

**B1+**

**TEACHER'S BOOK PACK**

**PREMIUM**

**BEYOND**

  
**MACMILLAN**

**Tim Bowen**



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# **BEYOND**



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**Tim Bowen**

Macmillan Education  
4 Crinan Street  
London N1 9XW  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world  
ISBN 978-0-230-46145-1

Text, design and illustration © Macmillan Publishers Limited 2015  
Written by Tim Bowen

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First published 2015

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Designed by emc design ltd

Cover design by emc design ltd

Cover photographs by Alamy/Tim Gainey, Alamy/Frans Lemmens

Full acknowledgements for illustrations and photographs in the facsimile pages can be found in the Student's Book and the Workbook.

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Printed and bound in Thailand

2019 2018 2017 2016 2015  
10 9 8 7 6 5 4 3 2 1

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	IN THE PICTURE	READING	GRAMMAR (1)
<b>1</b> <b>UNIT</b> <b>BE EXTREME!</b> pages 6–15	Sports <b>Talk about different adventure sports</b> <b>Vocabulary (1):</b> Extreme sports  <b>PRONUNCE</b> The /ɪ/, /i:/ and /aɪ/ sounds Sports	Choose a sport <b>Recognise and understand idioms</b>	Present tenses review <b>Talk about things happening now and things that are generally true</b>
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<b>2</b> <b>UNIT</b> <b>GO DIGITAL</b> pages 16–25	Digital devices <b>Talk about using digital devices</b> <b>Vocabulary (1):</b> Digital devices  <b>PRONUNCE</b> The /k/ and /g/ sounds Digital devices	For or against? <b>Recognise main ideas and supporting points</b>	Present perfect simple <b>Connect past actions with the present</b>
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<b>3</b> <b>UNIT</b> <b>EYEWITNESS</b> pages 28–37	Our environment <b>Talk about natural disasters in films</b> <b>Vocabulary (1):</b> Our environment  Our environment	A new world <b>Recognise and understand similes</b>	Past perfect simple and past perfect continuous <b>Talk about actions before another time in the past</b>
	<b>UNIT REVIEW</b> page 37		

<b>4</b> <b>UNIT</b> <b>THINKING AHEAD!</b> pages 38–47	Jobs <b>Talk about jobs and apprenticeships</b> <b>Vocabulary (1):</b> Jobs  <b>PRONUNCE</b> Diphthongs: /ɪə/, /aʊ/, /aɪ/, /eə/ Jobs	Job advice <b>Recognise formal and informal writing</b>	Make, let and allow <b>Talk about obligation and permission</b>
	<b>UNIT REVIEW</b> page 47		

**PROGRESS CHECK 3&4** pages 48–49

<b>5</b> <b>UNIT</b> <b>STREET ART</b> pages 50–59	Art <b>Talk about different types of art</b> <b>Vocabulary (1):</b> Art  Art	On the wall <b>Transfer information to a different text</b>	-ing forms <b>Use gerunds and participle clauses</b>
	<b>UNIT REVIEW</b> page 59		

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>I did it!</p> <p><b>Take notes</b></p> <p><b>Vocabulary (2):</b> Achievements and challenges</p>	<p>Past tenses review</p> <p><b>Talk about past achievements</b></p>	<p>Know yourself:</p> <p><b>Consider the positive and negative aspects of taking risks</b></p>	<p>At the sports centre</p> <p><b>Start and change topics in a conversation</b></p> <p> By the way</p>	<p>History of a sport (article)</p> <p><b>Edit and proofread a text</b></p>
<p>Record. Stop. Play.</p> <p><b>Use the audio type, grammar and pronunciation to help you understand</b></p> <p><b>Vocabulary (2):</b> Negative prefixes: <i>un-</i> and <i>in-</i></p>	<p>Present perfect continuous</p> <p><b>Talk about activities in progress before or until now</b></p>	<p>Get thinking:</p> <p><b>Deal with peer pressure</b></p>	<p>Be very careful</p> <p><b>Give warnings and prohibitions</b></p> <p> Watch out!</p>	<p>Keep in touch (email)</p> <p><b>Organise information in informal emails and letters</b></p>
<p>Survival stories</p> <p><b>Focus on important information</b></p> <p><b>Vocabulary (2):</b> Noise verbs</p> <p><b>PRONOUNCE</b> Consonant combinations</p>	<p>Sense verbs + <i>-ing</i> or infinitive</p> <p><b>Talk about things that you see, hear, feel and smell</b></p>	<p>Respect others:</p> <p><b>Understand another person's feelings</b></p>	<p>That's not true</p> <p><b>Contradict facts and opinions</b></p> <p> I don't think so</p>	<p>It happened to me (story)</p> <p><b>Link ideas in a story</b></p>
<p>Film credits</p> <p><b>Infer meaning when you listen</b></p> <p><b>Vocabulary (2):</b> Film jobs</p>	<p>Defining and non-defining relative clauses</p> <p><b>Add extra information to a sentence</b></p>	<p>Get organised:</p> <p><b>Think ahead and make plans</b></p>	<p>Have you got the idea?</p> <p><b>Check and correct understanding</b></p> <p> That's not what I meant</p>	<p>My job application (letter)</p> <p><b>Write a formal letter</b></p>
<p>Sand sculptures</p> <p><b>Recognise general statements and exceptions</b></p> <p><b>Vocabulary (2):</b> Words to describe art</p>	<p>Question tags</p> <p><b>Ask questions and confirm ideas using question tags</b></p> <p><b>PRONOUNCE</b> Intonation in question tags</p>	<p>Respect others:</p> <p><b>Value the art and culture of different societies</b></p>	<p>So do I</p> <p><b>Agree or disagree with an opinion</b></p> <p> I totally agree</p>	<p>I recommend it (review)</p> <p><b>Use linking words</b></p>

	IN THE PICTURE	READING	GRAMMAR (1)
<b>6</b> UNIT <b>CRIME SCENE</b> pages 60–69	Crime <b>Talk about crimes and criminals</b> <b>Vocabulary (1):</b> Crime  Crime	Chicago <b>Infer meaning when you read</b>	<i>Should, must, have to, ought (to), had better</i> <b>Use modal verbs to give advice and make recommendations</b>
	<b>UNIT REVIEW</b> page 69		

**PROGRESS CHECK 5&6**

pages 70–71

<b>7</b> UNIT <b>TURNING POINTS</b> pages 72–81	Money <b>Talk about money</b> <b>Vocabulary (1):</b> Money verbs and nouns PRONOUNCE The /b/ and /əʊ/ sounds Money	The power of half <b>Make notes for a summary</b>	Conditionals review <b>Talk about possible or imaginary situations in the present and future</b>
	<b>UNIT REVIEW</b> page 81		

<b>8</b> UNIT <b>FRENEMIES</b> pages 82–91	Relationships <b>Talk about relationships</b> <b>Vocabulary (1):</b> Relationships Relationships	I wish <b>Recognise facts and opinions</b>	Wishes and regrets: <i>I wish</i> and <i>If only</i> <b>Talk about wishes and regrets</b>
	<b>UNIT REVIEW</b> page 91		

**PROGRESS CHECK 7&8**

pages 92–93

<b>9</b> UNIT <b>LOOK AFTER YOURSELF</b> pages 94–103	Food <b>Talk about street food and how it's made</b> <b>Vocabulary (1):</b> Food PRONOUNCE The /ʊ/ and /u:/ sounds Food	The right snack <b>Recognise reasons and results</b>	Modal passives <b>Use the passive form of modal verbs</b>
	<b>UNIT REVIEW</b> page 103		

<b>10</b> UNIT <b>FUTURE VISIONS!</b> pages 104–113	Life in space <b>Talk about visions of the future</b> <b>Vocabulary (1):</b> Life in space PRONOUNCE The <i>g, d</i> and <i>b</i> final consonants Life in space	Mission to Mars <b>Understand links between and within sentences</b>	Futures review <b>Talk about arrangements, schedules, plans and predictions</b>
	<b>UNIT REVIEW</b> page 113		

**PROGRESS CHECK 9&10**

pages 114–115

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>No place to hide</p> <p><b>Recognise turn-taking</b></p> <p><b>Vocabulary (2):</b> Types of evidence</p>	<p><i>Can't have, could/may/might have, must have</i></p> <p><b>Talk about possible explanations for things in the past</b></p> <p><b>PRONOUNCE</b> Stressed and unstressed words</p>	<p>Know yourself:</p> <p><b>Take responsibility for your actions</b></p>	<p>You shouldn't have done that</p> <p><b>Give and react to criticism</b></p> <p><b>▶</b> It won't happen again</p>	<p>In my opinion (opinion essay)</p> <p><b>Use paragraphs and topic sentences</b></p>
<p>If ...</p> <p><b>Predict what a story will be about</b></p> <p><b>Vocabulary (2):</b> Adjectives ending with <i>-ful</i> and <i>-less</i></p>	<p>Third conditional</p> <p><b>Talk about imaginary situations in the past</b></p>	<p>Communicate &amp; cooperate:</p> <p><b>Adapt to changing situations</b></p>	<p>At the post office</p> <p><b>Send letters and parcels at the post office</b></p> <p><b>▶</b> How much will it cost?</p>	<p>Join our appeal (poster)</p> <p><b>Use persuasive language</b></p>
<p>Need to talk?</p> <p><b>Understand hesitation</b></p> <p><b>Vocabulary (2):</b> Reporting verbs</p> <p><b>PRONOUNCE</b> Stress in two-syllable words</p>	<p>Reported speech review</p> <p><b>Report what other people say</b></p>	<p>Communicate &amp; cooperate:</p> <p><b>Give and accept feedback</b></p>	<p>Don't worry about it</p> <p><b>Express regret and forgiveness</b></p> <p><b>▶</b> It doesn't matter</p>	<p>My role model (description)</p> <p><b>Add detail to a description</b></p>
<p>Teen habits</p> <p><b>Understand the speaker's attitude</b></p> <p><b>Vocabulary (2):</b> Services</p>	<p><i>Have/get something done</i></p> <p><b>Talk about things you pay someone else to do</b></p>	<p>Get thinking:</p> <p><b>Make decisions</b></p>	<p>Get your hair cut</p> <p><b>Ask for advice at the hairdresser's</b></p> <p><b>▶</b> I'd like a haircut</p>	<p>Our school report (report)</p> <p><b>Write a report</b></p>
<p>Futurology</p> <p><b>Understand paraphrase</b></p> <p><b>Vocabulary (2):</b> Prefixes of size, quantity and degree</p>	<p>Future continuous and future perfect</p> <p><b>Say if actions will be in progress or completed in the future</b></p>	<p>Get organised:</p> <p><b>Rate your progress</b></p>	<p>We'll miss you</p> <p><b>Express hopes, wishes and promises</b></p> <p><b>▶</b> Look after yourself</p>	<p>You choose! (email)</p> <p><b>Present options</b></p>

# 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 life 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.

## 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.

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, life skills and motivating material prepares students for success in and beyond the classroom.

# 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.

**LISTENING AND VOCABULARY Survival stories**  
Focus on important information

**SPEAK AND LISTEN**

1 a Read the headlines. What do you think the news stories are about?

**SUB TITLES IN FACE OF FLOOD**    **TEARS AND CHEERS AFTER AVALANCHE**    **HURRICANE DESTROYS HOMES BUT NOT HOPE**

b In the headlines above, find examples of rhyme and 'alliteration' (the use of the same letter or sound at the beginning of words).

2 c Listen to two interviews with eyewitnesses. Work in pairs. Write a headline for each one. Compare them with another pair.

3 a Read the tips in the **HOW TO** box.  
b You're going to write three or four sentences about each eyewitness's statement for two newspaper articles. Read again and take notes (see page 10) on the most important information. Include one quote.

4 Match this to the **HOW TO** box did you use for help with Exercise 3.

**READING Chicago**  
Infer meaning when you read

**SPEAK AND READ**

1 Make a class list of things you know about Chicago. Think about its location, and who and what it's famous for.

2 Quickly read the website article and do the tasks below.

- Decide who it was written for.
- Add information to your list from Exercise 1.
- Match the photos to three underlined places.

Where to stay    Things to do    Getting around    Eating out    Crime & safety

1 Like most big cities, crime forms part of Chicago's past and present. Mention Chicago and people will immediately think of the famous mobster Al Capone. Capone made his fortune by illegally selling alcohol during the prohibition years of the 1920s and early 30s; the era of organised crime and police corruption that was recreated in the movie *The Untouchables*.

2 Today, Chicago still makes headlines for its gang-related violence, but it's generally a safe place to visit. As in any modern metropolis, there shouldn't be any bad press stop you from visiting this amazing city.

3 If this is your first visit, you'll probably spend much of your time in and around the Loop, the city's central business district, and Park, with its zoo and museums. These are busy popular areas. There's safety in numbers, as they say, so you don't have to take any special precautions, though you ought to keep your valuables out of sight.

4 Further north, you'll move into areas where you have to be more careful, especially after dark. Parts of Uptown fall into this category. Some locals say you ought not to use the elevated L-railway on the north side of night.

5 Most of the real trouble spots are in South Side or West Side, where

**HOW TO**

Focus on important information

- Identify the main topic. Focus only on information that relates to it.
- Listen for information which is repeated or emphasised.
- Ignore small details and examples.
- If you quote somebody (write what somebody says), write their exact words.

## 2 Life skills: learning for life

To be successful at school and in life, students need to learn skills that go beyond pure academic knowledge. In order to thrive in today's global market, they need to become aware of and acquire a range of life skills, such as learning to deal with stress, communicating effectively and understanding different cultures. One lesson in every unit is dedicated to developing a life skill under one of five umbrella headings: Get organised, Get thinking, Respect others, Know yourself and Communicate & cooperate.

**LANGUAGE & BEYOND**

**HOW OPEN ARE YOU TO OTHER CULTURES?**

1 Have you ever listened to music in a foreign language (not English)?

2 Have you eaten food from different countries?

3 Have you ever been to a TV show in another language?

4 Have you ever used the internet and why?

5 Have you ever watched a TV show about...

**BEFORE**

Three case studies

We look at how three teenagers learned to take responsibility for their actions.

1 GORKA: "I was a difficult student. I arrived late, took ages to get my book out and spent the class messing about and talking."

2 WARD: "I used to punch graffiti around our neighbourhood. Occasionally, I had to run away from the police and angry neighbours."

3 WARD: "I love R&B music. I used to look for albums on the Net. Now, I've downloaded them legally from the streaming sites."

**NOW**

1 Why weren't you online last night? You missed our plans for Saturday.

2 You can't go out dressed like that. It'll give people a really bad impression.

3 You're always studying. That's so boring. Just do enough to pass, and enjoy life.

4 Be really careful what you post online. It's not easy to remove things from the Net.

**TAKE RESPONSIBILITY**

**SPEAK AND READ**

1 a Work in pairs. Discuss the people do like Gorka. N

b Read the th

DO

2 a Gorka, Naom affected by t think they a

1 Why do yo

2 How do yo

3 Who do yo

4 Who's resp

b Read what

1 You need to take school seriously. Your grades now will affect your future.

2 Why did you buy those trainers? Nobody wears that brand anymore.

3 Go on! Upload that embarrassing photo from the party. And tag Simon in it!

4 I'm not buying those jeans. These ones look the same and they're half the price.

### 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.



### 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.

### 7 Strong communication focus

*Beyond's* pairwork 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.

6

**GRAMMAR** *Should, must, have to, ought to, had better*

Use modal verbs to give advice and make recommendations

**READ**

1 Read the advice. Where's it about? How difficult is it to avoid street crime?

**You'd better get street-wise**

In any city around the world there are places you ought not to visit at night and others you find out about these places before you travel, but you mustn't let what you read spoil your trip because you don't have to change your behaviour much to stay safe. You just have to use your common sense. It will usually tell you what you ought to do in any given situation.

**PRACTISE**

3 Write complete sentences using the words in brackets. Decide if the verb needs to be positive or negative.

Eight tips for staying street-wise in the city

- You / keep away / from streets with poor lighting (must)
- You / must / keep away from streets with poor lighting.
- You / stay / on busier streets (ought)
- You / behave / too much like a tourist (should) (better)
- You / hide / phones and cameras in public (ought)
- You / walk around / with headphones on (ought)
- You / leave / valuables at your hotel (better)
- You / visit / every part of the city (have)
- If someone tries to rob you, you / resist (must)

**STUDY**

2 Complete the explanations with the phrases in the box. Use Exercise 1 to help you.

a good (or bad) idea    necessary  
not necessary    prohibited

*Should, must, have to, ought to, had better*

Use: For advice and recommendations.

shouldn't	It's _____.
ought (not) to	It's a good (or bad) idea in a particular situation.
had better (not)	It's _____, important or strongly recommended.
have/has to	It's _____ or dangerous.
must	It's _____.
Do you have to ... ?	It's _____.
don't/doesn't have to	It's _____.
mustn't	It's _____.

Form: modal verb + infinitive without to

Q I'm going to London with my class soon. What (1) *should* / *had* / *must* do when I'm there?

A: You really (2) *ought* / *must* to go to the British Museum. It's amazing and it's free. In general, I think central London's safe, but you (3) *mustn't* / *don't have to* forget the basic safety advice for any big city. Also, cars (4) *must* / *have to* drive on the left, so be careful when you cross roads. Finally, (5) *you'd better* / *you must* practise your English before you go because not many people speak other languages!

Q I'm going to Kenya with my family this summer. (6) *Must we* / *Do we have to* get a visa? And what about vaccinations?

A: Visitors (7) *ought to* / *have to* have a visa, but you (8) *don't have to* / *shouldn't* get one before you go because you can get one at the airport when you arrive. As for vaccinations, I don't think (9) *you have to* / *you'd better* have any, but I think some are recommended, so you (10) *must* / *ought to* consult your doctor.

**WRITE AND SPEAK**

### 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 on 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](http://www.macmillanbeyond.com)

*The Beyond Team*

# USING THE *BEYOND* STUDENT'S BOOK

## Lesson 1 – In the picture

Unit themes appeal to teenagers and provide interesting, 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 The Moving Picture feature on the opening pages brings a dynamic feature to the spread by introducing a video connected to the lesson and an accompanying task.

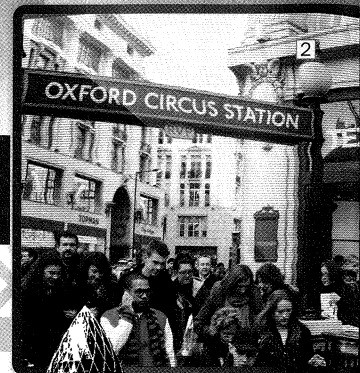
3 New vocabulary is clearly visible in a word box and is presented and practised with the support of the images on the pages. Lexical sets are recorded for ease of presentation. Once introduced, vocabulary is recycled throughout the unit and reviewed in the Unit Review and every two units in a Progress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

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

# 2 UNIT DIGITAL FOOTPRINTS!

## IN THE PICTURE Digital devices

»»» Talk about using digital devices



### RECALL AND READ

- 1 Work in pairs. Look at the photos and describe what you can see. What do you think is the connection between the photos?
- 2 Read the blog and check your prediction in Exercise 1. Why does the blogger say that we're 'never anonymous'?

### THE DIGITAL LONDON BLOG

HOME BLOG

Comments (2)

**New post**

When you connect to the virtual world to browse websites or upload personal information, you feel anonymous. But your computer or mobile device has a unique identity number that makes you visible wherever you go online.

In the real world, you're never anonymous either. Your phone and apps such as maps are constantly tracking where you are and giving away your location. The same is true when you swipe your travel card to take the Underground, or use your bank card at a cashpoint.

But even if you turn off your mobile device, you're still visible. Modern HD CCTV cameras can make out your face in the crowd from close to a kilometre away. If face recognition software is used to identify you, searching the Net will then reveal your personal information.

Cameras link the real and virtual worlds. As a result, we're never out of sight.

3 **THE MOVING PICTURE** Watch the video. Who's Big Brother, and why does the speaker think Big Brother is here?

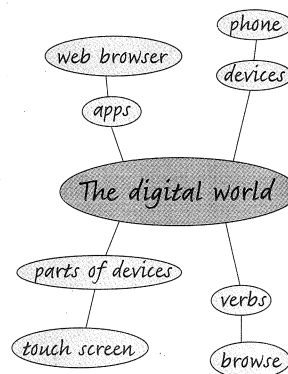
4 Work in pairs. Add words from the blog in Exercise 2 to the network. Then add more words you know.

### WORK WITH WORDS

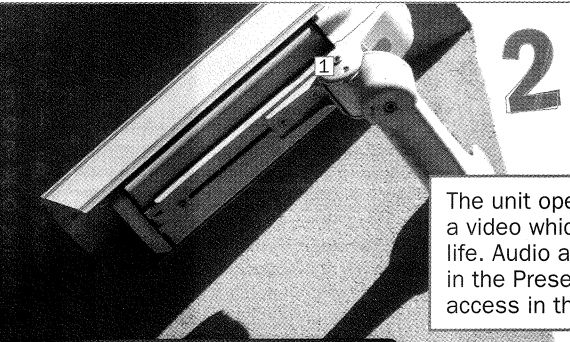
5 Match the verbs and their opposites in the box to the definitions.

back up   download/upload   log on/out  
swipe   turn on/off   turn up/down

- 1 turn on : press a button to make a device start working  
Opposite: turn off
- 2 \_\_\_\_\_ : move information from the internet to a digital device  
Opposite: \_\_\_\_\_
- 3 \_\_\_\_\_ : increase the volume of a device  
Opposite: \_\_\_\_\_
- 4 \_\_\_\_\_ : access a computer system using a username and password  
Opposite: \_\_\_\_\_
- 5 \_\_\_\_\_ : make a copy of information on a digital device
- 6 \_\_\_\_\_ : pass a card over an electronic reader, or move your finger across a touch screen



# USING THE *BEYOND* STUDENT'S BOOK



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.



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.

## 6 Complete the tips in *How to avoid digital dangers* with the verbs.

click enter scan set up tap update

## 7 a 1.15 PRONOUNCE Listen and repeat the words, paying attention to the /k/ and /g/ sounds.

back /bæk/ log /lɒg/

## b 1.16 Listen and circle the words you hear. Then listen and repeat the words.

- |              |                 |
|--------------|-----------------|
| 1 log / lock | 4 could / good  |
| 2 bag / back | 5 block / blog  |
| 3 cap / gap  | 6 class / glass |

## 8 1.17 Listen and repeat all the verbs in Exercises 5 and 6.

### EXTEND

## 9 Complete the answer with verbs from Exercise 6.

### What's a phrasal verb?

It's a verb + an adverb or preposition.

If it needs an object, it's 'transitive': *turn on/off a computer, turn up/down the volume, \_\_\_\_\_ your information, \_\_\_\_\_ an account*

If it doesn't need an object, it's 'intransitive': \_\_\_\_\_ when you start/finish

Use a dictionary to check if a phrasal verb is transitive (T) or intransitive (I).

### SPEAK

## 10 Work in pairs. Do one or both of the tasks.

- Take it in turns to explain how to use a digital device to send a message or update your profile page. Your partner should ask questions.
- Discuss the blog post in Exercise 2. Are you worried about the way that digital devices, cameras, etc can track your movements? Why?/Why not?

Workbook, page 16

### How to avoid digital dangers

- > Install antivirus software on your digital devices. (1) the program regularly to have the latest version, and (2) your device regularly to check for viruses and spyware.
- > When you (3) \_\_\_\_\_ an online account, use a password that other people can't guess. Don't use the 'save password' option when you (4) \_\_\_\_\_ your password to log on at the start of an online session, and always log out when you finish.
- > If you see a link in an email to an attachment or website, never (5) \_\_\_\_\_ on it (if you have a touch screen) or (6) \_\_\_\_\_ on it (with a mouse) unless you are sure the other person really sent it to you.
- > Regularly back up all the information on your devices in case you lose it.

### GO BEYOND

Do the Words & Beyond exercise on page 131.

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.

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 How To box provides tips for putting the subskill into action. Students read the tips, carry out a related task and then reflect on which tips they used to complete the task.

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

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

Subskills are clearly identified.

### READING For or against?

Recognise main ideas and supporting points

#### SPEAK AND READ

1 Work in pairs. Look at the title of the magazine article and answer the questions. (You will look at your answers again in Exercise 6.)

- Are you for or against internet privacy? (You don't need to agree.)
- What arguments are there for and against internet privacy?

2 Quickly read the article to find out who's for and who's against internet privacy.

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

## THE DIGITAL DEBATE INTERNET PRIVACY:

### The case *for*, by Jirka M

If you're reading this, you're probably worried about online privacy. After all, many of the things you've heard are scary. Your favourite sites *do* track your browsing habits, even when you log out. And some have sold information about you to companies that want to sell their products to you.

But I would argue that makes browsing a better experience. Because your web browser knows your habits, it can show the search results that you really want to see. And while you're online, you only see ads for products that really interest you.



More importantly, perhaps, it also explains why the internet has remained free. If internet companies couldn't sell information and advertising space, they would have to charge for using their sites. If they did that, fewer people would use them, and your social network would suddenly be much smaller. Isn't losing some of your privacy a small price to pay for a free internet?

### ARE YOU FOR OR AGAINST?

#### The case *against*, by Maria B

Before I make my case, let me say that I'm not against the internet. On the contrary, I love using the Net and think it's probably the greatest gift that technology has ever given us. But I think the issue of privacy gives it a dark side too.

For example, somewhere on the Net there's a record of every site you've ever visited, and of every email or message you've sent since you first went online. And the sites you use to search for information and stay in touch with your friends collect and keep information about your online habits. All this information is collected with your permission, and you agree to it when you use the sites.

It's also unacceptable that some people sell personal information that they've collected. And that's scary, because if it falls into the wrong hands, it could be used to commit a crime in our name.



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

3 a Read the tips in the **HOW TO** box.

b Work in pairs. Each choose a different opinion in the article and make notes under the headings below.

*Topic & writer's opinion*  
*First main idea & supporting points*  
*Second main idea & supporting points*

c Tell your partner what the main ideas and supporting points are in the opinion you read.

4 Read the other opinion in the article. Are there any points your partner didn't mention?

5 Which tips in the **HOW TO** box did you use for help with Exercises 3b and 4? Tick (✓) them.

#### REACT

6 Work in pairs. Answer the questions.

- Which arguments on your list from Exercise 1 are mentioned in the article? Which ones aren't on your list?
- Has your opinion about internet privacy changed after reading the magazine article? Why?/Why not?

#### HOW TO

recognise main ideas and supporting points

- Identify the writer's opinion. Look in the introduction or next paragraph.
- Look for one main idea in each paragraph. This is usually in the first or last sentence.
- Look for supporting points (examples, statistics, etc) that show why a main idea is correct.

#### GO BEYOND

Think of another argument for or against internet privacy. Write a short paragraph with a sentence that summarises your argument plus one or more supporting points.

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

# USING THE *BEYOND* STUDENT'S BOOK

## Lesson 3 – Grammar (1)

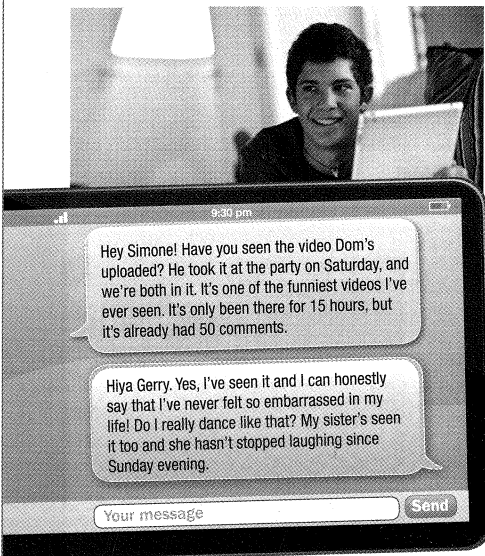
“ The target **grammar** is always presented in context and students are encouraged to work out rules from examples. ”

### GRAMMAR Present perfect simple

»»» Connect past actions with the present

**READ**

1 Read the messages. Who feels more positive about the video, Gerry or Simone?



# 2

**PRACTISE**

3 **1.19** Choose the correct options to complete the conversation. Then listen and check.

**Kim:** I (1) *haven't seen / didn't see* that phone before. How long (2) *do you have / have you had* it?

**Carol:** (3) *For / Since* about a month now. (4) *I've got / I got* it for my birthday.

**Kim:** Is your internet connection working?

**Carol:** I don't know. I (5) *haven't been / didn't go* online yet. Why do you ask?

**Kim:** Well, apparently (6) *Dom's posted / Dom posted* a really funny video on his page at the weekend. Everyone else (7) *has already watched / already watched* it, but I can't get online. So I was wondering if I could try with your phone.

**Carol:** OK, let's look together. I (8) *'ve never seen / never saw* Dom's page.

4 Write complete sentences using the present perfect simple and *for* or *since* if necessary.

- 1 I / never / write / a letter  
*I've never written a letter.*
- 2 My house / have / an internet connection / I was born
- 3 I / already / update / my profile page today
- 4 Someone / just / send / me a message
- 5 I / not download / many videos from the Net
- 6 I / have / my phone / more than a year
- 7 Our computer at home / never / have / a virus
- 8 I / not use / a mouse many times

5 Complete the questions for the sentences in Exercise 4.

1 Have you ever written a letter?	5 How many ... ?
2 How long ... ?	6 How long ... ?
3 Have ... ?	7 Has ... ?
4 Has ... ?	8 How many ... ?

**SPEAK**

6 Work in pairs. Ask and answer the questions in Exercise 5. For each question, ask at least one other question to get more information. (Remember to use the past simple if you ask for or give details about something in the past.)

Have you ever written a letter?

When? Yes, I have.  
About three months ago.

Who did you write to?

My grandmother. I wanted to say thank you for my birthday present.

**STUDY**

2 Complete the explanations with examples from Exercise 1.

**Present perfect simple**

**Form:**  
*have/has + past participle*

**Use: (1)**  
For past actions when we don't know the exact time or it isn't important:  
*Have you seen the video Dom's uploaded?*

**Use: (2):** with *ever* and *never*  
For experiences in your life:  
  
Use *ever* with a superlative adjective and to emphasise how good or bad something is:

**Use: (3):** with *just*, *yet* and *already*  
For recent actions:

**Use: (4):** with *for* and *since*  
For actions that started in the past and continue to now:  
*for* + periods of time  
*since* + dates, points in time  
See GRAMMAR DATABASE, page 121.

»»» Workbook, pages 18–19

- 1 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.
- 2 In the Study section, students are guided to notice grammar structures from the text and then to complete explanations in the Study box.
- 3 The target grammar is typically practised in a meaningful context that regularly provides opportunities for personalisation.
- 4 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.
- 5 The final tasks focus on speaking and/or writing for accuracy of the target structure.

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

2 The How To box provides tips that help students.

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.

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

5 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.

6 The Go Beyond task allows students to do a further task related to the new vocabulary set.

### LISTENING AND VOCABULARY Record. Stop. Play.

Use the audio type, grammar and pronunciation to help you understand

#### SPEAK AND LISTEN

1 **Work in pairs. Make a list of the different types of talking you hear during a typical day.**

*A teacher talking to a class.  
A TV presenter reading the news.*

2 a **Read the tips in the HOW TO box.**

b **1.20 Listen to the recording and answer the questions.**

- 1 What type or types of audio do you hear?
- 2 Where are the people? Make a list.
- 3 Who made the recording? How?

3 **1.21 Listen to the eight conversations and choose the best answer (A or B) for each conversation.**

- 1 Matt's late for breakfast because he was ...  
A doing homework. B playing with his phone.
- 2 Matt's ... late.  
A always B sometimes
- 3 Lucy's annoyed about the ... of the maths homework.  
A quantity B difficulty
- 4 The people on the Underground ...  
A have missed a meeting. B think it's too expensive.
- 5 The man's annoyed because ...  
A he's lost. B his train's late.
- 6 Lucy ... that the teacher doesn't believe Matt's excuses.  
A is surprised B isn't surprised
- 7 Matt ... the Underground as an excuse for being late before.  
A has used B hasn't used
- 8 Lucy's angry because what Matt did ...  
A didn't respect her privacy. B was illegal.

4 **Which tips in the HOW TO box helped you with Exercises 2b and 3? Tick (✓) them.**

#### REACT

5 **Work in pairs. Has Matt done something wrong? Discuss why/why not.**

#### WORK WITH WORDS

6 **Look at the negative adjectives in the box and complete the explanation.**

To form negative adjectives, the most common prefixes are **im-** and **in-**. The prefix **in-** changes to:

- **im-** before words beginning with *m* or *n*.
- **il-** before words beginning with *l*.
- **ir-** before words beginning with *r*.

illegal illogical immoral impatient  
incapable irrelevant irresponsible unaware  
unfair unlikely unusual unwell

7 **1.21 Complete the sentences with adjectives from the box in Exercise 6. Listen to Matt's recording again if necessary.**

- 1 Matt's mum thinks he looks \_\_\_\_\_, but really he's just tired.
- 2 Lucy thinks Matt's \_\_\_\_\_ of being on time.
- 3 Lucy doesn't get angry with Matt because she isn't \_\_\_\_\_.
- 4 The passenger says she's \_\_\_\_\_ to get to her meeting on time.
- 5 Matt thinks his teacher's \_\_\_\_\_ for never believing him.
- 6 The teacher thinks Matt's \_\_\_\_\_ because he's always late.
- 7 When Matt records people they're \_\_\_\_\_ that he's doing it.
- 8 Lucy thinks it's \_\_\_\_\_ to record people without permission.

8 **Write true sentences using five adjectives from Exercise 6. Then compare your sentences in pairs. Are any the same or similar?**  
*It's been illegal to smoke in public places in my country since 2011.*

#### HOW TO

use the audio type, grammar and pronunciation to help you understand

- Identify the type of audio (a conversation, a talk, the news, etc).
- Listen for verbs. Are people talking about the past, present or future?
- Listen for stressed words. They communicate the meaning.
- Listen for big changes in intonation. They show strong feelings.



#### GO BEYOND

Do the Words & Beyond exercise on page 131.

Workbook, pages 20–21

# 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 Present perfect continuous

# 2

»» Talk about activities in progress before or until now

#### READ AND LISTEN

1 **▶122** Read and listen to the conversation. Where's Jason? What does Talia help him to do?

**Talia:** I've been waiting at the gate for 20 minutes.

**Jason:** I'm really sorry.

I've been doing the geography project all afternoon.

**Talia:** I've known you for years, and I've never seen you spend so long in the library!

**Jason:** It's a lot of work.

**Talia:** I've done my project. Do you need some help?

**Jason:** Yes and no. I've found a lot of information, but I've lost it all.

**Talia:** Hang on, I'm coming. ... Let me have a look. ... You've been saving it in somebody else's folder. That's why you can't find it.



#### PRACTISE

4 **▶123** Complete the conversations with the present perfect continuous form of the verbs and/or *for* or *since*. Then listen and check.

1 **Pepe:** Hey Jules. I (1) *'ve been trying out* (try out) that new app you created. It's amazing!

**Jules:** I'm glad you like it. (2) \_\_\_\_\_ (it / work) OK?

2 **Cole:** You see that man over there? He

(3) \_\_\_\_\_ (stand) there

(4) \_\_\_\_\_ over an hour.

**Sheila:** I know. And he (5) \_\_\_\_\_ (take) photos of the house. Who do you think he is?

3 **Dad:** The computer's got a virus.

(6) \_\_\_\_\_ (you two / download) games again?

**Liam:** No, we haven't. In fact, we

(7) \_\_\_\_\_ (not use) it at all recently.

4 **Helen:** How long (8) \_\_\_\_\_ (you / learn) to play the guitar?

**Joe:** Only (9) \_\_\_\_\_ my birthday. So I (10) \_\_\_\_\_ (not play) very long.

5 **▶124** Choose the correct options to complete the conversation. Choose the continuous form if possible. Then listen and check.

**Henk:** Trisha! I haven't (1) *seen / been seeing* you for ages!

**Trisha:** I've (2) *studied / been studying* a lot of some important exams this week.

**Henk:** Have they (3) *gone / been going well*?

**Trisha:** I've (4) *done / been doing* three already. I think they went well. But, obviously, I

*had / been having* any results yet.

**Henk:** Well, you're looking very well. I

**Trisha:** Thanks. I've (6) *slept / been sleeping* because I haven't (7) \_\_\_\_\_ *been leaving* all my revision to the last minute this year. What have you (8) *done / been doing* since I last saw you?

**Henk:** Not much. The usual - studying, playing basketball, going out.

**Trisha:** Well, let's try and meet up soon to catch up.

#### SPEAK

a **Complete the notes with information about you.**

- Recent activities:
- Recent schoolwork:
- Your favourite hobby:
- When you moved into your house:
- When you started learning English:

b **Work in pairs. Ask each other questions in the present perfect continuous about the information in Exercise 6a.**

What have you been doing recently?

How long have you been ... ?

#### STUDY

2 Read the explanations. Then underline examples of the different uses of the present perfect continuous in Exercise 1.

##### Present perfect continuous

**Use (1):** With *for/since* for actions that started in the past and continue to now.

**Use (2):** For actions in progress recently.

**Time expressions:** *all afternoon/week, recently, lately, etc*

**Form:** *have/has + been + verb + -ing*

3 Choose the correct options to complete the explanations.

##### Present perfect simple or continuous?

Use the *simple / continuous* form to emphasise how long or difficult an action has been:  
*I've been doing the geography project all afternoon.*

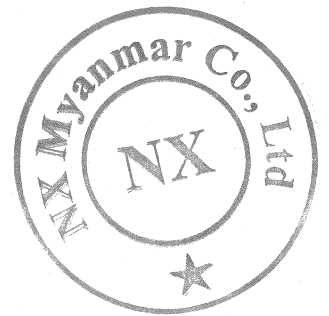
Use the *simple / continuous* form to emphasise the result of an action, especially to say *how much* or *how many* (times):  
*I've done the geography project.*

*I've found enough information.*

The simple and continuous forms with *for* and *since* often have a similar meaning:  
*I've been living here for about five years.*

*I've lived here for about five years.*

See GRAMMAR DATABASE, page 121.



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.

There are frequent opportunities for students to talk about themselves and to express their views.

# USING THE *BEYOND* STUDENT'S BOOK

## Lesson 6 - Language & Beyond

The Language & Beyond page is the life skills lesson. The aim of these lessons is to equip students with the necessary transferable skills for life beyond the classroom, especially at college/university and in the workplace. The life skills lessons are grouped under five umbrella headings: Know yourself, Get organised, Get thinking, Respect others and Communicate & cooperate.

### LANGUAGE & BEYOND

**A** You need to take school seriously. Your grades now will affect your future.

**B** Why did you buy those trainers? Nobody wears that brand anymore.

**C** Go on! Upload that embarrassing photo from the party. And tag Simon in it!

**D** I'm not buying those jeans. These ones look the same and they're half the price.

**E** Why weren't you online last night? You missed our plans for Saturday.

**F** You can't go out dressed like that. It'll give people a really bad impression.

**G** You're always studying. That's so boring. Just do enough to pass, and enjoy life.

**H** Be really careful what you post online. It's not easy to remove things from the Net.

### >>> Deal with peer pressure

**SPEAK AND READ**

- Work in pairs. Read the definitions of peer group and peer pressure. Then answer the questions about you and your peer group.**
  - What fashions do you follow (clothes, haircut, bags, etc)?
  - What do you do when you're together? What do you talk about?
  - Which famous people influence your appearance and behaviour?
- Read the comments (A-H). Then write the letters in the table to what they're about and who would say them - a parent, a peer or**

Topic	Appearance	Social networking	Studying
Parent			
Peer			

Working with other students is a key part of the life skills lesson.

**DO**

- Work in pairs. Answer the questions about the comments (A-H).**
  - Do your parents and friends say these things? Give examples.
  - What would happen if you followed the idea in each comment?
- For the topics in Exercise 2, make a pie chart to show how much influence you, your peers and your parents have on your decisions. Then work in pairs. Discuss which areas you would like to have more influence over, and why.**

**REFLECT**

- Discuss the questions with your class. Do you agree with the REFLECTION POINT?**
  - Who has the biggest influence on your decisions?
  - Who best understands the consequences of your decisions? Why?
  - Why can it be so difficult to ignore peer pressure?

**EXTEND**

- Work in pairs. Discuss what your peers and parents think about the music you listen to, your free-time activities and your behaviour. What do you think about these things?**

**peer group**  
NOUN [COUNTABLE]  
a group of people of about the same age

Useful phrases help students to discuss issues and carry out tasks in English.

The pie chart is divided into three sections: 'peers' (the largest section), 'parents', and 'Appearance'.

**REFLECTION POINT**

It's important to understand the influence of peer pressure on your decisions. Being aware of peer pressure and its consequences will help you make decisions that are right for you.

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 life skills in *Beyond* are transferable to other situations and contexts. The exercises in the Extend section enable students to transfer the skills learned, building a classroom-to-real-life bridge.

# USING THE *BEYOND* STUDENT'S BOOK

## Lesson 7 – Speaking



Using real life scenarios, the **speaking** page 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 Be very careful

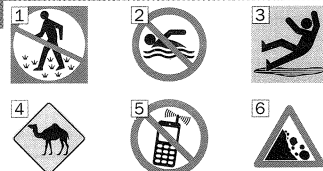
# 2

#### Give warnings and prohibitions

#### SPEAK

1 Work in pairs. Look at the signs (1–6) and answer the questions.

- Which are warnings (things you shouldn't do because of possible danger), and which are prohibitions (things you mustn't do)?
- Where would you see them and what do they mean?

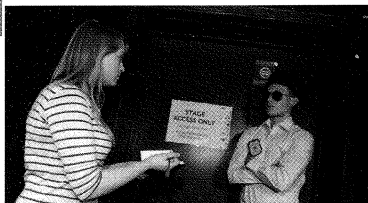


#### WATCH OR LISTEN

2 Watch or listen to four scenes and answer the question about each one.

What's the situation and what warnings/prohibitions are expressed?

3 Watch or listen again and write one word in each gap.



1 Luis: Are you sure you trust that site? out if I were

3 Gran: (5) the step. You could fall and hurt yourself.

only downloading a  
t download a virus too if  
t (2)

Dan: Don't worry, Gran, I'll be careful. Let's cross the road here.

Ava: Do you really think so?

Gran: (6) out! There's a car coming.

2 Guard: I'm sorry, you can't go in there.

Dan: It's OK, we're on a zebra crossing, it has to stop. Better safe than sorry.

Ellie: I just want an autograph.

4 Warden: Excuse me, you mustn't sit on the grass. It's (7)

Guard: I'm sorry, you're not

Luis: Can I just finish my sandwich?

(3) to go backstage.

Warden: There's also a (8) on eating picnics in the park.

Ellie: Can I stay here and take a photo?

Luis: I've nearly finished.

Guard: No, it's (4)

Warden: if you don't get off the grass now I'll have to call the police.

Ellie: Says who?

Luis: OK, OK, I'm going.

Guard: Says me.

4 Listen and repeat the warnings and prohibitions.

5 Match the sentence halves. Listen and check your answers. Then listen and repeat.

- |                           |                           |
|---------------------------|---------------------------|
| 1 Are you sure            | a to cycle here.          |
| 2 I'd be careful          | b you could hurt someone. |
| 3 You might fall          | c that's a good idea?     |
| 4 If you don't watch out, | d if you're not careful.  |
| 5 You're not allowed      | e cycling in the centre.  |
| 6 There's a ban on        | f if I were you.          |

#### ACT

6 Work in pairs. Think of two situations, one in which you would hear or give a warning, the other a prohibition.

- Prepare and practise a short conversation for each situation. Include language from the **PHRASEBOOK**.
- Present your conversations to other students without reading them. Can they identify the situations?

#### PHRASEBOOK 1.28

##### Give prohibitions

You can't go/take ...  
You're not allowed to wait/ask ...  
It's prohibited/forbidden.  
There's also a ban on eating/walking ...

##### Give warnings

Watch out! / Look out! / Be careful!  
Mind the steps/gap.  
Are you sure you trust that site / that's a good idea?  
I'd watch out / be careful if I were you.  
You might download/have ... if you're not careful.  
You could fall / hurt yourself ...

1 The lesson starts with speaking exercises, giving students the opportunity to describe pictures and speculate about a situation.

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.

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

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.

Workbook, page 23

# 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 Keep in touch

#### >>> Organise information in informal emails and letters

#### SPEAK AND READ

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

- 1 How often do you write emails?
- 2 Who do you write emails to, and why do you write them?

##### 2 Read the email and find:

- 1 four pieces of new information.
- 2 two questions that ask if Harry can do something.
- 3 two questions about Harry's life.

New mail ← Reply → Forward

1 Hi Harry,  
How's it going? It was great to see you last weekend. We haven't been in touch much since you moved away, so it was good to catch up. I've uploaded some photos to my page, by the way.

2 The main reason I'm writing now is to ask a favour. Do you remember I told you about a game I've been developing? Well, I've finally finished it, but it needs testing. Could you try it out for me? If so, I'll tell you how to download it.

3 Apart from that, I wanted to ask about your basketball team. You said you've been training a lot lately. Have you been getting good results?

4 One last thing. I'll be in Liverpool on Saturday 28th. Would you be able to meet up that day?

5 Anyway, I must go. I've got a long day tomorrow.  
Take care,  
*Kevin*

#### Get it right

- I told you about ...
- I told you (that) ...
- I said you (that) ...

#### STUDY

##### 3 Read the email again and match the paragraphs to their contents.

- |       |   |                         |
|-------|---|-------------------------|
| 1     | a | the most important news |
| 2     | b | saying goodbye          |
| 3 & 4 | c | your recent contact     |
| 5     | d | other news              |

##### 4 a Read the tips in the **HOW TO** box.

#### HOW TO

organise information in informal emails and letters

- Start with an expression like *How are you?* and mention your last contact.
- Continue with expressions like *I'm writing to ...*, *Apart from that, ...* *One other/last thing ...*
- Use *by the way* to introduce new information.
- Use expressions like *Do you remember ... ?* to refer back to something.
- Use *Anyway, ...* or *Well, ...* to start saying goodbye.
- End with *Best wishes, All the best*, etc. Use *Love* with family and close friends.

#### PRACTISE

##### 5 Put the words in order to make new expressions. Then match them to expressions or points in the **HOW TO** box.

- 1 good / It / to / from / was / you / hear .
- 2 long time / I / for / haven't / written / Sorry / such / a .
- 3 just / know / This / to / is / my new email address / you / let .
- 4 a blog / you / I / writing / remember / was / Do ?
- 5 to / you / hear / again / hope / soon / I / from .
- 6 soon / touch / be / I'll / in .

#### PLAN, WRITE AND CHECK

##### 6 You're going to write an email to a friend in New York who you haven't written to for a long time. Look at Exercise 3 and make notes for each paragraph. You can use real or invented news.

##### 7 Write your email. Use expressions from the **HOW TO** box and Exercise 5 to help you organise it. Then check it.

##### b Underline the expressions from the **HOW TO** box, or similar expressions, in the email.

#### SHARE AND REVIEW

##### 8 Swap your email with a partner. Read your partner's email and review it.

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.

# 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. ”

### UNIT REVIEW

2

#### VOCABULARY Digital devices

1 Alan's teaching his three-year-old sister, Jess, to use a tablet. Complete his explanations with the verbs.

back up click enter log on scan set up  
swipe tap turn on turn up update upload

First, we need to (1) \_\_\_\_\_ the tablet, Jess. It's off now. These are icons. On a computer you (2) \_\_\_\_\_ on them with the mouse, but here, you (3) \_\_\_\_\_ on the screen and they open. Let's look at some photos. If you (4) \_\_\_\_\_ the screen with your finger, you go to the next photo. Don't worry if you delete one – I regularly (5) \_\_\_\_\_ the photos onto my computer. Now let's look at my social networking page. First, I need to (6) \_\_\_\_\_. To do that I (7) \_\_\_\_\_ a secret password. I (8) \_\_\_\_\_ my page every day with my news and I also (9) \_\_\_\_\_ photos and videos. This video's really funny. It's quiet, so let's (10) \_\_\_\_\_ the volume. Every now and then I (11) \_\_\_\_\_ the tablet for viruses. No, I can't (12) \_\_\_\_\_ a page for you, you're too young!

\_\_\_/12

#### Negative prefixes

2 It's ten years later. Make the adjectives negative with the prefixes *un-*, *in-*, *im-*, *ir-* and *il-*.

Alan: Are you still online? You'll make yourself (1) \_\_\_\_\_ well.

Jess: I'm fine, don't worry.

Alan: That's an (2) \_\_\_\_\_ usual website. Can I see? Jess, that's a government website! Get out of there now!

Jess: Don't be so (3) \_\_\_\_\_ patient. I know what I'm doing. But they're (4) \_\_\_\_\_ capable of protecting their sites.

Alan: That's (5) \_\_\_\_\_ relevant. It's (6) \_\_\_\_\_ left me a hack into a government website. I've been (7) \_\_\_\_\_ completely (7) \_\_\_\_\_ the risks? It's (8) \_\_\_\_\_ responsible. It's (9) \_\_\_\_\_ fair for us to \_\_\_\_\_ what if they catch you?

Jess: That's (10) \_\_\_\_\_ likely. And you're being (11) \_\_\_\_\_ logical. And I'm not doing anything (12) \_\_\_\_\_ moral. Thanks to me they know how bad their online security is.

\_\_\_/12

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

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

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

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

#### GRAMMAR Present perfect simple

3 Complete with the present perfect simple or past simple of the verbs.

##### Mystery hacker strikes again

A hacker (1) \_\_\_\_\_ (break) into the government's website and replaced all the photos with cartoon characters. The attack (2) \_\_\_\_\_ (happen) on Saturday night, and investigators believe that the same person (3) \_\_\_\_\_ (already / hack) into three other official networks. During Saturday night's attack the hacker (4) \_\_\_\_\_ (leave) a message to say that even a child could access the website. Investigators (5) \_\_\_\_\_ (not discover) anything about the hacker's identity since the attacks (6) \_\_\_\_\_ (begin).

\_\_\_/12

#### Present perfect continuous

4 Complete with the present perfect continuous form of the verbs if possible. If not, use the present perfect simple.

Presenter: I understand you (1) \_\_\_\_\_ (be) a hacker since you were 13.

Jess: I was a hacker, but for the last two years I (2) \_\_\_\_\_ (work) as an ethical hacker.

Presenter: What does an ethical hacker do?

Jess: Well, it's someone who's paid to attack an organisation's computer system to reveal security problems. This week, I (3) \_\_\_\_\_ (try) to hack into a big bank's website, and I (4) \_\_\_\_\_ (already / find) more than 10 things they need to fix.

Presenter: How do you become an ethical hacker?

Jess: You have to take a course. I (5) \_\_\_\_\_ (finish) my training so I'm a qualified ethical hacker now, and I (6) \_\_\_\_\_ (do) some part-time teaching on the course recently.

Presenter: And is there a lot of work for ethical hackers?

Jess: Oh, yes, I (7) \_\_\_\_\_ (not stop) working since I qualified. I'm always busy.

Your score: \_\_\_/50

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

#### SKILLS CHECK

- ✓✓✓ 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.

I can recognise main ideas and supporting points when I read. \_\_\_\_\_

I can use the audio type, grammar and pronunciation to help me understand. \_\_\_\_\_

I can deal with peer pressure. \_\_\_\_\_

I can give warnings and prohibitions. \_\_\_\_\_

I can organise information in informal emails and letters. \_\_\_\_\_

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