

A1+

TEACHER'S BOOK PACK

PREMIUM

BEYOND


MACMILLAN

Anna Cole
David Corp
Alexandra Hearn

+ Teacher's Resource Centre, Presentation Kit & Online Workbook

B2

TEACHER'S BOOK PACK
PREMIUM

BEYOND


MACMILLAN

David Corp
Alexandra Hearn
Michael Terry

Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Publishers Limited
Companies and representatives throughout the world
ISBN 978-0-230-46155-0

Text, design and illustration © Macmillan Publishers Limited 2015
Written by David Corp, Alexandra Hearn and Michael Terry

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2015

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by emc design ltd

Cover design by emc design ltd

Cover photographs by Alamy/Mediacolor's, Alamy/Bhandol

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

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Printed and bound in Thailand

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

CONTENTS

Scope and sequence	pages 4–7
Welcome to the <i>Beyond</i> Teacher’s Book	pages 8–9
Using the <i>Beyond</i> Student’s Book	pages 10–21
Using the <i>Beyond</i> Workbook	pages 22–23
<i>Beyond</i> digital	pages 24–27
Teaching tips and Games	pages 28–33
Using the <i>Beyond</i> Teacher’s Book	pages 34–35
Unit 1 What’s in a name?	pages 36–50
Unit 2 The whole story	pages 51–64
Units 1&2 Progress check	pages 65–67
Unit 3 Life goals	pages 68–82
Unit 4 Learning from the past	pages 83–96
Units 3&4 Progress check	pages 97–98
Unit 5 Curiouser and curiouser	pages 99–112
Unit 6 The way we are	pages 113–125
Units 5&6 Progress check	pages 126–128
Unit 7 On screen	pages 129–141
Unit 8 Buy, sell, trade	pages 142–154
Units 7&8 Progress check	pages 155–157
Unit 9 My generation	pages 158–171
Unit 10 Watch your language	pages 172–184
Units 9&10 Progress check	pages 185–186
Workbook audio script	pages 187–197
Workbook answer key	pages 198–207
Notes	page 208

	IN THE PICTURE	READING	GRAMMAR (1)
1 UNIT WHAT'S IN A NAME? pages 6–15	Names Talk about names and naming traditions Vocabulary (1): Names PRONOUNCE Unvoiced and voiced sounds (1): /f/, /v/, etc Names	Katrina Find information efficiently	Present tenses review Talk about things in or connected to the present
	UNIT REVIEW page 15		

2 UNIT THE WHOLE STORY pages 16–25	Types of story Talk about stories Vocabulary (1): Types of story PRONOUNCE Long vowel sounds Types of story	Kamishibai Deal with new vocabulary when you read	Narrative tenses review To describe events in the past
	UNIT REVIEW page 25		

PROGRESS CHECK 1&2

pages 26–27


3 UNIT LIFE GOALS pages 28–37	Setting goals Talk about short- and long-term goals Vocabulary (1): Phrasal verbs: goals and achievements PRONOUNCE Linking in natural speech Setting goals	Inventing the future Assess a text	Futures review Talk about the future in different ways
	UNIT REVIEW page 37		

4 UNIT LEARNING FROM THE PAST pages 38–47	Buildings past and present Talk about buildings and architecture Vocabulary (1): Buildings and architecture Buildings past and present	Lessons from the past Understand opinions	Conditionals Talk about the consequences of possible or imaginary situations
	UNIT REVIEW page 47		

PROGRESS CHECK 3&4

pages 48–49

5 UNIT CURIOUSER AND CURIOUSER pages 50–59	Start a collection Talk about unusual collections Vocabulary (1): Usual and unusual adjectives PRONOUNCE Consonant combinations Start a collection	Be a museum curator Understand the writer's purpose	Verbs followed by -ing and/or infinitive Use gerunds and infinitives
	UNIT REVIEW page 59		

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>I remember your name</p> <p>Take clear notes</p> <p>Vocabulary (2): Word families</p>	<p>Articles and other determiners</p> <p>Show what thing you're talking about</p>	<p>Know yourself:</p> <p>Work on your weaknesses</p>	<p>That's interesting!</p> <p>Make conversation</p> <p>▶ Tell me more</p>	<p>Report back (report)</p> <p>Present statistical information</p>

<p>The written word</p> <p>Follow the speaker's argument</p> <p>Vocabulary (2): Character adjectives</p>	<p><i>Used to and would</i></p> <p>Talk about habits and states in the past</p>	<p>Get thinking:</p> <p>Consider the consequences of your actions</p>	<p>What happened?</p> <p>Describe an experience</p> <p>▶ Where was I?</p>	<p>My fantasy story (story)</p> <p>Avoid repetition</p>
--	--	--	--	--

<p>The cabin project</p> <p>Understand referring words</p> <p>Vocabulary (2): Adjective + preposition, verb + noun + preposition</p>	<p>Future continuous and future perfect</p> <p>Talk about what will be happening and what will have happened</p>	<p>Get organised:</p> <p>Set achievable goals</p>	<p>Anything's possible</p> <p>Express certainty, probability and doubt</p> <p>▶ Absolutely</p>	<p>Dear Sir or Madam (formal letter or email)</p> <p>Write a formal letter or email</p>
--	---	--	---	--

<p>No regrets</p> <p>Recognise imaginary situations</p> <p>PRONOUNCE Sentence stress and meaning</p> <p>Vocabulary (2): Abstract nouns</p>	<p>Wishes and regrets: <i>I wish/If only</i></p> <p>Talk about wishes and regrets</p>	<p>Know yourself:</p> <p>Learn from your mistakes</p>	<p>What do you reckon?</p> <p>Express and react to opinions</p> <p>▶ The way I see it</p>	<p>My trip advice (review)</p> <p>Contrast ideas</p>
---	--	--	--	---

<p>An unusual journey</p> <p>Deal with new vocabulary when you listen</p> <p>Vocabulary (2): Verbs to describe change</p>	<p>Comparisons</p> <p>Compare people, things and actions</p>	<p>Get thinking:</p> <p>Understand how adverts try to sell to you</p>	<p>Wait a second</p> <p>Interact with other people in a conversation</p> <p>▶ By the way</p>	<p>Something different (article)</p> <p>Write an article</p>
---	---	--	---	---

6

THE WAY WE ARE
pages 60–69

IN THE PICTURE

Detailed descriptions

Use compounds to describe people and things

Vocabulary (1): Compounds

PRONOUNCE Unvoiced and voiced sounds (2): /t/, /d/, etc

▶ Detailed descriptions

UNIT REVIEW page 69

READING

Left and right

Recognise the main ideas and supporting details

GRAMMAR (1)

Relative clauses

Define and describe things

PROGRESS CHECK 5&6

pages 70–71

7

ON SCREEN
pages 72–81

At the cinema

Talk about going to the cinema

Vocabulary (1): Film words

PRONOUNCE Diphthongs

▶ At the cinema

UNIT REVIEW page 81

Code of conduct

Identify the tone of a text

Modals of obligation, prohibition and advice

Use modal verbs to say what is and isn't necessary or recommended

8

BUY, SELL, TRADE
pages 82–91

World trade

Talk about how things are made, sold and transported

Vocabulary (1): World trade

PRONOUNCE Changing word stress

▶ World trade

UNIT REVIEW page 91

The world in a box

Understand references

Passive forms

Talk about things that are done by other people

PROGRESS CHECK 7&8

pages 92–93

9

MY GENERATION
pages 94–103

Generations

Talk about young people today and in the past

Vocabulary (1): Prefixes

▶ Generations

UNIT REVIEW page 103

(Do not) share

Recognise emphasis

Reported speech review

Report what people say

10

WATCH YOUR LANGUAGE
pages 104–113

Languages

Talk about languages

Vocabulary (1): Phrasal verbs: languages and learning

▶ Languages

UNIT REVIEW page 113

The teenage multilinguist

Understand what a writer's really saying

Intensifiers

Emphasise qualities and quantities


PROGRESS CHECK 9&10

pages 114–115

EXTRA READING pages 116–119

GRAMMAR DATABASE pages 120–129

WORDS & BEYOND pages 130–139

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
Teen tips for parents Follow a conversation Vocabulary (2): Three-word phrasal verbs	-ing and -ed clauses Use clauses that start with -ing or -ed	Respect others: See things from another person's perspective	I was wondering ... Ask polite questions <div style="border: 1px dashed gray; padding: 2px;">▶ Do you mind?</div>	Seen from the outside (description) Give impressions in a description

The greatest films never made Understand purpose and intention Vocabulary (2): Adjective + noun collocations	Future in the past Talk about future events seen from the past	Respect others: Respect rules and social boundaries	It was awesome! Express likes and dislikes <div style="border: 1px dashed gray; padding: 2px;">▶ It's not my cup of tea</div>	The perfect choice (website post) Make suggestions and express preferences
---	--	---	--	--

Customer service Recognise a speaker's attitude and feelings Vocabulary (2): Buying and selling	Modal verbs of speculation and expectation Give possible explanations for things	Get organised: Make a budget and stick to it	Let's discuss it Take part in a debate <div style="border: 1px dashed gray; padding: 2px;">▶ Shall I start?</div>	On balance ... (essay) Develop an argument
---	--	--	--	--

The elephant in the room Infer meaning Vocabulary (2): Idioms	Question tags Ask questions and confirm ideas using question tags <div style="border: 1px solid gray; border-radius: 5px; padding: 2px; display: inline-block;">PRONOUNCE</div> Weak forms and simplifications in natural speech	Communicate & cooperate: Prepare for an interview	I've got some bad news Soften what you say <div style="border: 1px dashed gray; padding: 2px;">▶ Better luck next time</div>	Old friends (informal email) Write an informal email
---	---	---	---	--

Speech day Be an active listener Vocabulary (2): Colloquial phrases	Inversion Add emphasis to what you write and say <div style="border: 1px solid gray; border-radius: 5px; padding: 2px; display: inline-block;">PRONOUNCE</div> Word groups and stressed words	Communicate & cooperate: Be a successful non-native speaker	Centre stage Describe a picture <div style="border: 1px dashed gray; padding: 2px;">▶ From one side to the other</div>	Frankly, it's unacceptable (email) Express strong views
---	--	---	---	---

WELCOME TO THE *BEYOND* TEACHER'S BOOK

Beyond is an exciting six-level course for teenagers, covering CEFR levels from A1+ to B2. Its scope and 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 six 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.

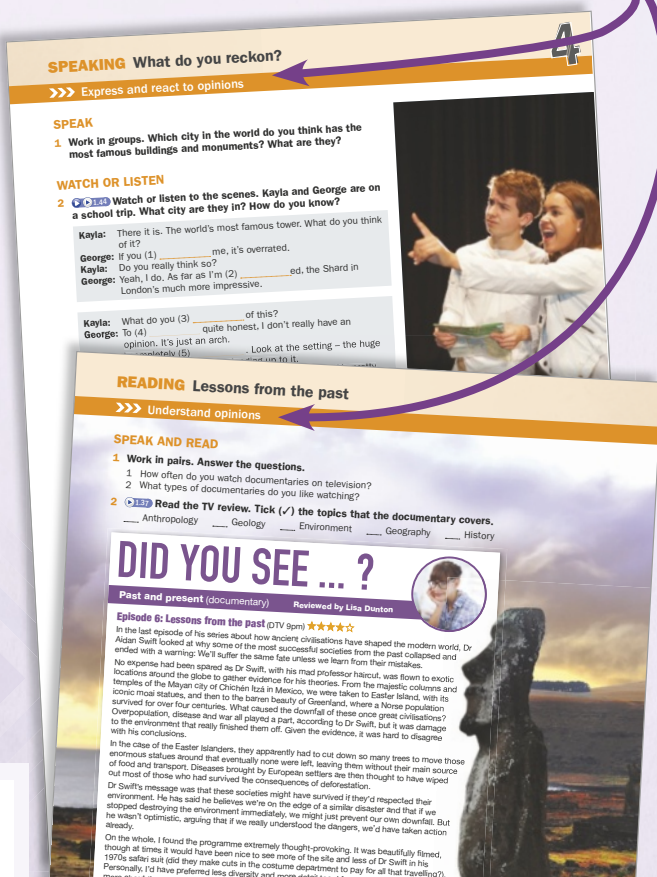
10 KEY PRINCIPLES OF *BEYOND*

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.

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.



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.

GRAMMAR Modal verbs of speculation and expectation

Give possible explanations for things

8

READ AND LISTEN

1 Read and listen to the conversation. Marga's a mystery shopper. What do you think a mystery shopper does?

READ AND LISTEN

1 What did you think of Angie? She's been trained, so she should be ready to serve customers.

Marga: She seemed to be looking at something under the counter when I approached her. She may have been checking messages.

Jean: She couldn't have been. We don't allow phones at work. She must have been looking for something.

Marga: She also looked like she might be upset about something.

Jean: It's her lunch break but Bill, the other assistant in the department, is ill today.

Marga: That'll be why. But she shouldn't have let it show. She might have told me she was unhappy about covering for Bill!

Jean: She kept looking at the entrance too. I think she might have had plans to meet someone.

STUDY

2 Read the explanations. Then underline the modal verbs in Exercise 1. Which give possible explanations? Which express a criticism?

Modals of speculation and expectation

Use: To give possible explanations for things based on evidence, or say what you expect to happen.

will/won't, must	I'm sure
should(n't)	I expect this
could, may/might (not)	It's possible
can't, couldn't	It's impossible

Form: present/future
modal + infinitive (without to) / be + -ing
She might be upset.
She should be ready to serve customers.
Note: Don't use must for future events.

Form: past
modal + have + past participle / been + -ing
She couldn't have been checking messages.
Note: You can use could/might have to criticise

PRACTISE

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

Jake: Excuse me. Have you got these in size 44?
Angie: We (1) could / might not have any left. I'll just check. No, but we (2) must / should be getting more on Wednesday.

Jake: OK, I'll just take these then.
Angie: Would you like a bag?
Jake: I think I (3) ll / may have one. Yes, I have.
Angie: That's 65 euros then, please. Thanks.
Jake: What's that noise?
Angie: The alarm.
Jake: It (4) can't / mustn't have been me. I just paid.
Angie: Sorry, it (5) can / ll be the security tag. I (6) must / should have left it on.

4 Complete the conversation with a present or past modal form. Use different modals.

Sam: I think that woman over there (1) _____ (follow) us.
Mia: Really? Well, if she is, she (2) _____ (be) a store detective.
Sam: No, she (3) _____ (be) a store detective. She's paying. But did you see that man over there? I think he (4) _____ (put) something in his coat!
Mia: Are you sure? He (5) _____ (take) his glasses out. He's just reading a label.
Sam: Maybe. Where's Tina, by the way?
Mia: She left home half an hour ago, so she (6) _____ (be) here soon. But you never know with Tina.
Sam: Your phone's ringing. That (7) _____ (be) her.
Mia: Yeah. She (8) _____ (phone) to say she's late – as usual.

5 Complete the criticisms with your own ideas.

- 'We've been waiting for an hour. You ...'
- 'You shouldn't have left your bag there. It ...'
- 'Oh, no! We're wearing the same top! You ...'
- 'Why did you say your PIN number? Someone ...'

WRITE AND SPEAK

6 Work in pairs. Speculate about the people in the photos. Who are they? What are they doing? What have they been doing?

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 multimedia 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 from 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

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 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 often 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.”



IN THE PICTURE Detailed descriptions

Use compounds to describe people and things

RECALL AND READ

1 a Work in pairs. Write a compound noun to describe each photo using a word from each box.

acoustic	baseball	basket	alley	ball	board	cap
bowling	chess	drawing	class	course	guitar	
golf	maths	tennis	racket	teacher		

b Discuss possible connections between the compound adjectives and the photos. Give reasons for your answers.

easygoing	handmade	hard-working
long-haired	old-fashioned	self-confident

2 What do all the people in the photos have in common? Read Martha's message for a clue. Then decide who Martha's writing to.

WORK WITH WORDS

3 a The first word in a compound gives more information about the second one. Work in pairs. Discuss what the compounds in the box might mean.

A maths teacher's a teacher who teaches maths.

If something's awe-inspiring, it inspires awe.

Compound nouns

- noun + noun: **maths teacher**, _____
- adjective + noun: **acoustic guitar**, _____
- verb + *-ing* + noun: **bowling alley**, _____
- verb & preposition (from a phrasal verb): **play-off**, _____

Compound adjectives

- noun + verb + *-ing/-ed*: **awe-inspiring**, _____
- adjective + verb + *-ing*: **easygoing**, _____
- adjective + noun + *ed*: **bad-tempered**, _____
- adverb + verb + *-ing/-ed*: **hard-working, well-behaved**, _____

b Add the compounds in blue in the message to the table in Exercise 3a.



WHAT ARE THEY DOING NOW?

MARTHA DENIS, RESEARCH SCIENTIST

Hi! My name's Martha. I was 15 in the photo above. I'm 28 now and I'm a scientist in the field of genetics. I study human DNA to try and understand how our **genetic code** determines the way we are. It's really exciting to be at the **cutting edge** of scientific research. Genetics has been responsible for some of the greatest scientific **breakthroughs** of our time and **gene therapy** is starting to give us **groundbreaking** cures for common diseases.

I chose genetics because I've always been fascinated by what makes us all so different. I used to wonder why I was shy whereas my twin sister was easygoing, even though we had a similar **upbringing**. My job is to investigate questions like this. Right now I'm looking at what makes about 10% of us **left-handed**. Many animals show a preference for using one hand when they have to carry out complex tasks, but no other animal has such a strong bias towards right-handedness. So far, we haven't found a clear genetic cause and it's possible cultural pressures play a role too. If you like science subjects and are curious and **open-minded**, genetics could be a good career choice. The challenges are **never-ending**, but the thought that your work will bring **far-reaching** benefits for society is really awe-inspiring.



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.

4 a Match the compounds in the message to the definitions.

- | | |
|---|---|
| 1 an important discovery that comes after hard work | 6 the way that parents look after their children and teach them to behave |
| 2 willing to consider new ideas | 7 a medical treatment in which genes are used to cure an illness |
| 3 the most advanced point of current knowledge | 8 using new methods or achieving new results |
| 4 the arrangement of genes that makes someone develop in a particular way | 9 with a natural tendency to use the left hand |
| 5 continuing for a very long time | 10 affecting a lot of people in an important way |

A pronunciation section focuses on 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.

b 2.16 Listen and check. Then listen and repeat the compounds.

5 a 2.17 PRONOUNCE Listen and repeat the words. Circle the voiced sounds.

- | | | |
|------------|-------------|------------|
| 1 /t/ cut | 2 /b/ break | 3 /k/ code |
| /d/ ending | /p/ open | /g/ ground |

b Work in pairs. Say a word. Can your partner point to it?

- | | | |
|------------|------------|-------------|
| 1 tip, dip | 3 big, pig | 5 cut, gut |
| 2 bad, bat | 4 cub, cup | 6 dog, dock |

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

6 THE MOVING PICTURE Watch the video. What do Harrison and Edie say about being left-handed? Make notes.

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

EXTEND

7 Work in pairs. What do you think the adjectives mean? Check in a dictionary.

- absent-minded big-headed short-sighted thick-skinned

SPEAK

8 Work in pairs. Answer the questions.

- What scientific breakthroughs have been in the news recently? What benefits do you think they'll have?
- To what extent do you think we're born the way we are? How much influence do you think our upbringing has?
- Would you like to be a research scientist? Why?/Why not?

GO BEYOND

Do the Words & Beyond exercises on page 135.

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.

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.

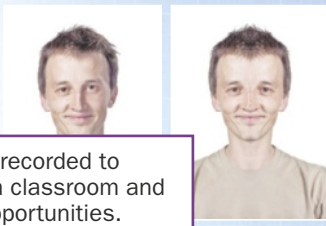
5 The Go Beyond task provides a further activity related to the content of the reading text.

READING Left and right

>>> Recognise the main ideas and supporting details

SPEAK AND READ

- 1 Work in pairs. Look at the photos. What's the difference between them?**
- 2** **2.18 Do the tasks. Then compare answers with a partner.**
 - Read the first two paragraphs of the article. to Exercise 1.
 - Write a short sentence summarising the topic. *It's about the fact that ...*



THE ANIMAL BLUEPRINT

On the outside at least, we are very much symmetrical beings, which means that one side of our body is the mirror image of the other. It's a quality that we share with almost all other animals. Sponges are one of very few living organisms whose bodies are completely asymmetrical.

We are not perfectly symmetrical, however. Look at even the most symmetrical face, for example, and you will find small differences on each side. The photo on the right above, which was taken using the mirror image of one half of the face on the left, shows just how strange perfect facial symmetry would look.

Nevertheless, studies across different cultures show that we find symmetrical faces attractive. There are two main theories for this. One suggests that symmetry is an external sign of genetic fitness, which sends us a subconscious message telling us that a person would make a good mother or father for our children. The other theory suggests that our brain simply finds symmetrical faces easier to process.

If we look inside our bodies, it's a different story. There's still a high degree of internal symmetry in our bones, muscles and so on, but we only have one heart, for instance, which needs to be on the left-hand side of the body, and our brain, while it has two very similar hemispheres, assigns different roles to each one. On the inside, we clearly have a left and right side.

It is perhaps surprising, then, that we start life symmetrically. It is only after six weeks of development that asymmetry begins to move to the left and right. What tells these early embryos that left is something that we can't understand. In a minority of about 1 in 10,000, the process works in the opposite direction, on the right. This does not pose a threat to their health providing all their other internal organs are on the opposite side too.

The blueprint for animal life, then, is external symmetry combined with a carefully controlled level of internal asymmetry. Both of which suggest that we all share a common ancestor.

HOW TO

recognise the main ideas and supporting details

- Read the title and first paragraph to establish the topic.
- Look for the main idea in each paragraph, usually in the first, second or last sentence.
- Other sentences support or develop the main idea. Look for:
 - 1 facts or images that show why the idea is (or isn't) correct.
 - 2 examples.
 - 3 explanations.
 - 4 more information or details.
 - 5 opinions.
 - 6 a conclusion.

GO BEYOND

There are two words from six different word families in the article. Can you find them? Look for the noun, verb, adjective or adverb forms of the same word.

>>> Workbook, page 65

62

Subskills are clearly identified.

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

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. ”

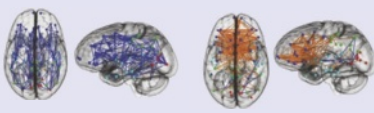
GRAMMAR Relative clauses

6

»» Define and describe things

READ AND LISTEN

- 1 ▶2.19 Read and listen to a girl's presentation in class. What do the images show?



The images you can see on the board show the connections inside our brain. If you're wondering whose brains they are, the ones on the left are a male brain. There are more connections between the front, where movement's coordinated, and the back, which deals with sight. That suggests a brain that's wired for action and doing one thing at a time. The female brain has more connections between the two sides, which might explain why girls are better at doing two things at the same time than boys, some of whom find multitasking really hard. So the images confirm what we already knew: girls are superior beings!

PRACTISE

- 3 Complete the article with relative pronouns. If the pronoun's optional, leave the space blank.

Still learning about the brain

For a long time we completely misunderstood (1) _____ the brain does. The ancient Egyptians, for (2) _____ it had little importance, removed the brain from the bodies (3) _____ they mummified. One of the people (4) _____ first started to think seriously about its function was the Greek philosopher Aristotle. He thought the heart, (5) _____ beats faster when you get excited, was the organ in (6) _____ our thoughts and feelings formed and that the brain simply controlled our body temperature.

We live at a time (7) _____ the brain is much less of a mystery. We know the brain is divided into parts, all of (8) _____ have a specific function, and that a quarter of it deals with just one sense: vision. We know it's the organ in our body (9) _____ uses up the most energy, (10) _____ makes our head the hottest part. Around a fifth of all the food (11) _____ we eat is needed to feed the brain. But it's also the organ about (12) _____ we have the most to learn.


STUDY

- 2 Read the explanations. Then underline the relative clauses in Exercise 1. Which are non-defining? In which one has the pronoun been left out?

Relative clauses	
Defining relative clauses	
Use: To identify people, things and places.	
Form:	
who/that	people
which/that	things
whose	possession
where	places
when	times
what	'the thing(s) that'
whom	the object of who
Note (1): The pronoun's optional if it's the object of the following verb.	
Note (2): Use <i>which</i> or <i>whom</i> after a preposition.	
Non-defining relative clauses	
Use: To add extra information.	
Form:	
Don't use <i>that</i> .	
Use a comma before the relative pronoun.	
You can use <i>all/some</i> , etc + <i>of</i> + <i>which/whom</i> .	
See GRAMMAR DATABASE, page 125.	

- 4 a Work in pairs. Combine the sentences using relative clauses. Student A: do the exercise below. Student B: go to page 142.

THE ALL-BODY QUIZ



- Christiaan Barnard carried out the first successful transplant of this organ. He was born in South Africa.
Christiaan Barnard, who was born in ...
Q: WHICH ORGAN?
- James Watson and Francis Crick discovered the helix structure of this molecule. Their work won them a Nobel Prize in 1962.
Q: WHICH MOLECULE?
- These organs filter the blood and remove things. They are each about the size of your fist. Your body doesn't need these things.
Q: WHICH ORGANS?
- REM sleep is a time in your sleep. During REM sleep your eyes move rapidly. An important activity happens in REM sleep.
Q: WHAT ACTIVITY?

- b Read your partner your sentences and ask the questions.

WRITE AND SPEAK

- 5 Work in pairs. Write three more sentences and questions for a quiz. Then test another pair.

1 Students either read or read and listen to a conversation or short text that expands on the unit's theme and presents the grammar in context.

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

»» Workbook, pages 66–67

63

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 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.

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

LISTENING AND VOCABULARY Teen tips for parents

Follow a conversation

SPEAK AND LISTEN

- 1 **Work in pairs. To what extent do you think the statements are true? Give reasons for your answers.**
 - 1 It's difficult being a teenager.
 - 2 In general, adults don't understand teenagers.
- 2 **▶ 2.20 Listen to a radio interview. Who are Talia and Zach? What two things have they done?**
- 3 **a Read the tips in the HOW TO box.**
 - b ▶ 2.20 Listen to the interview again and answer the questions.**
 - 1 What does Talia say about her parents?
 - 2 What does Zach interrupt her to say?
 - 3 How did Talia and Zach start writing together?
 - 4 In what ways has the blog helped parents?
 - 5 What two reasons does Talia give for communication breakdown between teens and parents?
 - 6 What makes the book practical as well as informative?
- 4 **Which tips in the HOW TO box did you use for help with Exercise 3b? Tick (✓) them.**

REACT

- 5 **Work in pairs. Discuss your answers to the questions.**
 - 1 Would you like to read the blog?
 - 2 Would you like your parents to read the book?

WORK WITH WORDS

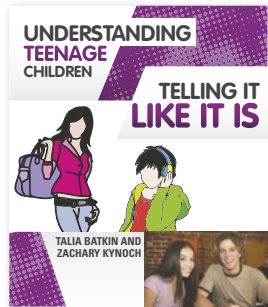
- 6 **a Work in pairs. Complete the second sentences with the three-word phrasal verbs in the box.**

be up to check up on get away with get through to
get up to grow out of live up to look down on
look up to stand up for

- 1 It's really hard to make them understand you.
It's really hard to _____ them.
- 2 They'll stop doing it when they get older.
They'll _____ it.
- 3 They have a very low opinion of the people we admire and respect.
They _____ the people we _____.
- 4 They never try to find out what we might be doing.
They never _____ what we might _____.
- 5 We often do things we shouldn't and don't get punished.
We often _____ things we shouldn't and _____ it.
- 6 It's impossible to be as good as their expectations.
It's impossible to _____ their expectations.
- 7 I wish they'd defend us against criticism.
I wish they'd _____ us.

- b ▶ 2.21 Listen and check. Then listen and repeat the sentences.**

- 7 **Work in pairs. Discuss who would say the sentences in Exercise 6a – a teenager, a parent or both.**



HOW TO

follow a conversation

- Recognise phrases that give speakers time to think: *well, you know, kind of, um, etc.*
- Notice turn taking:
 - Inviting someone to speak with questions and statements you want them to confirm: *So you ... , And then you ...*
 - Interrupting: *Can I just say that ... , etc.*
 - Returning to a topic: *I was going to say ... , etc.*
- Listen for why the speaker's saying something:
 - *Anyway* changes the subject.
 - *Basically* introduces a summary.
 - *I mean* introduces a reason or explanation.

GO BEYOND

Do the Words & Beyond exercises on page 135.

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 *-ing* and *-ed* clauses

6

Use clauses that start with *-ing* or *-ed*

READ

1 Read the message. Who wrote it? For whom? What warning and hope does it contain?

blog about contact me

A MESSAGE FOR MUMS AND DADS
If you're reading this blog, you're probably parents having problems with your teenage son or daughter. We think it's good that you've come here. After all, you can only solve a problem by recognising that there is one. But before reading on, remember that this is a blog written by teenagers for teenagers. Being at least 30, you probably have little idea of what we get up to! You might get the odd shock reading this blog, but we hope it helps you understand how we see the world.

STUDY

2 Read the explanations. Then find an example of each use of *-ing* clauses in Exercise 1. Also find two reduced relative clauses.

***-ing* and *-ed* clauses**

***-ing* clauses**

Use: To replace the subject + verb in one clause if a second clause has the same subject.

1 Two actions at the same time:
I was online looking for information.
I'd forgotten how I felt growing up.

2 To explain something:
Not knowing who to ask for advice, I went online.

3 After *when*, *while*, *before* and *after*:
After reading the blog, I felt really positive.

4 After *by* to say how to do something:
You can only solve problems by talking.

***-ing* and *-ed* as relative clauses**

Use: As a reduced form of a relative clause.

***-ing* clauses** have an active meaning:
The people writing the blog are ... (= who write)

***-ed* clauses** have a passive meaning:
The advice given is really practical. (= that is given)

See GRAMMAR DATABASE, page 125.

PRACTISE

3 a Make the underlined phrases in the post shorter with *-ing* clauses.

Posted August 12th
Hi! I'm in my room (1) and I'm doing homework. Or rather, I'm staring at the screen (2) and I'm trying to concentrate, but I keep thinking about my online friend. We met (3) when we were chatting online, and (4) because we had a lot in common, we got on really well. Now she wants to meet me. But I'm sitting here (5) and I'm wondering if that's wise. [Share](#)

Workbook, page 70

b Make the underlined phrases shorter with *-ing* and *-ed* relative clauses.

It all started with a message (1) that was sent to my page by someone (2) who claimed that we'd met before. It was from the girl (3) who was living in my house before us and she sent me a photo of her (4) that was taken in our garden to prove it. I'm really shy, (5) which means I find it easier to talk online. Will we get on face to face? [comments \(2\)](#)

4 a Complete the responses to the post in Exercise 3 with *while*, *before*, *after* and *by*.

- A Have you talked to your parents? I'd only make a decision (1) _____ talking to them.
- B Has anything come up (2) _____ chatting to her that's made you feel suspicious?
- C You can check up on her story (3) _____ asking your neighbours. Do they remember her?
- D Why don't you suggest talking on the phone (4) _____ meeting? And you can avoid problems (5) _____ speaking to her when you're with your parents or a friend.

b Work in pairs. Which response do you think gives the best advice?

5 Complete the posts with the *-ing* or *-ed* form of the verbs in the box.

argue be call do look
mean post read save

- 1 I always chat online while _____ my parents. I'm really angry. I don't do both, but I can't get though t
- 2 I don't get up to much this weekend. I was at home _____ with my brother. He can annoy me just by _____ at me! Is that normal?
- 3 A friend lent me a presentation _____ on a pen drive. _____ her only copy, she told me to be really careful, but I accidentally reformatted the pen drive, _____ the presentation's gone. Any advice?
- 4 There's a group of students at school _____ me names. And when I got home today there were some really horrible comments _____ on my page. I felt really upset after _____ them. What's the best way to stand up for yourself in these situations?

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 Teacher's Resource Centre.

SPEAK

6 Work in pairs. Discuss the posts in Exercise 5. What's the best advice for each person?

The final task or tasks focus on speaking and/or writing for accuracy, using the target structure.

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.



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 bridge from the classroom to real life.

5 The Phrase Bytes boxes provide language support and build students' confidence when planning speaking tasks.

>>> See things from another person's perspective

SPEAK AND READ

- 1 Work in pairs. Describe what you can see in the picture.
- 2 Work in pairs. For each thing that Mark and Maria say, make notes on how other people will react. Then compare notes with other students and discuss any differences.

DO

- 3 Match the headings to the tips for seeing things from another person's perspective.

Be ready to compromise

Don't speak too soon

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

- 4 Work in groups.

- For each comment in the picture, try and see things from the perspective of the other people. Use the tips in Exercise 3 to help you.
- Decide what the best possible reaction to each comment should be.

REFLECT

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

- 1 Did you make similar predictions about people's reactions in Exercise 2? Why?/Why not?
- 2 Did you see things differently in Exercise 4 after reading the four tips? Discuss how your perceptions changed.
- 3 Why is it so important to always try and see things from another person's perspective?

EXTEND

- 6 Work in pairs. Think about a recent situation in which you disagreed with a friend or family member. What happened? Would you have behaved differently if you'd tried harder to put yourself in their shoes?



Before you argue with someone, always try and see things from their perspective.

1 Let the other person speak. Then think. What are they really saying? Always question your first reaction.

2 Listen. Look. How does the other person feel? Those feelings are real, so try to understand them.

3 Try and really see how the other person sees things. What would you do in their position?

If you disagree, both ways of seeing things are valid. Try to reach agreements that reflect this.

REFLECTION POINT

No two people see things in the same way. Their needs, priorities, beliefs, knowledge and experiences all influence how they think and feel. That's why you should always try and see things from the other person's perspective, especially when you talk about important things.

PHRASE BYTES

If I'd put myself in ...'s shoes I might have ...
I definitely wouldn't have ...

>>> Workbook, page 73

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 I was wondering ... 6

▶▶▶ Ask polite questions

SPEAK

1 Work in pairs. Look at the photos. Who do you think the people are? What do you think they're talking about?

WATCH OR LISTEN

2 2.22 Watch or listen to two scenes. What's the difference between them? How does this affect what happens?

Sophie: Excuse me, Sir.
 Kalu: Sophie. What can I do for you?
 Sophie: I'm asking about the presentation. (1) _____ do it another day?
 Kalu: (2) _____ what day it is?
 Sophie: This Thursday, Sir.
 Kalu: That's a very short notice! (3) _____ telling me why you can't do it on Thursday?
 Sophie: I just haven't had time to prepare.
 Kalu: Yes, I could change _____ when she's doing _____
 Sophie: I'm _____ with her?
 Kalu: I don't mind. (7) _____ Naomi would be happy with the change, though?
 Sophie: (8) _____ I ask her? We're good friends.
 Kalu: No, go ahead. But if she says no, we'll be expecting your presentation on Thursday.
 Sophie: OK, thanks Sir.

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

3 2.22 Complete the conversation with the phrases in the box. Watch or listen again to check.

Could I possibly	Do you mind if
Could you remind me	I was wondering if
Do you know	Would you mind
Do you know if	Would you mind if

4 2.23 Listen and repeat the questions, paying attention to intonation.

5 Write polite questions. Use a different question each time.

- Lend me a pen.
- What's the homework?
- Say that again.
- Where can I find the information?
- OK if I give it in on Monday?

ACT

6 Work in pairs. Do the tasks.

- Choose one of the scenarios below, or think of another one:
 - You need to go home early.
 - You haven't done your homework.
- Prepare a conversation with a teacher. Use polite questions.
- Present your conversation to another pair.

PHRASEBOOK 2.24

Polite direct questions

Could I possibly do/go ... ?

Indirect questions

Could you tell me why/where you ... ?

Do you know if she'd be/want ... ?

Do you know when/why she's ... ?

Do you mind if I ask/talk ... ?

Would you mind if I changed/spoke ... ?

Would you mind telling me when/what you ... ?

I was wondering if I could ... ?

▶▶▶ Workbook



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.

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.

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 then 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 Seen from the outside

>>> Give impressions in a description

● SPEAK AND READ

- 1 Write three sentences about your personality. Then show your sentences to your partner. Do they agree with you?
- 2 Read the description. Who do you think Sonia is?

If you're wondering who the boy in the photo is, his name's Dani. He's medium-height, fair-haired and according to him, blue-eyed, but the truth is his eyes look grey. He looks like me, giving the impression we're alike, but we aren't.

What's he like? Well, he's quite popular and he comes across as friendly and easygoing when you meet him. It looks as if nothing bothers him, but he's actually self-conscious, which he hides by avoiding being the centre of attention. He behaves as if he could do no wrong at school, but despite appearing to be a little angel, he transforms into a bad-tempered monster at home. He also has a really annoying habit. He tries to speak like a rapper to sound cool, but just sounds silly.

In class, he doesn't say much, so he seems disinterested at times, but in reality he's quite curious and open-minded – just as long as the subject's computers. He's computer-mad, in fact, and his secret ambition is to come up with a groundbreaking new gadget. A remote control for his bad moods would be good!



Sonia

🔍 Get it right

He speaks ~~as~~ like a rapper (= in a similar way)
He works ~~like~~ as a rapper (= it's his job)

STUDY

- 3 Read the description again. Is each one a fact (F), or does it depend who you ask (D)?

- | | |
|---|-----|
| 1 Dani's got blue eyes. | F/D |
| 2 He looks like Sonia. | F/D |
| 3 He's easygoing. | F/D |
| 4 He always behaves well. | F/D |
| 5 It's cool when he speaks like a rapper. | F/D |
| 6 He loves computers. | F/D |

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

HOW TO

give impressions in a description

- For things you can see:
 - look + adjective
 - look like + noun
 - look like/as if + subject + verb
 - appear + infinitive (with to)
- For things you can hear: sound (+ like/as if)
- For a more general impression:
 - behave/act like/as if
 - seem (+ like/as if)
 - give the impression (that)
 - come across as

PRACTISE

- 5 Write one word in each gap to complete a friend's description of Sonia.

What's Sonia like? She (1) _____ very short-tempered and she can come (2) _____ as bossy, but that's because she's got such an annoying brother. If she didn't give the (3) _____ she was in charge, Dani would behave even worse. They (4) _____ similar when you see them, but that's where the similarity ends. She (5) _____ to be very self-confident and she is! Except when she has to talk in public. Then, she looks and sounds (6) _____ if she wasn't at all nervous, but inside she's terrified. But that's something she keeps secret.

PLAN, WRITE AND CHECK

- 6 You're going to write a description of yourself from the point of view of a brother or sister, friend, classmate, parent or teacher. Use the description in Exercise 2 for ideas on how to organise it and what type of information to include.
- 7 Write your description. Use expressions from the **HOW TO** box to help you express how other people see you. Then check it.

SHARE AND REVIEW

- 8 Swap your description with a partner. Read your partner's description and review it.

Workbook, pages 72–73

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.

68



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
6

VOCABULARY Compounds

1 Complete the ad with the words in the box.

breaking bringing code edge ending
handed minded reaching therapy through

FOR (1) OPEN-DIFFICULT TEENS!

Fed up with (2) never-arguments with your kids? It's wired into their (3) genetic . But until (4) gene gives a permanent solution, try the Mood Reducer. The result of (5) ground research, this gadget is at the (6) cutting of remote control technology – a (7) break with (8) far-consequences for households worldwide. No (9) up is too difficult to overcome. Or your now!

___/10

FOR TEENS WITH DIFFICULT PARENTS!

Find it hard to (1) get to your parents and (2) live to their expectations? Tired of hearing that you'll (3) grow of it when you (4) get to something wrong? Fed up with them (5) checking on you and (6) looking on your friends? The Tolerance Transmitter allows you to (7) get with anything, no matter what you (8) are to. Turn it on and your parent will instantly (9) look to you. (10) Stand for your rights with the Tolerance Transmitter!

___/10

Grammar Relative clauses

3 Complete the ad with relative pronouns. Use one of the pronouns in the box twice and leave one space blank.

that where which who whom whose

OUT OF SIGHT, OUT OF MIND!

The Out-of-sight hoodie, (1) is available at our website, is a garment (2) allows you to go (3) your friends go without being seen! The garment, (4) qualities are obvious, is a must for teenagers for (5) privacy is important. It works at home and school and is cheap, all of (6) make it a garment (7) you'll never want to be without. The Out-of-sight hoodie: for the teen (8) doesn't want to be seen.

___/16

NEVER LATE AGAIN!

You promise your parents you'll be home by 10 before (1) out. You check your clock after (2) home. But (3) a busy teenager, you lose track of time. You miss the message (4) to your phone and you're now late, (5) your parents worry. They're up (6) for you when you get back ... and they're cross. Sound familiar? By (7) our Back-track App, you can turn back the clocks in your home. Problem solved!

___/14

Your score: ___/50

Three-word phrasal verbs

2 Complete the ad using away, down, out, through or up in each gap.

-ing and -ed clauses

4 Complete the ad with the -ing or -ed form of an appropriate verb.

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 the main ideas and supporting details when I read. _____

I can follow a conversation. _____

I can see things from another person's perspective. _____

I can ask polite questions. _____

I can give impressions in a description. _____

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.

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

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 pages.