We **went** on the big roller coaster too. And guess what? We **saw** Harry there. He **came** on the roller coaster with us. Look, they **took** this photo. It's so good I **bought** one for me and one for Harry.
Ben: He isn't very happy!
Tony: No. He **hated** it!

STUDY

- 2 Complete the examples from Exercise 1.

Past simple

✓ Positive

Regular verbs

rain > It rained all day.

hate > He hated it!

stop > It stopped in the afternoon.

try > We tried everything.

See GRAMMAR DATABASE, page 127.

- 3 Find the past simple of the irregular verbs in Exercise 1.

1 buy <u>bought</u>	4 have _____
2 come _____	5 see _____
3 go _____	6 take _____

- 4 **3.12 PRONOUNCE** Listen and repeat the past simple verbs in exercises 2 and 3.

»» Workbook, page 98

PRACTISE

- 5 **3.13** Complete the conversation with the past simple form of the regular verbs. Then listen and check your answers.

Tony: How was your day off school?
Ben: Not good.
Tony: Why?
Ben: Well, I've got exams this week so I (1) stayed (stay) at home in the morning and I (2) _____ (study). I (3) _____ (chat) with Will on the internet, but only because I (4) _____ (need) some help. In the afternoon Lewis and I (5) _____ (play) a game online. I (6) _____ (like) that. But then we (7) _____ (visit) my cousins. They're really young and it was boring. When we (8) _____ (arrive) home, it was time for bed!

- 6 Write the past simple of the regular and irregular verbs. Then complete the rest of the information about your great day out.

MY GREAT DAY OUT

1 I went (go) to the beach (place).
 2 I _____ (travel) there by _____ (transport).
 3 _____ (people) _____ (come) with me.
 4 The weather _____ (be) _____ (adjective).
 5 We _____ (have) _____ (food) for lunch and _____ (food) for dinner.
 6 I _____ (take) photos of _____ (person/thing/place).
 7 I _____ (see) _____ (person/thing/place).
 8 I _____ (buy) _____ (souvenir/postcard/snack).



SPEAK

- 7 a Prepare to talk about your great day out. Practise your sentences from Exercise 6.
 b Work in pairs. Tell your partner about your great day out. Try not to look at your sentences.

- 1 Target vocabulary is recycled throughout the unit.

- 2 The Grammar Database is a useful reference section where all of the level's grammar points are covered in further detail. You can find additional tips and suggestions for using the Grammar Database in the Online Resource Centre.

- 3 A pronunciation section focuses on the common misunderstandings when English is used between speakers of different first languages. Pronunciation sections can appear in any lesson, depending on the content, and focus on key sounds and stress patterns in words and sentences.

- 4 The final tasks focus on practising the grammar for consolidation and accurate use of the target structure.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 6 – Language & Beyond

“ The **Language & Beyond** page is the school skills lesson. The aim of these pages is to equip students with essential transferable skills needed to help them make a smooth transition from primary school to the increased demands of secondary school. The school skills lessons focus on basic organisational and social skills which can be used in and beyond the classroom. ”

1 A wide range of texts and images is used to raise students' awareness of a particular issue or challenge in their everyday lives.

2 Students are then directed to carry out a practical task in the Do stage. Often working in small groups, they put themselves in the situation described and think about what they would do.

3 The Reflection Point feature encourages students to pause and think about what they've just done and guides them towards drawing their own conclusions.

4 The school skills are transferable to classes in other school subjects and situations outside the classroom. The tasks in the Extend section enable students to use the skills learned in a personalised real-life context.

LANGUAGE & BEYOND

bananas	25c	pasta salad	1.90€
apples	20c	water	60c
watermelon	20c	juice	95c
sandwiches	1.75€		
(chicken, cheese or egg)			

>>> Be careful with money

SPEAK AND READ

1 It's the morning break at school. **Lucy, Mo and Jake** want to buy some food. **Work in pairs and answer the questions.**

(Note: 1 euro (€) = 100 cents)

- How much is the watermelon?
- Can they buy it with their money?
- How much is the change?

DO

2 **Work in pairs. You go to a shop. Put the money tips in the best order, from 1 to 5. Compare your answers.**

- Check your change.
- Not enough money? Choose again.
- Do the maths. How much do you need?

3 a **You're at Lucy, Mo and Jake's school. You have €3.50 for lunch. What do you want to buy? How much money do you need? How much change do you get?**

b **Work in pairs. Tell your partner your decisions. Check your partner's maths.**

REFLECT

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

- When do you need to buy things?
- Do you always follow the tips in Exercise 2? Why?/Why not?
- Why is it important to follow these tips?

EXTEND

5 **Work in pairs. You have €10 each and want to buy a birthday present for a friend.**

- Do you want to buy two smaller presents or one big one with €20?
- Think of some presents. How much do they cost? Choose what to buy.

PHRASE BYTES

Sandwiches are one euro seventy-five and water's ...

One euro seventy-five plus (+) 60 cents is ...

Three euros fifty minus (-) ... is ...

That's right/wrong.

REFLECTION POINT

It's important to be careful with money. Know how much you've got and how much you need. And always check your change.

SCHOOL SKILLS

USING THE *BEYOND* STUDENT'S BOOK

Lesson 7 – Speaking

“

Using real-life scenarios, the **speaking** lesson provides students with the language they need to communicate effectively in a range of everyday situations. Every speaking page features a video in which teenage members of a drama group act out scenes illustrating the speaking function/situation.

”

SPEAKING How are things?

8

Ask how people are

SPEAK

- 1 Work in pairs. Look at the photos. How do you think the people feel – good or bad?

WATCH OR LISTEN

- 2 3.14 Watch or listen to the scenes. Check your answers to Exercise 1.



2
Felix: Hello, Rico.
Rico: I'm fine.
Felix: I'm very well, thank you.

Teachers can choose to use the video or the audio version of the scene.

- 3 3.14 Try and complete the conversations with the questions in the box. Then watch or listen again and check your answers.

And you?	How's it going?
How are things?	How are you?

- 4 Read the explanation. Then look at the conversations in Exercise 2 and answer the questions.

BE POLITE
Use polite language when: you don't know somebody well. it's a formal situation.

- 1 In which conversation do the people use polite language? How do you know?
- 2 What polite questions do they use? Can you use these questions with everybody?
- 3 Which questions can you only use with friends?

- 5 3.15 Listen and repeat the questions and answers.

ACT

- 6 Work in pairs. Complete the tasks.
 - Prepare two scenes at school: one scene with two friends, the other with a student and a teacher.
 - In the scenes the people say *hello* and ask how the other person is.
 - Practise your scenes. Then present them to other students.

Workbook, page 99



1
Becca: Hi, Kent.
Kent: Hi, Becca. (1) _____
Becca: I'm fine. How are you?
Kent: Not too bad.



3
Poppy: Hi, Jiya.
Jiya: Hello, Poppy. (3) _____
Poppy: Good. (4) _____
Jiya: Not too good.
Poppy: Really? Why's that?
Jiya: I don't feel very well.
Poppy: Why don't you go home?
Jiya: Yeah, good idea.

PHRASEBOOK 3.16

Ask how people are

How are you?
How are things?
How's it going?
And you?

Say how you are

Good.
Not too bad.
I'm fine (thanks).
I'm very well (thank you).
Not too good.

The drama group context reflects the classroom situation in which students often role-play scenes, and having teenage actors makes it easier for students to relate to the scene. Students feel more confident about role-playing the situations after watching the drama group video.

- 1 The lesson starts with listening or speaking exercises, giving students the opportunity to practise functional language.

- 2 Specially-commissioned videos, and photos from the videos, help students understand the context by showing facial expressions and body language, as well as the key functional language. Students watch or listen and complete an initial gist exercise before focusing on the speaking function or subskill.

- 3 A variety of exercise types focuses students' attention on the speaking function.

- 4 Each lesson ends with an Act section in which students prepare a scene of their own to present in groups or to the rest of the class.

- 5 A useful Phrasebook with relevant functional phrases is provided for use with the Act section of the lesson. This is part of the audio material provided and also serves as revision for speaking functions.

USING THE *BEYOND* STUDENT'S BOOK

Lesson 8 – Writing



The **writing** lesson in each unit allows students to put everything they've learned in the unit into practice. Students are systematically guided to plan, write and check their writing in order to produce a final draft.



1 The lesson opens with a short speaking and reading exercise to establish the topic. Students read a model text and complete a task to check they have understood it.

WRITING Send me a postcard

Write a postcard

SPEAK AND READ

- 1 Work in pairs. How often do you send postcards? How often do you get them? When was the last time?
- 2 Read the postcard. (Don't worry about the mistakes!) Why wasn't yesterday a perfect day?

Hi from Long Beach!

We **arrived** here on Friday night. The **village** is really nice and **theirs** a great beach, of course! The weather's hot and **sunny**, but the **see**'s really cold. Yesterday we went to a little island for a picnic, but Dad took the wrong bag, so we only **staid** until lunchtime.

See you next week.

Sonia



Get it right
Dad took the wrong bag.
He took the wrong bag.
Dad he took the wrong bag.

- 3 Read the tips in the **HOW TO** box. Then correct the spelling of the words in bold in the postcard.

HOW TO

check your spelling

- Check for double letters: *arrive* (NOT *arive*), *holiday* (NOT *holliday*).
- Check verbs: *tried* (NOT *tryed*), *enjoyed* (NOT *enjoied*).
- Check words with the same pronunciation: *there/their, it's/its*.

PLAN

- 5 You're going to write a postcard. Use the **Writing plan** to help you prepare.

WRITING PLAN

- 1 **Decide where you are.**
Is it a place in your country or another country?
- 2 **Describe the place and weather.**
Is it a city or in the country? Is it hot or cold?
- 3 **Say what you did yesterday.**
Think about activities, food and your daily routine.

2 The How To feature provides tips on how to achieve the lesson aim.

3 Students are encouraged to check and reflect on their writing to help them assess their work.

4 Sharing work for peer review helps students identify the areas where they need to improve.

PRACTISE

- 4 **Choose the correct spelling of each word.**

- 1 Yesterday we **visited** / **visitted** a town in the mountains.
- 2 We **stoped** / **stopped** for lunch on the way.
- 3 It was a **fogy** / **foggy** day.
- 4 It was very cold **too** / **two**.
- 5 I hope you're **having** / **haveing** better weather.
- 6 **Write** / **Right** soon!

WRITE AND CHECK

- 6 **Write your postcard. Then check it. Tick (✓) the things in the plan.**

SHARE

- 7 **Swap your postcard with other students. Which trip sounds the most enjoyable? Why?**

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Workbook, pages 100–101

USING THE *BEYOND* STUDENT'S BOOK

Lesson 9 – Unit Review

“ The **Unit Review** page allows students to check and assess their own progress in vocabulary and grammar. ”

8

UNIT REVIEW

VOCABULARY The weather

1 Complete the weather words.

WEATHER ALERTS

9am: It's (1) h _____ and (2) s _____ and a very (3) d _____ morning.

1pm: It's (4) w _____ but it's also (5) c _____ and a little (6) w _____.

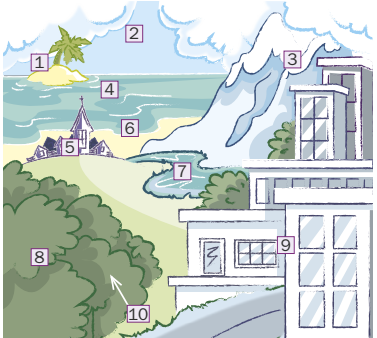
5pm: It's (7) c _____ and (8) f _____ and it's (9) s _____ too.

10pm: _____

The exercises in the Unit Review are all set in a single context and reflect the way language is used in real life.

The country

2 Match the words in the box to the things in the picture.



_____ beach	_____ island	_____ mountain
_____ river	_____ sea	_____ sky
_____ tree	_____ village	_____ wood

_____/10

GRAMMAR Was/were

3 Complete the TV interview with was/wasn't and were/weren't.

Presenter: I'm talking to Judy Murray about the bad weather yesterday. Judy, (1) _____ it bad when you started walking?

Judy: No, it (2) _____.

Presenter: (3) _____ you prepared for bad weather?

Judy: No, we (4) _____. And it changed very fast.

Presenter: What (5) _____ the weather like?

Judy: Terrible. We (6) _____ really frightened.

Presenter: Judy, thanks for talking to us.

_____/12

Past simple

4 Complete the news story with the past simple form of the verbs.

Judy Murray and her family (1) _____ (start) walking at 10am in good weather. They (2) _____ (buy) sandwiches in a local shop, and at 1pm they (3) _____ (stop) walking and they (4) _____ (have) lunch high up in the mountains. That's when the snow (5) _____ (come). At 5pm Judy (6) _____ (phone) the police for help. Two teams of police officers (7) _____ (go) to find them. It was 9pm when they finally (8) _____ (take) the family back home.

_____/16

Your score: ____/50

SKILLS CHECK

<p>✓✓✓ Yes, I can. No problem!</p> <p>✓✓ Yes, I can. But I need a bit of help.</p> <p>✓ Yes, I can. But I need a lot of help.</p>	<p>I can read and do a test. _____</p> <p>I can listen to a description of a day out. _____</p> <p>I can be careful with money. _____</p> <p>I can ask how people are. _____</p> <p>I can write a postcard. _____</p>
---	---

1 The Unit Review starts with two exercises to assess both lexical sets covered in the unit.

Each exercise has a space for students to record their score.

2 Two grammar exercises test both grammar points covered in the unit.

3 Students then calculate their total score. Each review has the same overall score so that students can assess their progress across units.

4 Students are encouraged to self-assess their progress using CEFR 'can do' statements that refer directly back to the aims of the skills lessons.