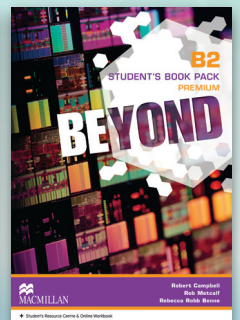
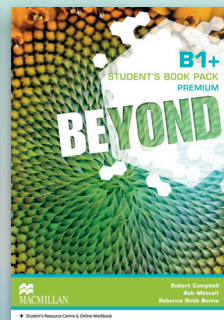
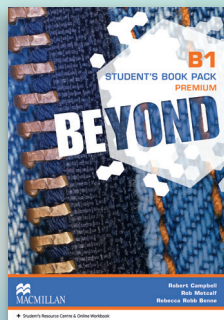
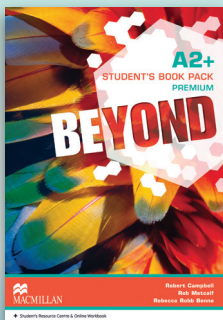
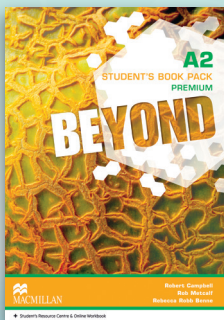
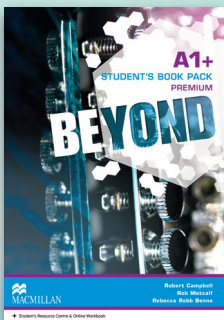


Learn **BEYOND.**  
Teach **BEYOND.**  
Go **BEYOND.**

**BEYOND**



macmillan  
education

[www.macmillanbeyond.com](http://www.macmillanbeyond.com)



## AUTHORS

### REBECCA ROBB BENNE

on developing life skills



English teaching materials should play a part in helping the secondary student to develop as a whole person. Transferable skills such as flexibility and creativity, critical thinking, teamwork and cultural awareness are essential in today's globalised world. **Beyond** features a comprehensive syllabus of 21st century skills, which aim to help teenagers understand more about themselves and equip them for life in and beyond the classroom.

### ROB METCALF

on engaging teenage learners



Successful lessons start with engaging material. Students need to find out things they didn't know before, discover new ways to look at familiar topics, and work out the rules behind language for themselves. They also need regular opportunities to say what they know or feel about things that matter to them. In **Beyond**, we've kept these needs in mind on every page of the book.

### ROBERT CAMPBELL

on video in the classroom



Images, especially moving images, play an important part in the lives of teenagers today. In **Beyond**, we've used video to bring the pages to life for today's digital natives. **The Moving Picture** strand includes documentary clips, vox pops, slide shows, digital animation, and YouTube-style videos. The speaking pages also include video, allowing students to watch as well as hear the model conversations spoken and acted by teenage drama group actors.

# Learn BEYOND. Teach BEYOND. Go BEYOND.

For secondary teachers looking to develop the four language skills in the 21st century classroom

**Beyond** is a six-level course, from A1+ to B2, for teenage students. The course is based on detailed CEFR mapping and helps to prepare students for international exams.

**Beyond** focuses on developing strong linguistic skills, as well as teaching the wider skills and strategies students need to improve as language learners.

**Beyond** offers a comprehensive and practical subskills syllabus, equipping students with invaluable strategies to transfer to other areas of their education. The 21st century *life skills* feature introduces a new dimension to language teaching. With strong links to the unit topic and language, the *life skills* lessons ensure students not only develop academically, but also grow into self-aware, considerate and confident individuals.

The multimedia materials, along with an array of class and homework activities on the **Resource Centre**, ensure that the students can choose to learn from a variety of sources. Teachers can access a great variety of supplementary material to support the course. The language practice environment for students is extended into an **Online Workbook**, which provides a wide range of interactive and engaging activities accessible on computers and mobile devices.



## KEY FEATURES

- 1 Language subskills
- 2 Life skills for teenagers
- 3 Bespoke videos
- 4 Inspiring topics
- 5 Strong multimedia offering
- 6 Award-winning author team





# MULTIMEDIA

Teachers can find a range of flexible, easy-to-use online tools for all aspects of daily teaching.

The multimedia components of **Beyond** are easy to integrate into live lessons and class preparation. Teachers have a great opportunity to digitise their lessons and present the material in different ways, varying the pace and dynamics in the classroom and making their teaching time more enjoyable and rewarding.

Students can benefit from a smart and flexible online learning environment, available wherever they may be, giving them the freedom to learn anytime.

**Beyond** learners participate in versatile, interactive learning, making them feel more engaged and motivated during learning.

## Flexible multimedia material

**Beyond** includes an intuitive **Presentation Kit**, which is a projectable version of the **Student's Book**, and an **Online Workbook** as well as a huge bank of additional materials and tests in the online **Teacher Resource Centre**.

Every **Beyond** unit contains two original videos to supplement the lessons.



## PRESENTATION KIT

This is the page-faithful, interactive version of the **Beyond Student's Book** designed for use as a presentation tool in the classroom to promote student participation. It includes embedded audio and video for easy reference and interactive versions of many exercises to work through as class activities.

The **Resources** section of the product contains downloadable PDFs of the audio script, video script and the full **Student's Book** answer key.

The **Presentation Kit** is ideal for working with the **Student's Book** material as a class in a visually attractive and interesting way.

Tailor your own resources using IWB tools in the **Teacher's Area**.

PDF audio script, video script and answer key to download and print.

Move easily between the pages of the **Student's Book**.

Play the class audio in situ, with optional audio script.

Show the answer key instantly, alongside the exercise.

Do an interactive version of the exercise in class and get instant feedback.

Play the video in situ, with optional subtitles.

Link instantly to the **Macmillan Dictionary** for reference.

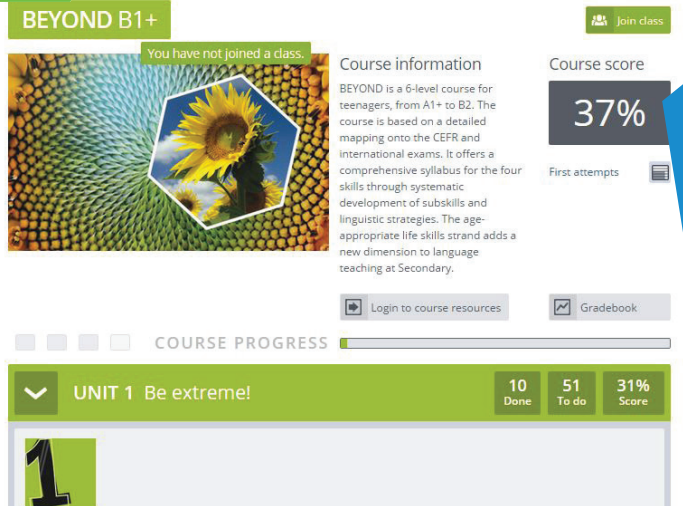


# ONLINE WORKBOOK

The **Online Workbook** is a fully interactive digital version of the **Beyond Workbook** providing students with a variety of activities to use on their personal devices. The **Beyond Online Workbook** comprehensively revises the course content through individual exercises and a variety of activity sets and cumulative reviews.

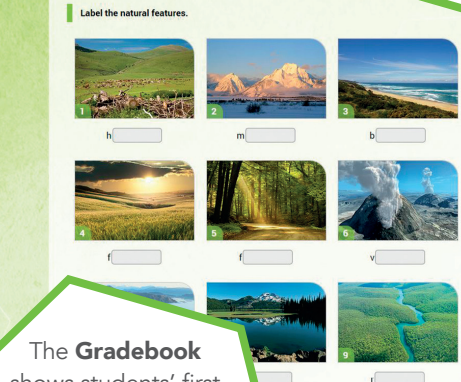
## STUDENTS

The **results** of activities are displayed in an easy-to-read, easy-to-compare way.



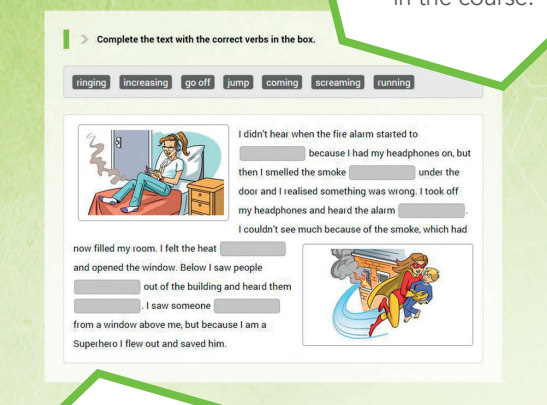
The **Online Workbook** instantly marks students' work, providing them with immediate feedback and sending results to the teacher-controlled gradebook.

**Embedded audio and video** to be used on mobile devices.

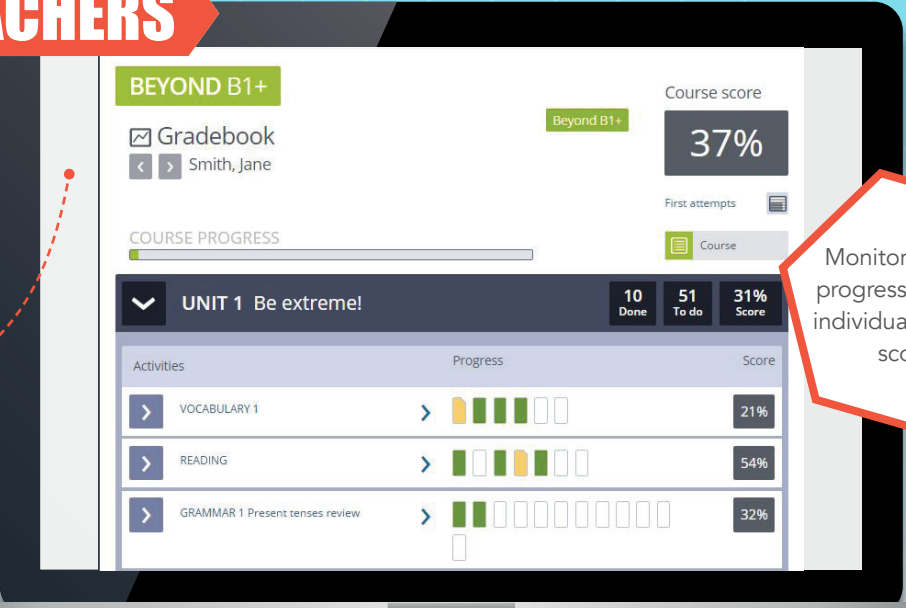


The **Gradebook** shows students' first attempt results, along with their best, most recent and latest attempts, for accurate representation of their work.

**Embedded audio** for the listening activities.



## TEACHERS

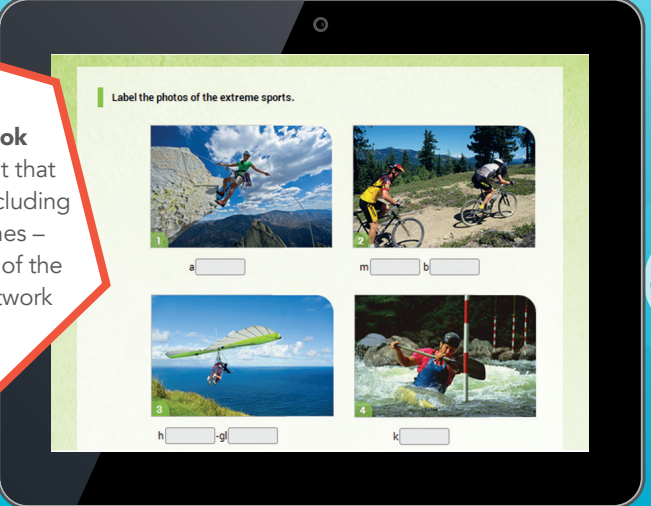


Monitor the class progress as well as individual students' scores.

Display the **Beyond Online Workbook** on a projector or interactive whiteboard to check students' work in open class.



The **Online Workbook** features flexible content that works on all devices – including tablets and smartphones – with full-colour versions of the **Beyond Workbook** artwork and illustrations.





# ONLINE RESOURCE CENTRES

The online **Resource Centres** are loaded with additional resources to support the **Beyond** course material. The **Resource Centres** are accessed by a single sign-in and contain a wide range of media to stream and download. Different **Resource Centres** are available for teachers and students.

## TEACHERS



### Teacher's Resource Centre

The **Teacher's Resource Centre** provides teachers with downloadable extra worksheets and testing to support the course, with a whole range of additional **Beyond** materials to be used in the classroom or assigned for homework. It also gives teachers access to everything on the **Student's Resource Centre**.

Tips and model answers to accompany the **Student's Book** and **Workbook** writing tasks.

Access to everything on the **Student's Resource Centre** – audio, video, wordlists and worksheets.

**Teacher's notes** to accompany all worksheets.

**Video** worksheets to revisit and deconstruct the video content.

Full **answer keys** and **scripts** for all course components.

**Test Generator** to customise and create tests.

PDF and also editable (Word) versions of the static tests at the beginning, middle and end of each level.

A teacher-delivered **Speaking** section to accompany every **Student's Book** Progress Check.

**Culture, CLIL** and **life skills** worksheets.

Link to special co-branded **Beyond** materials on [www.onestopenglish.com/Beyond](http://www.onestopenglish.com/Beyond).

onestopenglish.com

## STUDENTS



### Student's Resource Centre

For students, the **Resource Centre** provides a reference bank for media, vocabulary and additional, downloadable **Beyond** materials to extend and practise the main **Student's Book** content.

Full **course audio** for students to stream or download.

**Wordlists** for reference and personal study.

**Two strands of videos** from the course; speaking page videos and moving picture video.

Additional recordings of **Phrase Bytes** and **Speech Bubbles** from the **Student's Book**.

**Extra grammar** and **vocabulary** practice worksheets.

Project activities to encourage students to go beyond their classwork and consolidate the skills they have learned.



# BEYOND VIDEOS

**Beyond** has two strands of videos and every unit contains two videos to supplement the lessons. The videos are accessible through the **Presentation Kit** and the **Teacher's** and **Student's Resource Centres**.



## The Moving Picture videos

The opening spread of every unit in the **Beyond Student's Book** is not only designed to have visual impact, but also activates students' knowledge of the topic through a video feature called **'The Moving Picture'**.

The **Moving Picture** videos are connected to the lesson topic and the related vocabulary. The videos help to introduce and contextualise the unit theme and exemplify key language in an accessible and motivating way. There are various types of video: slideshows, digital animation, vox pops interviews, short researched video clips, tailor-made videos, documentary clips and YouTube-style videos.

The videos all last between one and three minutes. They provide plenty of opportunity for discussion, giving teachers a chance to engage students in extra interaction around the lesson theme.



## The Speaking videos

A group of ten ordinary teenagers called **Drama Kids** act out scenes that have been specially written by the **Beyond Student's Book** authors to demonstrate the functional language on all **Student's Book** Speaking pages and exemplify the Speaking subskills in every unit.

There is a new group of ten **Drama Kids** for every one of the six levels of **Beyond**, so that the ages of the 'actors' match that of the students.

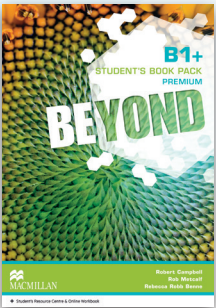
The drama group context reflects the classroom situation in which students often role-play scenes and the use of teenage actors makes it easier for students to relate to the scene.

# BEYOND

## What do you get with *Beyond*?

The flexible range of components makes it easier than ever to choose the combination of material for your teaching situation. Packs for both students and teachers allow you to access everything you need in one place.

## FOR STUDENTS



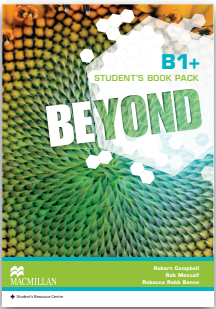
### Student's Book Premium Pack

- print Student's Book
- access code for the Online Workbook and Student's Resource Centre



### Student's Book Pack

- print Student's Book
- access code for the Student's Resource Centre



### Workbook

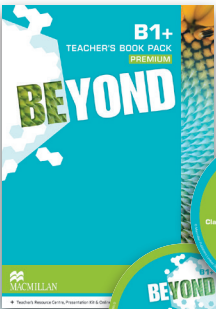
- print Workbook

### Online Workbook

- access code for the Online Workbook



## FOR TEACHERS



### Teacher's Book Premium Pack

- print Teacher's Book
- access code for the Teacher's Resource Centres, Online Workbook, Test Generator and Presentation Kit
- Class audio CDs
- DVD





Each unit in **Beyond** opens with a highly visual and inviting double-page lesson. The striking images introduce the unit theme and raise students' levels of engagement.

The unit themes provide teachers and students with relevant, engaging and informative material.

Each lesson starts with a **Recall** activity, focusing on activating prior vocabulary knowledge.

New vocabulary items introduced in the opening lesson are practised throughout the unit.

# 1

## BE EXTREME!

### IN THE PICTURE Extreme sports

»» Talk about different adventure sports

#### RECALL AND READ

1 Work in pairs. Do the Sports Challenge. You have three minutes.

##### THE 5-4-3-2-1 SPORTS CHALLENGE

A Write the names of the sports.

- Five team sports.
- Four sports that use a bat, stick or racket.
- Three water or ice sports.
- Two sports that don't require any special equipment.
- One sport that uses animals.

B Which three sports in A are the least and most challenging? Why?

2 Read Alison's description and match it to the correct photo (a-f). Who does she thank and why?

#### WORK WITH WORDS

3 a 1.01 Name the sports in the photos. Use the words in the box if you need help. Then listen and check.

base jumping   free running   rock climbing  
skateboarding   skydiving   windsurfing

b 1.02 Listen to the people talking about the sports. Which sports are they talking about?

4 Read the descriptions (a-f) of six more extreme sports. Then match and complete the names using the words in the box.

a travelling down a snow-covered hill while standing on a board  
b jumping from a tall structure while connected to a large elastic cord  
c climbing frozen waterfalls, cliffs and rocks covered with ice  
d riding a wave without using a board  
e racing up staircases inside skyscrapers or other tall structures  
f diving underwater without any equipment

boarding   climbing   diving   jumping   running   surfing

1 bungee \_\_\_\_\_   3 free \_\_\_\_\_   5 body \_\_\_\_\_  
2 tower \_\_\_\_\_   4 ice \_\_\_\_\_   6 snow \_\_\_\_\_

5 1.03 Listen and check your answers to Exercise 4. Then listen and repeat all the extreme sports.

First we're told what to do. One tap on the shoulder means open your arms, a second tap means bring your arms to your chest as the parachute opens, and don't forget to keep your knees bent for landing.

Now we're sitting on benches inside the plane and I'm looking down at the Spanish Costa Brava 12,500 feet below. It's too late to turn back now. This is it! My first skydive.

Jump! I'm attached to my instructor, spinning in the sky as we fall towards the Earth at 180 km per hour. How can I describe it? You know how it feels when you hold your arm out of the window of a moving car and the air runs through your fingers. Think bigger! It's amazing. Nothing beats this; not snowboarding; not diving; nothing. Thanks Mum, thanks Dad. It's the best birthday present ever. Alison x

HOME   »» ABOUT US   »» BE EXTREME

6 a 1.04 PRONOUNCE Listen and repeat the words, paying attention to the /t/, /i:/ and /a:/ sounds.

wind /wɪnd/   ski /ski:/   dive /daɪv/

b 1.05 Listen and write the sounds you hear: /t/, /i:/ or /a:/. Then listen and repeat the words.

1 extreme   3 bike   5 free   7 ice   9 cliff  
2 climb   4 equipment   6 hill   8 bungee   10 sky

#### EXTEND

7 Write a sentence describing each of the extreme sports below. Use a dictionary to help you.

abseiling   hang-gliding   kayaking   mountain biking

Mountain biking involves riding over rough tracks, rocks and hills.

8 THE MOVING PICTURE Watch the video. What's the extreme sport? Why do you need to wear protective clothing?

SPEAK

9 Work in pairs. Create an unusual extreme sport of your own. Use the names in Exercises 3 and 4 to help you.

What other surfaces can we do a boarding sport on?  
We could combine bungee jumping and rock climbing to make bungee climbing.

Workbook, page 4

#### GO BEYOND

Do the Words & Beyond exercise on page 130.

The regular **Moving Picture** video feature in every first lesson brings the pages to life, providing a unique visual representation of the topic.

The final activity in the first lesson focuses on functional communication and personalisation of the language.

Extension activities refer to additional exercises to be done in class by fast finishers or as homework.



THE MOVING PICTURE

The first lesson in every unit of the **Beyond Student's Book** is not only supported by a range of images related to the unit topic, but also includes 'The Moving Picture', which uses a variety of video types (slide shows, researched clips, vox pops, etc) to bring the pages to life in an accessible and motivating way.

SUBSKILLS

All reading, listening, speaking and writing lessons have an integrated subskills focus that teaches students transferable linguistic strategies to maximise their learning.

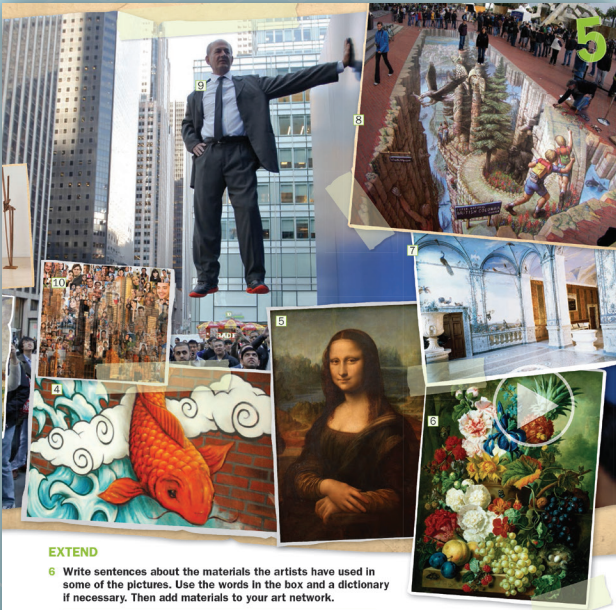
The lesson aim clearly identifies the subskill that is being taught.

Every subskill is accompanied by a **How to** feature, which gives tips on how to use the subskills.



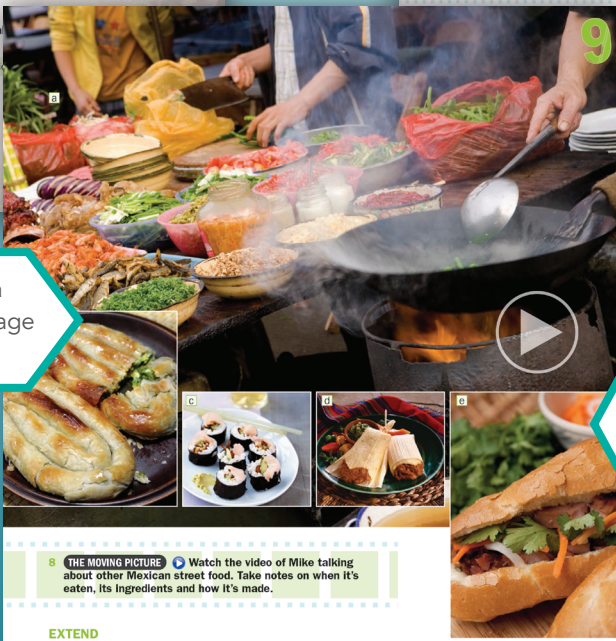
- WORK WITH WORDS**
- 4 Write the correct natural disasters from Exercise 2. Then listen and check.
- 1 A is a large wave. (The word comes from Japanese).
  - 2 A is a fire that starts in the countryside or a forest and spreads very quickly.
  - 3 A is when a volcano sends hot gas, ash and melted rock (or lava) into the air.
  - 4 A is a heavy fall of earth, rocks or mud down a hill.
  - 5 An is a shaking movement of the Earth.
  - 6 An is a large amount of snow and ice that falls down a mountain.
  - 7 A is a violent storm with strong winds and heavy rain that starts over the sea.
  - 8 A is a strong wind that goes round in a circle over land.
  - 9 A is a long period without rain.
  - 10 A is a large amount of water that covers an area that is usually dry.

- EXTEND**
- 5 Look at the words in the box. Decide if they are causes of natural consequences or possibly both.
- death disease global warming homelessness nuclear explosion
- SPEAK**
- 6 Work in pairs. Do one or both of the tasks.
- A Tell your partner about a disaster film that you have seen.
  - B Discuss why people are fascinated by disaster films.



- EXTEND**
- 6 Write sentences about the materials the artists have used in some of the pictures. Use the words in the box and a dictionary if necessary. Then add materials to your art network.
- canvas chalk ink paint paper plaster spray paint
- In picture 5, the artist has used paint on canvas.

- PHRASE BOOK**
- In the ... you can see ... whereas in ...
- At the top/bottom ...
- On the left/right ...
- In the foreground/background ...
- The image/performance/style is ...
- GO BEYOND**
- Do the Words & Beyond exercise on page 134.



- 8 THE MOVING PICTURE Watch the video of Mike talking about other Mexican street food. Take notes on when it's eaten, its ingredients and how it's made.

- EXTEND**
- 9 Use the word at the end of each sentence to form a word that fits in the gap.
- 1 This food's really **tasty**. Can I have some more?
  - 2 I'm going to try one of those chicken and vegetable **...**
  - 3 I'd like an extra **...** on my pizza.
  - 4 Has that **...** got any meat or fish in it? I'm vegetarian.
  - 5 I can't decide what **...** to have in my sandwich.
  - 6 This apple's delicious. It's really **...** too.

- SPEAK**
- 10 Work in pairs. Do one or both of the tasks.
- A Describe some street food, or food that's quick to prepare, from your country. What ingredients are used to make it? How's it prepared?
  - B How often do you eat street food or other types of fast-food? What do you eat? Where do you buy it?

- GO BEYOND**
- Do the Words & Beyond exercises on page 138.

The cross-curricular focus of **Beyond** helps students learn about the world around them and brings a range of global experiences into the classroom.



WRITING Join our appeal

- Use persuasive language
- SPEAK AND READ**
- 1 Work in pairs. Look at the top of the poster and answer the questions.
- 1 What do you think is the message of the title?
  - 2 What kind of charity or good cause do you think the poster is promoting?
  - 3 What kind of information would you expect to find on the poster?

Put yourself in their shoes

- HOW TO**
- Use imperatives with action words like help, donate and give.
- Use second conditionals to make people identify with the situation.
- Use 'you' to address the reader directly.
- Use first and third conditionals to describe how an action will help or helped in the past.
- STUDY**
- 3 a Read the tips in the **HOW TO** box.
- HOW TO**
- Use imperatives with action words like help, donate and give.
- Use second conditionals to make people identify with the situation.
- Use 'you' to address the reader directly.
- Use first and third conditionals to describe how an action will help or helped in the past.
- PRACTISE**
- 1 Rewrite the sentences using more persuasive language.
- 1 People can help us with our appeal by contacting Mrs Harris.
  - 2 Homeless people don't usually have any contact with their families.
  - 3 With the money we raise, the charity will be able to give clothes to the homeless.
  - 4 We'd be very grateful if you could give as much money as you can.
  - 5 Because of your support last year, we were able to help the earthquake victims.

- PLAN, WRITE AND CHECK**
- 5 a It's one year later. You're going to create a poster for ...
- 1 Think of money.
  - 2 Think of a poster.
  - 3 Write the text in the box.
- HOW TO**
- Use imperatives with action words like help, donate and give.
- Use second conditionals to make people identify with the situation.
- Use 'you' to address the reader directly.
- Use first and third conditionals to describe how an action will help or helped in the past.
- SHARE AND**
- 6 a Swap your partner's poster.
- b Look at the posters.

- 2 Look at the rest of the poster and check your answers to Exercise 1. Where would you expect to see the poster?



READING Chicago

- Inter 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.
- 1 Decide who it was written for.
  - 2 Add information to your list from Exercise 1.
  - 3 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 immediately think of the famous mafia boss 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 are areas where you mustn't go if you want to avoid problems, but you shouldn't let 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 neighbourhoods immediately to the north like Old Town and Lincoln Park, with its zoo and museums. There 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 and the north side are known for their crime. Some locals say you ought not to use the elevated 'L' railway on the north side at night.
- 5 Most of the real trouble spots are in South Side or West Side, where there are some areas you'd better not go, and others that you must avoid at all costs. If you do wander into these areas, you should keep an eye on the cars. A street full of old cars with the occasional back. The owners of those cars are going a nine-to-five job.

- HOW TO**
- Inter meaning when you read
- If you infer meaning in written texts, you understand what the writer doesn't express directly.
- 1 Identify the writer's general opinion. This helps to understand individual sentences.
  - 2 If you don't recognise names, use the context to work out why they're mentioned.
  - 3 Look for idioms (see page 8) and other expressions that say things indirectly.
- GO BEYOND**
- Make a list of words and phrases in the article that are related to criminal activities.

SPEAKING You shouldn't have done that

Give and react to criticism

- SPEAK**
- 1 If you criticise something, you say what you think is wrong or bad about it. Work in pairs. Answer the questions.
- 1 When was the last time you criticised somebody? What for? How did they react?
  - 2 When was the last time somebody criticised you? What for? How did you feel?
  - 3 Why is it difficult to accept criticism?
- WATCH OR LISTEN**
- 2 Watch or listen to three conversations and answer the questions.
- 1 Why does one person criticise the other?
  - 2 Who is more careful with their criticism?
- 3 Work in pairs. Complete the conversations. Write one word in each gap. Then watch or listen again to check or complete your answers.

- 1 Ruth: You're late! We've missed the film.  
Tom: I'm sorry, but it wasn't my fault. The bus was stuck in traffic.  
Ruth: You (1) have got an earlier bus. You (2) the film started at six.  
Tom: Yes, but there must've been an accident.  
Ruth: I'm (3) of your excuses. You (4) have sent a message.  
Tom: You're right. It won't happen again.
- 2 Nora: Ruth, I know you're stressed out with exams, but you have shouted at Tom.  
Ruth: I know, but he made us miss the film.  
Nora: That's true, but you were (6) aggressive. We've all got angry before, but imagine how he must have felt.  
Ruth: You're right. I shouldn't have shouted.
- 3 Tom: Er, Ruth, I've got a bit of bad news. Somebody stole my bag on the bus and it had your book in it.  
Ruth: Tom! I (7) you to look after it! How (8) you be so careless?  
Tom: I'm sorry. It was right next to me, but I obviously wasn't careful (9).  
Ruth: Oh, well, these things happen.

- 4 In different colours, underline:**
- three expressions Nora uses to make her criticisms easier to accept.
  - three excuses Tom and Ruth make, including the word that comes before them.
  - two different expressions Tom and Ruth use to accept criticism, and what they say next.
- 5 Listen and repeat, paying attention to intonation.

- ACT**
- 6 Work in pairs. Prepare two conversations and present them to other students.
- Think of a situation in which one person criticises another person for something.
  - Conversation 1: Criticism is given angrily. The other person reacts badly and makes excuses.
  - Conversation 2: Criticism is given carefully, and the other person accepts it well.

- PHRASEBOOK**
- Criticism**
- You should/shouldn't have got/left ...
- You could have sent a message / told me ...
- You know/knew ...
- I told you to be ...
- You were too aggressive / weren't careful enough.
- I'm tired of ...
- How could you be/leave ...?
- I know ... but ... / We've all ... but ...
- React to criticism**
- I'm sorry ... / I know ... / Yes, ...
- ... but it wasn't my fault.
- You're right.
- It won't happen again.
- I shouldn't have got so angry / shouted.

A useful **Phrasebook** with relevant functional phrases is provided for use with the Act section of the **Speaking** lesson.



READING

Reading lessons are designed to teach students how to successfully read and understand a wide variety of text types. Texts include unusual and original perspectives on familiar syllabus topics, making them particularly engaging and motivating for teenage students.

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

The first exercise gives students the opportunity to focus on the lesson topic and to discuss their own knowledge and opinions. This increases confidence and helps students to focus on the theme.

READING On the wall

Transfer information to a different text

SPEAK AND READ

1 Look at the wall art on this page. Where and when do you think it was created?

2 a Read the article and check your answers from Exercise 1.

b Choose from sentences a-e below the one which fits each gap (1-4). There's one extra sentence.

- a It represented the history of his country.
- b There was also computer-generated art.
- c Most of them are many thousands of years old.
- d It is therefore an art form which divides opinions.
- e It also gives them a long-lasting surface.

3 a Read the tips in the HOW TO box.

HOW TO

transfer information to a different text

- Identify the purpose of the new text, who the readers are and which information is important.
- Decide if the text should be notes or full sentences.
- Decide if the style is formal or informal. (See page 40.)
- Use your own words. Give sources if you quote or copy information.

You're going to put the art photos on your blog. Use information from the article and write captions.

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

REACT

5 Work in pairs. Answer the questions.

- 1 What examples of wall art have you seen?
- 2 Is graffiti art or a crime? Give reasons for your opinion.

A short history of wall art

Early self-expression

Making your personal mark on a wall with spray paint is nothing new. Thirty-seven thousand years ago one of our earliest ancestors left his signature on the walls of Chauvet Cave in France. Holding his hand on the rock, he put a type of red paint in his mouth and spat around it to leave a perfect handprint. Early man later painted scenes of animals and hunters on rock using chalk and charcoal. (1) Experts believe that some of the one million 'rock art' sites in Africa could date back as far as 50,000 years.

A new technique

In the 16th and 17th centuries in India, many palaces, temples and mosques were decorated with beautiful frescoes. A fresco is a mural which is painted on walls and ceilings onto fresh wet plaster. Painting onto wet plaster means that the paint dries into the material, giving the colours a special brightness. (2) 'Fresco' is actually the Italian word for 'fresh' and in Europe some of the most famous frescoes are found in Italy (for example, on the ceiling of the Sistine Chapel in Rome).

Wall art as politics

Mexico is famous for its bright murals, full of people and life. Between 1920 and 1940, after a long civil war, public buildings were decorated with huge murals to celebrate the birth of a new, more equal society. Artists painted giant scenes in which everyday people worked in the fields, fought for their country or celebrated together – such as this 20th century mural by Amado de la Cueva. (3) The 'muralists' strongly believed that art could educate people and change society.

An art form with many faces

In the 21st century, wall art is a feature of many cities and much of it has a social or political message. While some is commissioned by companies or public offices as advertising or to improve ugly urban spaces, much is illegal graffiti on other people's property. (4) In some cities, graffiti is a way for gangs to mark their territory. But for many graffiti artists, graffiti art is simply about spray painting their own name on an empty wall. Wall art is right back where it started.

GO BEYOND

Add new words to your art network on page 50.

Students read a variety of text types and are guided and supported through the process of learning the subskills they need to apply to each type.

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, consolidating their understanding of the subskill.

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

The React section encourages students to share opinions on the text and relate to it in a personal way.

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

Workbook, page 53

Links to the corresponding Workbook page are at the bottom of each page.

GRAMMAR

The target grammar is always presented in context and students are encouraged to work out rules from examples. In Beyond there are two grammar pages per unit.

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

Presenting grammar in context typically links to the theme of the previous reading lesson.

The target grammar is typically practised in a meaningful context, with regular opportunities for personalisation.

Target vocabulary is recycled throughout the unit.

GRAMMAR Past perfect simple and past perfect continuous

Talk about actions before another time in the past

READ

1 Read about another dystopian novel. Complete the details about the characters.

Name	Boy/Girl	Ugly/New Pretty	Lives in
Tally	Girl	Ugly	Uglyville
Peris			
Shay			

My favourite book: UGLIES

Tally had been waiting impatiently for her 16th birthday and the government operation to make her pretty. Her best friend Peris had already become a New Pretty and Tally had only seen him once since he had moved to New Pretty Town. But then Tally met Shay, another Ugly. Shay had heard about an illegal community called The Smoke for people who didn't want to be pretty. She had been trying to decide for a long time if she should join them, and she had just decided to run away from Uglyville.

STUDY

2 Complete the explanations. Use the examples in bold in Exercise 1 to help you.

Past perfect simple and past perfect continuous  
Use: To show that an action happened before another action or time in the past.  
Form: simple had/hadn't + past participle  
Form: continuous had/hadn't + verb + -ing

3 Choose the correct options to complete the explanations. Use Exercise 1 to help you.

Past perfect simple or past perfect continuous?  
Use the simple / continuous form for an action in progress up to a time in the past.  
Use the simple / continuous form for a finished action before another past action or time.  
You often use the simple / continuous form with before, after, just, yet and already and verbs like thought and realised.  
Use the simple and the continuous forms with for and since.  
See GRAMMAR DATABASE, page 122.

PRACTISE

4 Read more about Uglies. Decide if the verbs in bold are correct. Correct the ones that are wrong.

Tally flew to The Smoke on her hoverboard. Shay (1) had already been going there but the government (2) had forced Tally to go as a spy. The government (3) had looked for the illegal community for a long time. Tally (4) hadn't been wanting to go. But she (5) had agreed to find The Smoke so that she could have the operation to become pretty.

5 Complete the text about Uglies with the past perfect simple or the past perfect continuous.

Tally (1) (travel) for five days when she arrived in The Smoke. She (2) (plan) to send a message to the government when she got there. But then she met David, and she realised that she (3) (nearly / make) a big mistake. David's parents were doctors and they (4) (study) the effects of the operation on the brain for years. They (5) (discover) that the operation didn't only make Uglies pretty. After they (6) (have) the operation, New Pretties not only looked the same, they thought the same ...

LISTEN AND WRITE

6 Listen to the dictation and find out the ending to the story. Write down everything you hear and compare your dictation with a partner. Then listen again and complete the dictation.

Workbook, pages 30-31

In the Study section, students are guided to notice grammar structures from the text and complete explanations in the Study box.

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

GRAMMAR Sense verbs + -ing or infinitive

Talk about things that you see, hear, feel and smell

READ

1 Read the speech bubbles. Did the boy in the pictures see the accident? How did he know what had happened?

It was a normal day. I was sitting on my bed and thinking. I was watching a spider crawling across the ceiling and listening to my parents arguing about housework. I could smell something delicious cooking for dinner.



Suddenly, I heard something crash and I felt the building move a little. I looked out the window. A lorry had driven into our building! I saw the driver lying in a funny position and heard people shouting and running to help him.



STUDY

2 Read the explanations. Then underline examples of each form in Exercise 1.

Sense verbs + -ing or infinitive  
Use: To talk about actions we see, hear, feel and smell.  
Form:  
For actions in progress, use: see/watch/hear/listen to/feel/smell + object + verb + -ing  
For completed actions, use: see/watch/hear/listen to/feel/smell + object + infinitive without to  
See GRAMMAR DATABASE, page 122.

Workbook, page 34

PRACTISE

3 Complete the conversations with the verbs in the box.

burning crossing drive fall hit turning

Zeynep: A lorry crashed into your building?  
Dan: Yes, I didn't see it (1) into the wall, but I heard it (2) the building.

Zeynep: But is the driver OK? What happened?  
Dan: He's in hospital, but he's fine. He hadn't seen a little boy (3) the road in front of him. He was trying to avoid hitting him.

Dev: I just saw a cyclist (4) off her bike.

Luna: Oh, no. What happened?  
Dev: The driver didn't see her (5) right. He braked really hard – I could smell the rubber on his tyres (6). Luckily, she wasn't hurt.

4 a Complete the sentences with the -ing or infinitive form of the verbs.

- 1 Maria: I heard the people behind me (eat) crisps and (whisper), so I looked at them angrily.
- 2 Siji: I closed my eyes. I heard the little train (set off) down the track and then I felt my stomach (turn over).
- 3 Britt: I smelled the bread (bake) in the oven and felt my mouth (start) to water.
- 4 Jed: I saw the orange light (shine) on the water and then I saw the sun (disappear).

b Where do you think the speakers are? What's happening or what are they doing?

SPEAK

Choose a photo. You were in one of these places yesterday – what did you hear and see happening? What did you smell and feel? What happened next?





LISTENING AND VOCABULARY

Listening comprehension tasks are designed to enable students to progress from a focus on global understanding to an understanding of specific details. Students are also asked to react personally to what they hear.

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

LISTENING AND VOCABULARY Survival stories

>>> Focus on important information

SPEAK AND LISTEN

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

OUR FIGHT 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 1.33 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 1.33 You're going to write three or four sentences about each eyewitness's statement for two newspaper articles. Listen again and take notes (see page 10) on the most important information. Include one quote.

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

5 Write the information for your newspaper articles. Include your headline from Exercise 2 and your quote.

REACT

6 Discuss this statement. Explain your opinions.

I think it's unacceptable that the press interview people when they have just gone through a terrible experience.

WORK WITH WORDS

7 1.34 Listen to the sounds for the noise verbs 1-12. Then listen and repeat the words.

1 scream 3 whisper 5 groan 7 crash 9 slam 11 bang 2 sigh 4 yell 6 roar 8 smash 10 burst 12 explode

8 a PRONOUNCE Look at the consonants in bold in Exercise 7. Do you find any of the consonant combinations difficult? Which ones? If so, practise saying the consonants slowly. sssccccrrrrrrram

b If you leave out consonants, the meaning of the word could change. What does crash mean without 'r' or without 'c'?

9 a 1.35 Listen to the four situations. Match two of them to the correct scripts below.

a A bomb explodes. Windows smash and people scream.

b A car tyre bursts loudly. Then a car crashes into a tree. There's a short silence, then somebody sighs in relief.

b 1.36 Listen to the other two scenes again and write the scripts. Explain what you think happened.

GO BEYOND

Do the Words & Beyond exercise on page 132.

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, use their exact words.

32

Workbook, pages 32-33

Students are encouraged to read the tips, carry out an activity using them and reflect on which tips they used.

The How To box provides tips to help students understand and apply the lesson subskill.

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

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

LANGUAGE & BEYOND

The Language & Beyond page is the life skills lesson. The aim of these lessons is to equip students with transferable skills for life beyond the classroom, especially at college or 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

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 watched a film or a TV show in another language?

4 Have you ever 'travelled' on the internet and found out about another country?

5 Do you watch programmes on TV about other cultures or countries?

>>> Value the art and culture of different societies

SPEAK AND READ

1 Explain what the postcard on the right means in your own words.

2 2.21 Read and listen to the conversation and answer the questions.

1 What's Lulu so excited about?

2 Why didn't she do this before?

3 What changed her mind?

Ella: Hi Lulu. What are you watching?

Lulu: It's a Bollywood film.

Ella: A 'bolly' what?

Lulu: Bollywood. The place where they make Indian films used to be called 'Bombay' in English, so people called the place 'Bollywood'.

Ella: Oh, like Hollywood, OK, I get it. But why are you watching it? It's not even in English, is it?

Lulu: Well, it has English subtitles. ... You know my aunt came over yesterday evening? Well, she had this Bollywood film and she wanted me to watch it with her. As a rule I don't like foreign films with subtitles and I knew there was singing and dancing - and I generally hate musicals ... but I didn't want to be rude so I watched it and ...

Ella: ... you liked it, didn't you?

Lulu: Yes, it was so good I have to watch it again. Come on, it's only just started.

Ella: Ah, no, I hate films with subtitles ... and musicals ...

DO

3 Work in pairs. Ask and answer the questionnaire above, giving reasons or more details for your answers.

REFLECT

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

1 How often do you have contact with other cultures? When?

2 What positive experiences have you had when meeting people from other cultures or visiting other countries?

3 Why do we sometimes hesitate to try something new or 'foreign'?

EXTEND

5 Work in pairs. Role-play a situation in which a visitor comes to your home and is not keen to try your food, listen to your music or watch your TV programmes. How can you convince him/her?

REFLECTION POINT

We all belong to a certain culture and it's a big part of our identity. It's normal to want to stay in the 'comfort zone' of your own culture and be a little afraid of unfamiliar things. But if you don't open your mind to other cultures, you'll miss some fantastic experiences.

56

61

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

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

The life skills in Beyond are applicable to other situations and contexts. The Extend stage enables students to transfer the skills learnt, building a classroom-to-real-life link.

Life skills: learning for life To be successful at school and in life, students need to learn 21st century skills that go beyond pure academic knowledge. They become aware of and acquire life skills, such as learning to deal with stress, communicating effectively and understanding different cultures.

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SPEAKING

Every **Speaking** page is based on a real-life scenario and presents functional language that students need in order to communicate in everyday situations.

The **Speaking** pages are carefully structured to ensure students are fully prepared for the final speaking task.

Every **Speaking** page includes a specially commissioned video, which features teenage **Drama Kids** exemplifying the key language in a natural and engaging way.

SPEAKING Don't worry about it

Express regret and forgiveness

SPEAK AND WRITE

- 1 a Work in pairs. Look at the photos. What do you think Nora, Luis, Sasha and Ava are expressing regret about? I think Nora told ... / Nora might have told ...
- b Make a list of other situations when people often feel regret. You said something horrible to a friend. You didn't remember a friend or relative's birthday.
- c Have you ever been in any situations like these? Tell your partner and explain what happened.

WATCH OR LISTEN

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

1 Nora: I (1) I hadn't told Emma about your parents breaking up. I'm (2) if I upset you.

Ellie: Don't worry about it. Everybody will know soon. Sorry, I feel (3)

Nora: (3)

2 Luis: I'm sorry, I (4) have shouted at you like that. I know you didn't mean to drop my tablet. I'm really sorry for (5) you.

Ruth: It doesn't matter. I understand why you were angry. I'm just so clumsy!

3 Sasha: I (6) for calling Ben a stupid name.

Teacher: That's all right. I realise Ben was annoying you. But please don't let me hear anything like that again or I'll have to contact your parents.

Sasha: It won't happen again, I (7)

4 Ava: I really (8) letting you down. I wanted to see that film.

Tom: You couldn't help it. Your parents needed you to babysit.

Ava: I feel really (9) about it.

Tom: Ava, it wasn't your fault.

- 3 a Watch or listen again and complete conversations 1-4 with the missing words.
- b Check your answers with the phrases in the PHRASEBOOK.
- 4 Which situation is more formal than the others? Which phrase is used in this situation? Mark it formal in the PHRASEBOOK.
- 5 a Underline the phrases which Ellie, Ruth, the teacher and Tom use to express forgiveness. Listen and check your answers.
- b Listen again and repeat the phrases, paying attention to sentence stress.

ACT

- 6 Work in pairs. Choose two or more of the situations from your list in Exercise 1b. Act out short conversations in which one student expresses regret and the other student expresses forgiveness.

Videos and photos present the speaking situations in a realistic and meaningful way, showing all aspects of communication including non-verbal language.

The **Phrasebook** includes all functional phrases presented in the video dialogue, which students will need when they do the **Speaking** tasks.

PHRASEBOOK

**Express regret**

I wish I'd/hadn't told ...  
I'm sorry if I upset you.  
I feel awful / really bad about it ...  
I should/shouldn't have shouted ...  
I'm really sorry for upsetting you.  
I apologise for calling ...  
It won't happen again, I promise.  
I really regret letting you down ...

**Express forgiveness**

Don't worry about it.  
It doesn't matter. / That's all right.  
You couldn't help it.  
It wasn't your fault.

With teenage actors helping students relate to the scenes, the drama group context reflects the classroom situation in which students use role play so they feel more confident about re-playing the situations themselves after watching the drama group video.

WRITING

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

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 the content introduced.

After practising the subskill, students follow a step-by-step writing plan to help them prepare for writing.

WRITING Our school report

Write a report

SPEAK AND READ

- 1 Which of these facilities does your school have? Work in pairs. Discuss what's good about them and what could be improved.
  - classrooms
  - a playground
  - playing fields
  - a sports hall or gym
  - a computer room
  - a theatre or auditorium
  - a canteen
  - a shop or snack bar
- 2 Read the report. What's it about? Is it generally positive or negative?

STUDY

- 3 Read the report again and complete it with the headings.

Conclusion Introduction  
Negative aspects Positive aspects Subject

- 4 Which expressions in the report do these things? Underline them.

- 1 It says why they're writing the report.
- 2 They give an opinion.
- 3 They express suggestions.

- 5 Read the tips in the HOW TO box and check your answers to Exercises 3 and 4.

HOW TO

- write a report
  - At the top, write who the report is to, who it's from and the subject.
  - Use headings to make the aim of the paragraphs clear.
  - Start with an introduction. Say why you're writing the report: We were asked by ... to write a report about ...
  - Include opinions: We agreed / (don't) think that ...
  - Finish with a conclusion. Include suggestions with should and could and with suggest + verb + -ing.

To: The head teacher  
From: Class 3B

(1) : The school canteen

(2) We were asked by our teacher to write a report about the school canteen. We discussed the canteen in class, and we agreed that there are some positive things about it and other things that could be improved.

(3) We all think the canteen is a good facility. It is a big room, and there are enough tables and chairs for everybody. The people serving food are friendly, and it is well organised, so we do not have to queue for too long.

(4) We think the food in the canteen is generally tasty and well cooked. However, we do not think there are enough healthy options on the menu. Also, there is nowhere for us to get our own water.

(5) We think that some healthy options should be added to the menu. These could include a larger variety of vegetables, less fried food and more fruit. We also suggest having a drinking fountain installed so we can get our own water.

Get it right

Talk about something.  
Discuss something. (NOT discuss about)

PRACTISE

- 6 Write suggestions from the notes (1-4) that class 3B didn't include in their report. Use a different way to express suggestions each time.

- 1 Add a vegetarian option to the menu.
- 2 Put on relaxing background music.
- 3 Install a large TV screen.
- 4 Have the walls repainted.

PLAN, WRITE AND CHECK

- 7 You're going to write a report about a facility in your school. Choose one of the facilities in Exercise 1, or another one. Use tips from the HOW TO box to help you plan it.

- 8 Write your report. Use tips from the HOW TO box to help you organise and express your ideas. Then check it.

SHARE AND REVIEW

- 9 Swap your report with a partner. Read your partner's report and review it.

Sharing work for peer review helps students to develop their skills in critical analysis and to identify areas where they may need to improve.

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



UNIT REVIEW AND PROGRESS CHECK

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

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

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

After every two units, there is a two-page skills-based **Progress Check** that allows students and teachers to see how well the class is working. The **Progress Checks** also include tips on how to deal successfully with the various tasks.

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

The **Exam Tips** help students prepare for each main exam-style task.

Students see how the various subskills they have already learned in the units will help them in an exam situation. This serves to consolidate learning and increase confidence.

UNIT REVIEW

10

VOCABULARY Life in space

1 Complete the text with the correct words.

MOVE TO VENUS!

Bored of living on Earth or Mars or being in (1) o around Earth on the (2) s s on Venus? Move to our new (3) b on Venus! Venus is situated next to Earth in our (4) g and is lovely and warm with a (5) s temperature of 460°C. (6) G on Venus is very similar to the Earth so you'll have no problems with weight. Each glass (7) d house has (8) o making equipment as Venus' (9) a is not suitable for breathing. The price of each house includes transport to Venus on the new V22 (10) r or public (11) s. Join our (12) c on Venus now!

Prefixes of size, quantity and degree

Jett and his dad are the first colonists on Venus. Complete the words with the prefixes in the box.

mega mini over super ultra under

Dad: Are you on your (1) tablet again?  
Jett: I was just watching Cyber City, that new Earth series.  
Dad: I'm glad I don't live in one of those (3) crowded (4) cities, aren't you? You shouldn't (5) estimate how lucky we are.  
Jett: Mmm. But Venus is a bit (6) populated. Dad: We're the only people here!  
Yes, but we're lucky to have all this (7) modern equipment. I don't know what we'd do without our (8) fast food printer and our powerful home (9) computer. Just imagine if we had to take an (10) sonic plane every day to go shopping. And those (11) stores just make you (12) spend. It's good there are no shops here.  
Jett: Is it? /12

GRAMMAR Futures review

3 Complete Jett's chat messages with the correct form of the verbs.

B: What are your plans for next week?  
J: I think I (1) (probably / play) virtual reality games most evenings as usual. On Tuesday I (2) (do) sport. Real sport! Computer school (3) (finish) on Friday for the summer. Yes! Then Dad and I (4) (visit) some friends on the moon for a holiday. It's all arranged. We (5) (likely / come back) in two weeks.  
B: What's the weather going to be like on the moon?  
J: It's the moon! There (6) (not be) any weather! There's never any weather there. Anyway, bye for now. I (7) (get) in touch again soon - promise!  
/14

Future continuous and future perfect

4 Complete the website update with the correct future continuous or future perfect form of the verbs.

NOTICE

We're sorry to say that we (1) (not build) any more homes on Venus. By the time you read this, we (2) (close) the colony and the two people there (3) (move) to the moon. But the good news is: we (4) (start) a new colony on Mercury next year. We (5) (take) reservations from next week although we (6) (not calculate) the exact price by then. See you soon!  
Your score: /50

SKILLS CHECK

I can understand links between and within sentences when I read.  
I can understand paraphrase when I listen.  
I can rate my progress.  
I can express hopes, wishes and promises.  
I can present options in an email or letter.

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.

Workbook, pages 122-123

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Students are encouraged to assess their progress using **CEFR 'can do'** statements that refer directly back to the lesson aims and subskills.

Each **Progress Check** has an optional speaking section complete with teacher's notes and supporting material, which can be downloaded from the **Resource Centre** at [www.macmillanbeyond.com](http://www.macmillanbeyond.com)

Overall scoring is the same in every **Progress Check**, so students can monitor both their overall progress and their progress in specific skills.

WORKBOOK

The **Beyond Workbook** lessons review and recycle target items from the corresponding lesson pages of the **Student's Book**, and offer comprehensive practice for homework and class use.

**Vocabulary**

Two vocabulary pages per unit practise the target lexis in new contexts.

Puzzles and games add an element of fun and variety.

**Grammar**

The **Workbook** contains three pages per unit for practising target grammar.

**Grammar Study** boxes revise the form and use of key grammar.

1 SWITCH ON VOCABULARY 1 >>> Talk about communication and technology

1 Choose the correct word(s) to complete the text.

I love technology, because it changes all the time! For example, I don't use a (1) television / camera to watch movies, because I don't have one in my bedroom. I play DVDs through my games (2) computer / console at home and on my sister's (3) mobile / laptop computer when we go on trips. I don't have a (4) laptop / games console because I share my sister's. I've got a really old (5) computer / console in my bedroom for doing homework. For my birthday, I want a new (6) MP3 player / mobile so I can make phone calls and play videos and music. Or I'd like a (7) tablet / television - for music, videos, games and homework. They're very expensive though ...

2 Rearrange the letters to label each app.

a rallucotca b lendcara  
c cream d sapscom  
e megas f laim  
g spam h sneot  
i eodivs j sagessem

3 Complete the sentences with apps from Exercise 2.

BUY THE LATEST APPLICATIONS IN OUR FANTASTIC APP STORE! USE OUR APPS ON YOUR LAPTOP, PHONE OR TABLET.

Use the (1) app to remember your class times and all your friends' birthdays.  
Use the (2) app to write down ideas for songs and stories.  
Use the (3) app to get letters from friends around the world.  
Use the (4) app to check your direction.  
Use the (5) app to check how much you spend.  
Use the (6) app to update your friends quickly.  
Use the (7) app to edit and store your photos online.  
Use the (8) app to check where you're going.  
Use the (9) app to play cards with.  
Use the (10) app to watch your favourite pop stars on stage.

4 Which apps are fun? Which apps are useful? Which apps can be both? Write them in the chart. There are no right answers - write what you think.

fun useful

5 Complete the activities with the words in the box.

internet on online social networking sites videos web browser

1 use  
2 open a  
3 chat  
4 log  
5 surf the  
6 watch

8

**Writing**

Key writing subskills from the **Student's Book** are developed in carefully chosen exercises, which exemplify the relevant subskills.

Emphasis is on the planning and structuring of texts, and final productive exercises prepare students with exam-type tasks.

The **life skills** from the **Student's Book** are developed and students are challenged to use their problem-solving and critical-thinking skills as part of this reflection process.

GRAMMAR 2 Articles: a(n) and the

>>> Use a(n) and the to refer to things

1 a > Choose the correct word to complete the rules (1-3).

1 Use a / an before countable nouns that start with a consonant sound.  
For example: computer.  
2 Use a / an before countable nouns that start with a vowel sound.  
For example: office.  
3 Use a / an before nouns that start with a vowel but don't have a vowel sound at the beginning.  
For example: university.

b Complete the examples in Exercise 1 with the words in the box.

app Euro hotel mobile umbrella unit

2 >> Correct the mistakes in the sentences. Then match each mistake to the correct rule a-g from the box below.

1 I love the computers.  
Rule: b  
I love computers.  
2 I live in the New Zealand.  
Rule: c  
I live in New Zealand.  
3 My uncle is artist.  
Rule: d  
My uncle is an artist.  
4 I use internet every day.  
Rule: e  
We study IT on the Thursday.  
5 This is best mobile you can buy.  
Rule: f  
This is the best mobile you can buy.  
6 I go to school in a big city. School has 2,000 students.  
Rule: g  
I go to school in a big city. School has 2,000 students.

3 >> Write the words in the correct column in the chart.

April Australia best internet January Main Street moon Netherlands sun Tuesday United Nations

no article (-) the

4 >> Choose the correct options to complete the text.

My name is Gisela and I'm (1) a / the student at (2) a / - school in (3) the / - Hamburg, Germany. For me, (4) the / a best lesson of the week is computer graphics. We have (5) - / a really good teacher and I love learning how to make (6) the / - animations and comics. We also have (7) an / - extra class on (8) - / the Fridays, during (9) a / the lunch break. I want to be (10) - / a graphic designer one day.

5 >> Complete the text with a, an, the or no article (-).

TECHNOLOGY REVIEWS

This is (1) new tablet from Jetset Electronics and it's (2) smallest one on the market right now. It has (3) great screen and it has (4) two cameras, one at the front and one at the back. It's very easy to download (5) my apps onto it. I use it a lot on (6) train and (7) battery lasts for a very long time. This is (8) excellent device for all kinds of online activities - reading books, surfing (9) web and watching (10) videos.

14

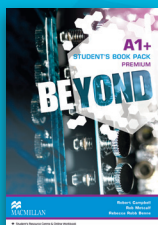
**Listening**

Key listening subskills from the **Student's Book** are reintroduced and re-examined.

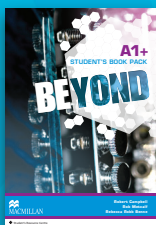
Additional listening exercises focus on the unit's theme, often through exam-style tasks related to the lesson's subskills.



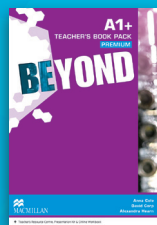
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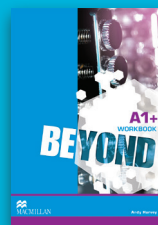
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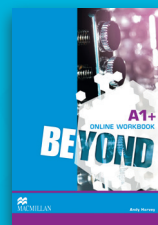
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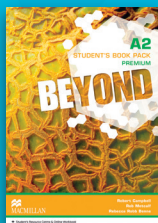


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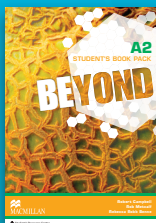


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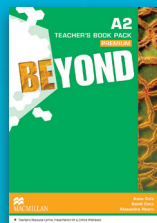
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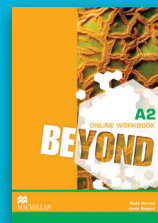
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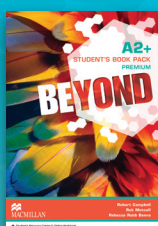


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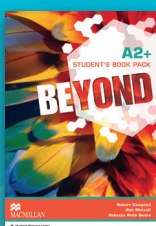


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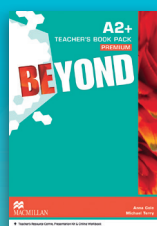
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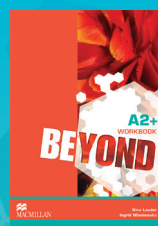
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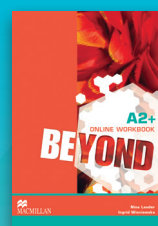
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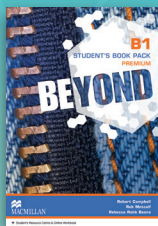


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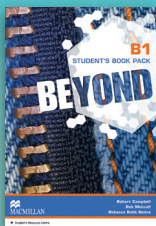


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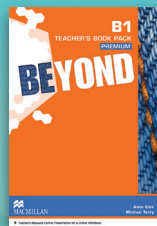
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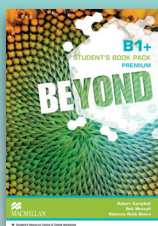


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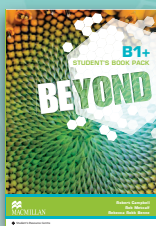


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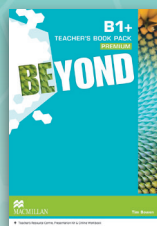
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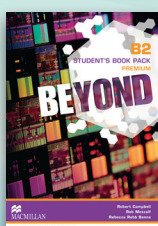


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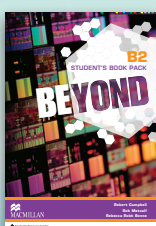


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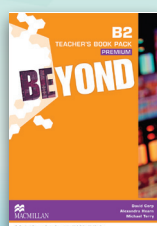
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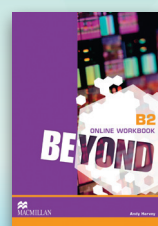
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