

Today I feel  
good  
because.....

[Macmillan\\_v2.mp4](#)

# Teaching Life Skills at Secondary Grades





“ The first drop in self esteem occurs in early adolescence ( ages 9-13)”

Source: Psychology Today, 2010

# In an average secondary school of 1000 pupils in the UK:

- 100 feel self-harmed by the age of 16
- 100 are suffering from mental health problems and experiencing significant stress
- 50 are seriously depressed
- 5-10 are likely to attempt suicide...

Source: Young Minds, UK

“Today’s young people 40 % less empathetic than college kids from 30 years ago”

Source: Scientific America, 2010

# Language and beyond: life skills

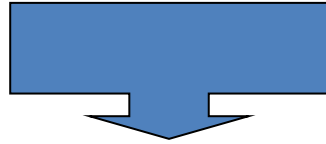




# Positive skills:

- Social
- Creative
- Good at multitasking
- Digital natives
- Curious and receptive to learning

THIS REQUIRES CHANGES IN  
EDUCATION



**NEW NATIONAL STANDARD  
OF SECONDARY  
EDUCATION**

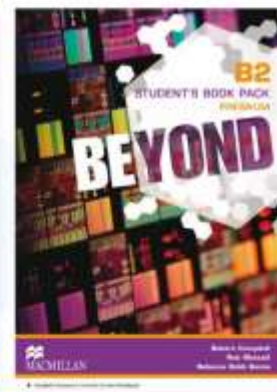
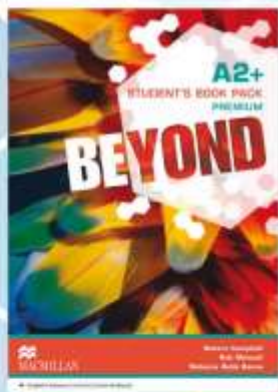
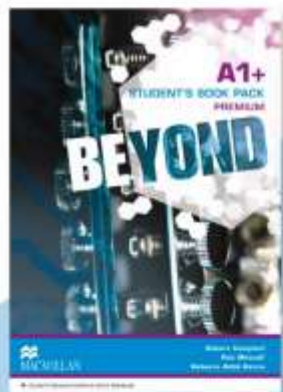
BASED ON COMPETENCIES:  
**SUBJECT & KEY**



What do teenage learners like to see in English courses nowadays?

What do teachers like to see in an ideal English course to meet all requirements and still to enjoy teaching 😊)?

# BEYOND



macmillan  
education

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



# 21<sup>st</sup> Century Skills

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills



motivating material  
that can adapt to teachers' needs  
and go **BEYOND**

- life skills
- subskills
- videos



Learn **BEYOND**

# 6 UNIT MIND AND BODY

## IN THE PICTURE Create an avatar

»»» Talk about the human body

### WORK WITH WORDS

- RECALL** In pairs, write the names of the body parts (A–L) in the pictures. You have one minute.
- LISTEN** Listen to the clues and match the words to the body parts M–X in the pictures.

ankle	M	brain	chest	finger	heart
knee		neck	shoulder	stomach	
throat		thumb	toe		

- LISTEN** Listen and check your answers. Then listen and repeat.
- Write the body parts in Exercise 2 in order, from the highest to the lowest when you're standing up.  
*brain, ...*

- THE MOVING PICTURE** Watch the video. Write the order in which the machine adds the avatar's body parts. What does the avatar do when it's complete?

- Do the quiz. Then compare your answers with a partner.

## The Body Parts Quiz

How much do you know about the **human body**? Answer the questions.

- It's the most complex object in the universe. What's it called?
- It makes sure air and food goes to the correct place. What is it?
- Two parts of our body get bigger and bigger, but we don't cut them. What are they?
- Three bones connect here, including our biggest bone. What is it?



### SPEAK

- Draw an avatar but don't let other students see it. Use the avatars below for ideas.



Futuristic



Manga



Monster



Robot

- Work in pairs. Describe your avatar to your partner. Can he/she draw it?

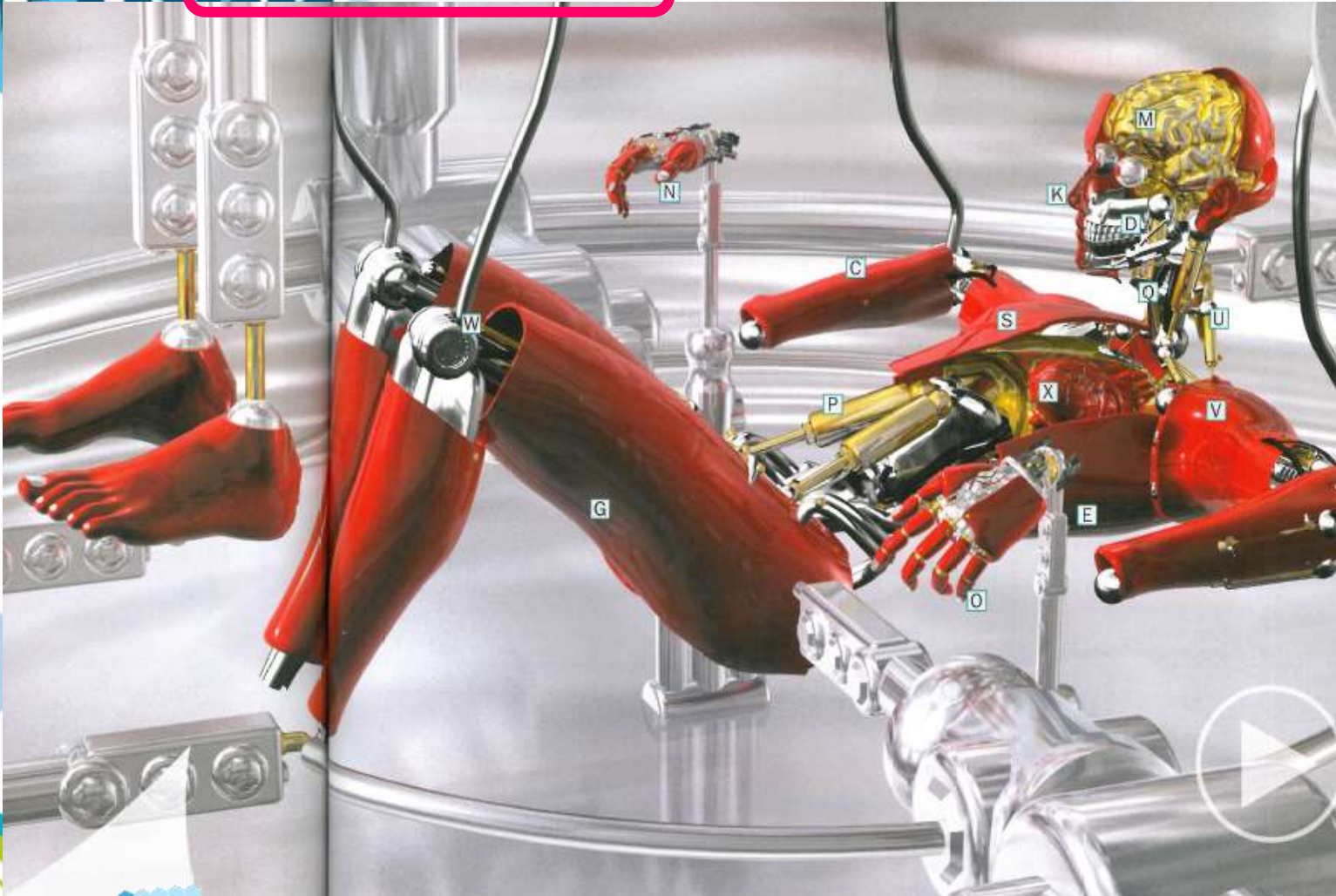
### PHRASES

It's got (a) big/small/long/short/round/square ...  
It's got ... next to/above/under/around its ...  
It looks like a ...


### GO BEYOND

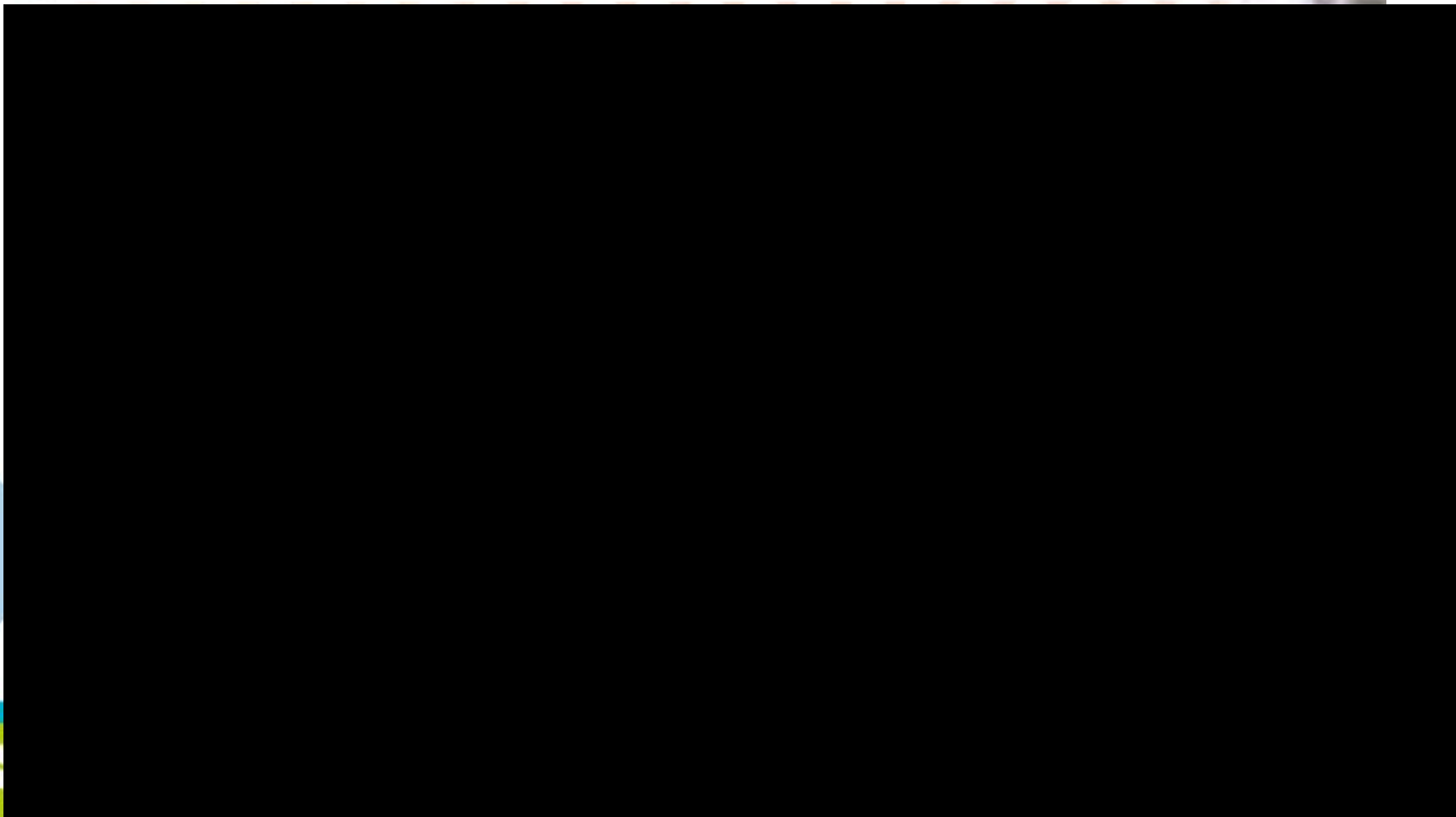
Do the Words & Beyond exercise on page 135.

**RECALL** In pairs, write the names of the body parts (A–L) in the pictures. You have one minute.



**BE** **THE MOVING PICTURE**

 Watch the video. Write the order in which the machine adds the avatar's body parts. What does the avatar do when it's complete?





# TIME FOR WORK

## IN THE PICTURE At work

»» Talk about jobs and workplaces

### WORK WITH WORDS

- 1 **RECALL** Work in pairs. Write the workplaces for signs 1-6. Then write the job(s) people do there. You have three minutes.

Workplace	Job(s)
1 hospital	nurse, ...

- 2 **▶▶▶** Match the workplaces in the box to signs 7-12. Listen and check. Then listen and repeat.

gym	factory	garage
hair salon	office	travel agency

- 3 **▶▶▶** Work in pairs. Match the jobs to the descriptions. Then listen and check.

- |                         |   |
|-------------------------|---|
| 1 An artist ...         | a writes letters, organises meetings and makes phone calls. |
| 2 A cleaner ...         | b fixes cars when they're broken.                           |
| 3 A driver ...          | c cuts people's hair.                                       |
| 4 An engineer ...       | d writes articles for newspapers, websites and TV.          |
| 5 A fitness trainer ... | e flies planes.   |
| 6 A journalist ...      | f fixes people's teeth.                                     |
| 7 A hairdresser ...     | g draws and paints pictures.                                |
| 8 A mechanic ...        | h drives people to different places.                        |
| 9 A pilot ...           | i cleans rooms in buildings.                                |
| 10 A dentist ...        | j helps people to plan their holidays.                      |
| 11 A secretary ...      | k helps people to get fit and strong.                       |
| 12 A travel agent ...   | l designs and builds machines, bridges or roads.            |

- 4 Who works at the places in Exercise 2?

A fitness trainer works at a gym.

- 5 **▶▶▶** **FOUNDRANCE** Listen to the consonants at the beginning of the words below. Then listen and repeat. Do you find any difficult? Which ones?

bridge, cleaner, driver, flies, place, sports, student, strong, trainer

- 6 Work in pairs. Student A thinks of a job. Student B asks questions to guess the job. Student A can only answer yes or no.

Does this person work in an office?

No.

Does this person cut hair?



- 7 **THE MOVING PICTURE** Watch the video and guess the job. Which job looks the hardest / the most exciting / the most boring / the most creative?

### SPEAK

- 8 Tell your partner about the jobs of people you know, such as neighbours and family friends.

#### GO BEYOND

Do the Words & Beyond exercises on page 136.

#### PHRASE BUILDER

My neighbour's a ...  
My aunt works in ...  
My brother doesn't have a job.  
My father's friend helps old people / cooks food at school ...

# UNIT 5 FIVE SENSES

## IN THE PICTURE Can you feel it?

»» Talk about how we use our senses

### WORK WITH WORDS

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

a Write down the letters of the alphabet. Write the names of parts of the body for as many letters as you can. Use the photos to help you.

b Which of the words can you match to the five icons in Exercise 2a?

2 Write the names of the five senses next to the correct icons.

hearing sight smell taste touch



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

3 a Match the verbs to the five senses. Write them in the table in Exercise 2a.

feel hear listen look see sound touch watch

b Which of the sense words in Exercise 2 can also be verbs?

c **LISTEN** Listen and check. Then listen and repeat the verbs.

4 **LISTEN** Listen and match sentences 1–10 to the photos a–e.

5 **LISTEN** Complete the sentences with the correct form of the verbs in Exercise 3.

#### Listen and check.

- It's so good not wearing shoes. The grass \_\_\_\_\_ so soft under my feet.
- There's so much traffic. Everything \_\_\_\_\_ so noisy here.
- 'What do you think of this one?' 'Wow! That \_\_\_\_\_ fantastic.'
- There's so much to \_\_\_\_\_ in the city. It's huge.
- It's so hot here, and that water \_\_\_\_\_ so cool.
- I like Mexican food. This \_\_\_\_\_ really good.
- I can't \_\_\_\_\_ anything apart from amazing music.
- Sometimes I lie on the grass and imagine I can \_\_\_\_\_ the clouds in the sky.
- I love \_\_\_\_\_ the sea. It's so blue under the sky.
- I like \_\_\_\_\_ to music while I walk. It's relaxing.



6 a **LISTEN** **PRONOUNCE** Listen to the consonants in blue in the words below. Then listen and repeat.

smell taste sound watch strong grass text message sky hand soft

b Do you find any of the consonant combinations difficult? Which ones? If so, practise saying the consonants slowly.

ssssssmmmmmmllllll

7 **THE MOVING PICTURE** Watch the video and imagine you are in each scene. Say something using the sense verbs.

8 Some sense verbs can also be nouns. Choose the correct nouns for these sentences.

- I like the smell / sound of fresh bread. It reminds me of home.
- I hate the taste / sound of motorbikes. They're so noisy.
- I really like the look / taste of honey. It's sweet.
- I don't like the look / smell of this homework. It's really difficult.

### SPEAK

9 Work in pairs. Write the names of things you love or hate. Tell your partner.

- I love / hate the smell of \_\_\_\_\_
- I love / hate the taste of \_\_\_\_\_
- I love / hate the sound of \_\_\_\_\_
- I love / hate the look of \_\_\_\_\_

#### GO BEYOND

Do the Words & Beyond exercise on page 134.



# Teach **BEYOND**

▶▶▶ Understand pronouns

SPEAK AND READ

1 Work in pairs. Answer the questions.

- 1 Do you play football? Do you watch football? Why?/Why not?
- 2 Why do you think football is so popular?
- 3 What do you think people can learn from football?

2 Students at King's Wood School have done a project. Look at the photos and headings. What do you think the project is about? Decide if the sentences are correct (C) or incorrect (I).

- 1 Football can help with social problems. C
- 2 You can't play football without the right equipment. I
- 3 You can learn important life skills from football. C
- 4 People in Kibera have little money and often have health problems. C
- 5 The football organisation's aim is to train top football players. I
- 6 Football has changed Josephine's life. C

3 ▶▶▶ Read the report to check your answers to Exercise 2.

King's Wood  
SCHOOL

Our sports report: Football isn't just fun!

All over the world, organisations use football to help young people with problems. In some countries, football programmes keep bored kids off the streets and away from crime. In other countries, the programmes work with kids who have no homes or no parents, or kids who have HIV or AIDS.

Why football? Well, millions of people play football and billions of people watch it. You don't need expensive equipment. You can play it in the street without a football pitch, proper goals, expensive football boots or a real ball. And football, like many other sports, teaches you skills which are useful in all areas of life: teamwork, fair play and respect for others.

Kibera in Nairobi, Kenya is a very poor area where 200,000 people live. Most of the people that live here survive on very little money and many of them eat only once a day. There's rubbish everywhere and little healthcare. Half of the people here have HIV or AIDS. In 2000 a football programme started for boys and girls. It aims to help them believe in themselves, and gives students health and life skills education. Students learn about HIV and how to protect themselves against it. They also do activities that help to improve life in the area.

A new life for Josephine

*'I live with my grandmother and my sister. My parents both died two years ago. I started to go to football training to forget my problems. Now I play because I love the sport. Before I didn't go to school because we didn't have money to pay. But the organisation has a free school and I get lunch there too. It's like a new life for me.'*

4 a Read the tips in the HOW TO box.

b Read the report again. Circle the pronoun it in paragraphs 2 and 3. Which nouns do they replace?

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

REACT

6 Work in pairs. Which sentences do you agree with? Why?

- 1 I think football is a great way for kids to learn skills.
- 2 I think football can help kids in lots of different situations.
- 3 I think it's important to collect money for kids who need help.

GO BEYOND

Circle all the football and equipment words in the text.



HOW TO

understand pronouns

- Find the pronoun (eg *it/its, they/them/their*).
- Identify the correct noun (eg *sport, players*) for the pronoun. A pronoun usually comes AFTER the noun.
- Replace the pronoun with a noun. If it sounds wrong, find another noun.

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### A new life for Josephine

'I live with my grandmother and my sister. My parents both died two years ago. I started to go to football training to forget my problems. Now I play because I love the sport. Before I didn't go to school because we didn't have money to pay. But the organisation has a free school and I get lunch there too. It's like a new life for me.'



- 4 a Read the tips in the **HOW TO** box.
- b Read the report again. Circle the pronoun *it* in paragraphs 2 and 3. Which nouns do they replace?
- 5 Which tips in the **HOW TO** box did you use for help with Exercise 4b? Tick (✓) them.

### REACT

- 6 Work in pairs. Which sentences do you agree with? Why?
- I think football is a great way for kids to learn skills.
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### GO BEYOND

Circle all the football and equipment words in the text.

### HOW TO

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# Exam Skill: find specific information

# BEYOND

**READING Coming of age**  
**>>> Find specific information**

**SPEAK AND READ**

1. **Work in pairs. Answer the questions about coming of age – the age when a person becomes an adult.**

- At what age do people come of age in your country? Is it the same for boys and girls?
- What do people do to celebrate their coming of age where you live?
- What other coming-of-age traditions do you know about? Where are they celebrated?

2. **Read the texts and answer the questions.**

- Who wrote the texts?
- Do they mention your country, or a country you talked about in Exercise 1?

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

**HOW TO**  
 Find specific information

- Don't read all the text.
- Are there headings? Use them to find the information you need.
- Read the start of each paragraph. Does it have the information you need? If not, read the next paragraph.
- Look for words connected to the information you need.

4. **Complete the table with information about all three texts. If a text doesn't include the information, write doesn't say.**

**COMING-OF-AGE CELEBRATIONS AND RITUALS AROUND THE WORLD**

Name	Type Party? Ritual?	Boys/Girls	When	Age	Clothes	Activities
Seijin no Hi	Special day		Second Monday of January			

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

**REACT**

5. **Work in pairs. Discuss these questions.**

- Are you familiar with any of the traditions above? If so, is the description a true reflection of what happens? If not, what else would you like to know about them?
- What do you think of each tradition? Why?

**GO BEYOND**  
 Test your memory. Choose a ritual and write down what you remember about it. Then read the text again to check your notes.

**COMING-OF-AGE TRADITIONS AROUND THE WORLD**

**Seijin no Hi**  
 In Japan, the second Monday of January is Seijin no Hi – Coming-of-Age Day. It's a celebration for girls and boys who have turned 20 in the last year. A 20-year-old is considered an adult and can therefore vote. First, there's a ceremony at the local city offices called Seijin Shiki, then a party with friends and family. Girls wear a special kimono and boys often wear suits. In the photo above the girls are wearing traditional kimonos.

**Suinho-At night**  
 The larvae (maggot) used in Brazil are the same as the ones that you find in your kitchen. They are about 1 cm long and 1 mm wide. During the ritual, boys have to wear gloves with hundreds of ants in them for ten minutes, and they mustn't scream. They have to do this 20 times over the coming months or years. Some boys start the ritual when they're just 12.

**Quinceañera**  
 A Quinceañera is a coming-of-age party for girls on their 15th birthday in many Latin American countries. The girls usually wear a pink dress and crown. The celebration starts with a church ceremony. Then there's a big party. The birthday girl gets a present called la última muñeca – the last doll. She dances with it, then gives it to a younger girl. She's now an adult and can go on her first date.

**HOW TO**  
 Find specific information

Don't read all the text.  
 Are there headings? Use them to find the information you need.  
 Read the start of each paragraph. Does it have the information you need? If not, read the next paragraph.  
 Look for words connected to the information you need.

**GO BEYOND**  
 Test your memory. Choose a ritual and write down what you remember about it. Then read the text again to check your notes.

Worksheet, page 5

# Multiple matching

# BEYOND

**PROGRESS CHECK**

**READ**

1 Look at each sign and text. What does it say? Choose the correct summary, A, B or C.

**NO ENTRANCE**  
WITH DOGS OR OTHER ANIMALS.  
Guidance for the blind is permitted to enter with their owners.

1 What animals can come into the shopping centre?  
A All animals with their owners.  
B Dogs with their owners.  
C Dogs with blind people.

**Dear Mr Symms**  
I can't remember where we're playing on Saturday. Would you mind sending the details again? Thank you  
Jordan Scott

2 Why is Jordan writing to Mr Symms?  
A He wants to watch the match.  
B He needs some information about the match.  
C He wants to buy tickets for the match.

*SportFit sports shoes are sold out. They might be available next week.*

3 When can you buy SportFit shoes?  
A Not next week.  
B Maybe next week.  
C Definitely next week.

Where are you???? I've been here for half an hour!! @ @ Sun

4 How is Sue feeling?  
A She's angry.  
B She's embarrassed.  
C She's excited.

**NO REFUNDS**  
on exchanges  
offer 30 days or without a receipt.

5 When can customers return or exchange something?  
A After 30 days with a receipt.  
B Before 30 days with a receipt.  
C Before 30 days without a receipt.

**EXAM TIPS**

- **Match each text to a summary.**
  - Look at each text. What type of text is it?
  - Read the text. What is its general meaning?
  - Read the three summaries carefully.
  - Look for specific information in the text to help choose your answer.
- **Use glossary to help you understand.**  
See page 52
- **Identify the tone of written communication.**  
See page 62

70

# Multiple choice

**PROGRESS CHECK**

**READ**

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

- In the essay, the style of writing is ...
  - all formal.
  - all informal.
  - informal with a few formal sentences.
  - formal with a few informal sentences.
- What does Tara say about health?
  - Around the world, people live longer than they used to.
  - People live longer than they used to in some parts of the world.
  - In some countries, people live shorter lives than in the past.
  - In the United States, people live shorter lives than in most countries.
- Her grandfather thinks that teenagers ...
  - don't have as much fun as in the past.
  - have too many possessions.
  - aren't as grateful as they used to be.
  - are more serious about work.
- Tara has written the essay ...
  - based on her personal knowledge.
  - after reading a magazine article.
  - using a variety of sources.
  - using just one main source of information.
- How right Tara and her essay?
  - In conclusion, in most aspects, life was much better in the past than it is today.
  - My conclusion is that life isn't as much fun as it was in the past.
  - In conclusion, life was better in the past in some ways but much worse in others.
  - To conclude, people are more satisfied with life today than in the past.

**LEARN TIP**

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

**PROGRESS CHECK AND MODEL ESSAY**  
See page 84

**92**

People often claim that life was better in the past. But is this true? In this essay I'm going to look at how things have changed in different areas of life. In my opinion, health is much better than it used to be. Statistics confirm that, in general, people live longer today than they used to. According to the United Nations, here in the United States, the average man and woman live until they are about 75 and 80 years old. In 1950, they lived until they were about 48 and 45. However, there are still countries today where life expectancy is as low as around 40 and 47.

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

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

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

**Tara**



## STUDY

- 2 Complete the table with examples from Exercise 1.

### Whose? and possessive 's/s'

Whose + noun + question

Whose legs are they?

noun + 's

I've got one sister → My

regular plural noun + s'

I've got two brothers → My

See GRAMMAR DATABASE, page 121.

## STUDY

- 2 Complete the explanations with examples from Exercise 1.

### First conditional

**Use:** To talk about possible situations in the future and their results.

**Form:**

If + I/you, etc + present simple ... (= the action)

If \_\_\_\_\_ the run, ...

I/you, etc + will/won't + verb (= the result)

... \_\_\_\_\_ £20 to charity.

**Note:** You can also use *may/might* (50% sure) and *will probably* (75% sure) in the result.

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Note: You can also use *may/might* (50% sure) and *will probably* (75% sure) in the result.

## READ >>> Grammar in context

### 1 Read the conversation. What do Rosa and Aiden decide to do?

**Rosa:** Look at this. There's a fun run in the town next month. It says that if you finish the run, they'll give £20 to charity.

**Aiden:** I'm really unfit. What will happen if I don't finish?

**Rosa:** It's only 5km. If it's too far, just walk.

**Aiden:** OK. I'll do it if you do.

**Rosa:** Great. Who knows, we might win if we train!



Recognise a speaker's message

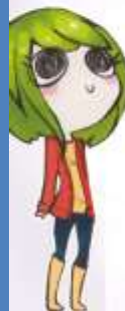
SPEAK AND LISTEN

- Read Paige Rohrick's online profile. Then answer the questions.
  - How old is she?
  - Where does she live?
  - What is her main interest?
  - What other things does she like?
- Now listen to an interview with Paige. Complete the notes with one word or number.

ABOUT PAIGE P @ +

INTERVIEW

My name is Paige Rohrick. I'm 17 years old and I'm from Vancouver, Canada. I love to draw and share my ideas with others. Over the years I have tried a lot of drawing styles and Manga is my favourite style now. My other interests include designing clothes and cooking. I recently competed in a competition for dress design in Vancouver. My dress came second!

Paige's apps

PaigeDraw helps people learn how to draw (1) Manga.

ChildDraw helps people become more (2) \_\_\_\_\_ at drawing.

PaigeDraw Boys helps people to draw (3) \_\_\_\_\_.

PaigeDraw

Had idea when she was (4) \_\_\_\_\_ years old.

App development (5) \_\_\_\_\_ years.

Help from father, mother and (6) \_\_\_\_\_.

Number of downloads (7) \_\_\_\_\_.

Work and study

School Still in (8) \_\_\_\_\_ school.

Career plan has a place at university / (9) \_\_\_\_\_ school.  
wants to be a (10) fashion \_\_\_\_\_.

HOW TO ?

recognise a speaker's message

- Listen for phrases like My advice/tip is ...
- Listen for imperatives, can/can't and should/shouldn't.
- Listen for the words the speaker emphasises.

- Read the tips in the **HOW TO** box.
  - Listen again. What's Paige's message? Choose A, B or C.
    - A Make your own app – it's easy!
    - B It isn't easy but you can do it!
    - C Think about your future career now!
- Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

Paige sees her future (a) **career** in art and design. She has her own (b) **company** and she's good at (c) **business**, but she thinks it's important to get (d) **qualifications**. She plans to do an art (e) **course** at (f) **university**. But first she has to finish school and do her (g) **exams**. Her website PaigeDraw isn't just (h) a **part-time job** – it's (i) a **full-time job**. This means she's very busy in the school (j) **term** with study and work.

WORK WITH WORDS

- Listen and read the information about Paige. Underline the words in bold about work. Circle the words in bold about study.
- Listen to the definitions and write the correct letter from Exercise 5 for each one.
 

1. <i>d</i>	3. _____	5. _____	7. _____	9. _____
2. _____	4. _____	6. _____	8. _____	10. _____
- Listen and check your answers.

REACT

- Work in pairs. Ask and answer the questions. Explain your answers.
  - Would you like to have your own company? Why?/Why not?
  - Do you think qualifications are important? Why?/Why not?
  - Do you plan to go to university?

GO BEYOND ?

Do the Words & Beyond exercise on page 136.

»» Make and react to apologies

**SPEAK**

- 1 Talk with the class about what's happening in the picture.
- 2 Read these excuses. Which one do you think is the best? What other good excuses do you know?



**Excuse Generator**

**When you haven't done homework**

- I was doing it on the bus to school and it blew out the window.
- I put it in my jacket and my mum washed it.
- I left it in the car and my dad took the car to the garage.

**When you're late for school**

- I lost my glasses and got on the wrong bus.
- I couldn't remember the way.
- It's really foggy outside and I couldn't find the school.

**WATCH OR LISTEN**

- 3 **▶▶▶** Watch or listen to the scenes. In which scenes (1–6) does somebody accept the other person's apology (say it's OK)?

- |                 |  |
|-----------------|--|
| 1 <b>Kate:</b>  | I haven't done my homework. I'm really sorry but we had an important basketball game yesterday.          |
| <b>Teacher:</b> | That's (a) . You can do it for tomorrow.   |
| 2 <b>Lucia:</b> | Sorry I'm late. I had to go to the doctor.   |
| <b>Teacher:</b> | That's (b) . Sit down.   |
| 3 <b>Matt:</b>  | Sorry I'm late. I missed the bus. I think the bus driver came early.                                     |
| <b>Teacher:</b> | That's not (c) enough. You should get up earlier.  |
| 4 <b>Ben:</b>   | I've forgotten your DVD. I'm really sorry. I'll bring it tomorrow.                                       |
| <b>Marc:</b>    | Don't (d) about it. Tomorrow's fine.   |
| 5 <b>Vicky:</b> | Erm, I've lost the paper with the information for our project. I'm sorry. I've looked everywhere for it. |
| <b>All:</b>     | (e) we need it for the history lesson. What are we going to do?  |
| 6 <b>Mel:</b>   | Sorry I didn't phone you yesterday. I forgot to charge my phone.   |
| <b>Lucia:</b>   | That's OK, no (f) .  |



- 4 **▶▶▶** Watch or listen again and complete the conversations with the words in the box. Which phrases do you use when you DON'T accept an apology?

all right but good OK problem worry

**ACT**

- 5 **▶** You're going to make apologies for the situations below.
- First think of good explanations or excuses.
  - Work in pairs. Make apologies and react to your partner's apologies.
- 1 You're late for school.
  - 2 You haven't done your homework.
  - 3 You've forgotten or lost something of your partner's.

**PHRASEBOOK** ▶▶▶

**Make an apology**

I'm (really) sorry.  
 Sorry I'm late.  
 Sorry, I've forgotten/lost/ ...  
 I had to ...

**Accept/refuse an apology**

✓ That's OK. / That's all right.  
 ✓ Don't worry about it.  
 ✓ No problem. / Never mind.  
 ✗ That's not good enough.  
 ✗ But ...

# BEYOND speaking videos





Go **BEYOND**

# LANGUAGE & BEYOND



**Asha** . She doesn't eat any meat or fish, but she eats dairy products like eggs, milk and cheese.



**Carmelo** so he can't eat any food with them in it, especially cakes and biscuits.



**Lucy** That means she can't eat anything with flour in it, like bread, pasta or pizzas.

## >>> Consider other people's needs and preferences

### READ

- 1** A group of British students are visiting your school. Three of them have special diets. Read the information about them above and complete their profiles with the correct phrase.


can't eat gluten    is allergic to eggs    is a vegetarian

- 2** Work in pairs. Make a list of the food you can see in the photos. Then write A (Asha), C (Carmelo) or L (Lucy) next to the food they can't eat.

### DO



## DO

3  Your class is organising a party to welcome the group of British students.

- In groups, make a list of food for the party.
- Include options for Asha, Carmelo and Lucy.
- Consider the needs and preferences of other students in your class.

## REFLECT

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

- 1 Whose special diet was the most difficult to consider – Asha's, Carmelo's or Lucy's? Why?
- 2 Do you know anybody with a special diet? Describe it.
- 3 How do you think people with special diets feel when they can't eat anything at a meal or party?

## EXTEND

## 5 Work in groups. Make a music playlist for the welcome party. Think about the preferences of other people in your class.

PHRASE BYTES 

Let's bring ...

Why don't we make ... ?

What could we bring for ... ?

Have we got anything for ... ?

We need something without ... in it.

**REFLECTION POINT** 

It isn't always easy to consider other people's needs and preferences. But when you consider them, people feel better.



# LANGUAGE & BEYOND

Do you know the story of \_\_\_\_\_ ? His 'father' Geppetto made him from wood. He wasn't a real boy, but he walked and talked. He wasn't a nice boy or an honest boy. One day his father gave him money for a school book. But the boy didn't buy a book; he bought a ticket for a circus show. Later he lied to his father: he lost the money, he said. Another day he didn't go to school and he played games with his friend. Every time he wasn't honest, his nose got longer.

»»» Act in an honest way

## READ

- Read the story. Do you know it? What's the name of the boy?
  - When wasn't the boy honest? Find three examples.

## DO

- Work in pairs. Decide which situations (1–5) are honest (*H*) and not honest (*NH*).

### Is it h

- You tell a classmate something bad about another classmate. It isn't true. ....
- You break a window at school. You tell your teacher about it. ....
- You copy a friend's homework because you didn't do yours. ....
- You write the answers to a test on your hand. Nobody sees you. ....
- You find some money at school. You give it to your teacher. ....



# Life Skills A1+: (Grade 5)

- Be a good classmate
- Be friendly to other students
- Prepare your things to school
- Make a clear note of your homework
- Ask for help
- Try new things
- Be careful with money
- Be polite
- Do your best when things are hard

# BEYOND Life Skills B2 (Grade 11)

- Work on your weaknesses
- Consider the consequences of your actions
- Set achievable goals
- Learn from your mistakes
- Understand how adverts try to sell you
- See things from another person's perspectives
- Respect rules and social boundaries
- Make a budget and stick to it
- Prepare for an interview
- Be a successful non-native speaker



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<http://www.macmillanbeyond.com/resources/student/resource-centre/a2plus/>

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# BEYOND



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