

On the Pulse

2nd Edition

with
teacher
app

teacher's book

The Teacher App includes:

- Teacher's Presentation Kit
- Teacher's Resource Centre
 - Downloadable audio and videos
 - Test activity bank
 - SEN booklet
 - CSE booklet
 - Extra practice worksheets
 - 'Pulse magazine' worksheets
 - Creative corner worksheets
 - Project and Exit ticket templates
 - Brain break cards

Starter

Pulse ^{2nd Edition}

on the



Teacher's Book

Planificación anual	2
Course overview	6
General teaching notes	19
Using the mobile phone in class	24
Hello!	30
Unit 1 – My world	32
Unit 2 – Families	40
Unit 3 – School life	48
Consolidation A answer key	55
Unit 4 – Free time	56
Unit 5 – Cities and towns	64
Unit 6 – Wildlife	72
Consolidation B answer key	79
Skills Builder answer key	80



On the Pulse 2nd Edition Starter – Planificación anual

Unidad didáctica número: 0 – Hello!				Tiempo: 4 horas
Expectativas de logro: internalizar y utilizar aspectos básicos de la lengua inglesa (saludar; poder deletrear palabras; identificar números y colores, útiles escolares y elementos del aula, los días de la semana; entender instrucciones básicas del contexto del aula).				
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Saludos: <i>Hello! What is your name? I am Eddie. / My name is Eddie. How are you? I am OK / fine.</i></p> <p>El alfabeto.</p> <p>Los números del 1–100: <i>My phone number is...</i></p> <p>Los colores: <i>blue, red, green, yellow, orange, brown, pink, purple, grey, black, white</i></p> <p>Los útiles escolares: <i>a pen, a pencil, a book, a notebook, a ruler, a rubber, a pencil case, a laptop, a school bag, a sheet of paper</i></p> <p>Elementos del aula: <i>a chair, a door, a window, a desk, a board</i></p> <p>Los días de la semana: <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, What day is it today? It's...</i></p> <p>Lenguaje del aula: <i>What's ... in Spanish / English? Instrucciones (modo imperativo): Write a number. Read the text. Open the window. Close the door, please. Please sit down. Clean the board, please.</i></p>	<ul style="list-style-type: none"> • Dar información personal acerca de uno mismo: nombre, apellido y teléfono. • Identificar números y colores. • Entender nombres deletreados. • Hablar de los días de la semana, identificar útiles escolares y los diferentes elementos del aula. • Comprensión de diferentes indicaciones dadas por el docente o pares. 	<p>Formativa: Exit tickets</p>	<p>Ejercicios para reconocimiento de estructuras y vocabulario básicos.</p> <p>Actividades de audio.</p>	
Unidad didáctica número: 1 – My world				
Expectativas de logro: brindar información personal y presentar amistades; solicitar y dar información sobre ciudades y países.				
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Información personal: <i>My name is... My surname is... / I am... old. / My phone number is... My email address is... / I am a student at secondary school. I am / She is in Class / Year...</i></p> <p>Ciudades y países: <i>Beijing – China, Lima – Peru, London – the UK, Dubai – the UAE, Rome – Italy, New York – the USA, Rio de Janeiro – Brazil, Paris – France; X is in China. / X is from Peru. This is... / These are...</i></p> <p>Dar información personal – tiempo verbal “present simple” <i>be: I am / I'm not... He / She is / isn't... Are you...? Yes, I am. / No, I'm not. Is he / she...? Yes, he / she is. / No, he / she isn't.</i></p>	<ul style="list-style-type: none"> • Solicitar y dar información personal acerca de uno mismo y de un tercero: nombre y apellido, edad, nacionalidad, colegio. • Pedir y dar información sobre ciudades y países. • Compartir información sobre bandas y cantantes favoritos. • Redactar descripciones de fotos. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: crear una trivia sobre países y ciudades, y bandas y cantantes.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Perfil en redes sociales. Chat on line. Pósters. Descripción de fotos. Audio de un programa de radio y de una conversación sobre bandas y cantantes preferidos.</p>	<p>Geografía: países y ciudades. Música: bandas y cantantes. ES1: la diversidad de género y el uso de pronombres.</p>

* **Recursos adicionales:** Ejercicios de refuerzo de vocabulario y gramática y macro-habilidades: Workbook, Skills Builder, On the Go Practice (Student App)
Adecuaciones para dificultades del aprendizaje (SEN booklet)
Inclusión de ES1 (CSE booklet)
Lecturas adicionales: “Pulse magazine” y “Creative corner” (Student's Book + Workbook eBook)

Unidad didáctica número: 2 – Families					Tiempo: 10–12 horas	
Expectativas de logro: describir la familia propia y la de otros; describir personas, animales u objetos; solicitar y dar información referida a posesión.					RECURSOS*	TEMAS TRANSVERSALES
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES		
<p>Los miembros de la familia: <i>grandfather (grandad), grandmother (grandma), uncle, aunt, father (dad), mother (mum), sister, brother, stepmother/father, half sister, half brother, grandparents, parents</i></p> <p>Los adjetivos calificativos: <i>a young / old woman, a big / small house, a little / big brother, a weak / strong man, a happy / sad girl</i></p> <p>Indicación de posesión – <i>have / has got: Have you got...? Yes, I have. / No, I haven't. Has he / she got...? Yes, he / she has. / No, he / she hasn't.</i></p>	<ul style="list-style-type: none"> • Dar información sobre la familia. • Describir distintas composiciones familiares y familias de otros países o culturas. • Solicitar y dar información sobre los integrantes de una familia. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: diseñar un árbol familiar y una adivinanza.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Descripción de fotos e imágenes. Descripciones de familias. Audio de la descripción de una foto familiar y de una conversación sobre la familia de un actor.</p>	<p>ES1: la diversidad en las composiciones familiares.</p>		
Unidad didáctica número: 3 – School life					Tiempo: 10–12 horas	
Expectativas de logro: hablar sobre el calendario escolar y celebraciones especiales; decir la hora; solicitar y dar información sobre hábitos y rutinas diarias.					RECURSOS*	TEMAS TRANSVERSALES
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES		
<p>Los meses y las estaciones del año: <i>January, February, March, April, May, June, July, August, September, October, November, December; autumn, winter, spring, summer</i></p> <p>Los números ordinales: <i>1st, 2nd, 3rd, 21st, etc.</i></p> <p>La hora: <i>o'clock, half past, quarter past / to; am / pm</i></p> <p>Expresiones de tiempo: <i>on Monday / (7th March), in (January), in (summer), at (5 o'clock), from (Monday) to (Friday)</i></p> <p>Rutinas diarias: <i>go to school by bus, have breakfast / lunch / dinner, walk back home, do my homework, get up, go to bed, watch TV, wash the dishes</i></p> <p>Descripción de hábitos y rutinas diarias - tiempo verbal “present simple” (<i>I / you / we / they</i>): <i>Do you/we/they ...? Yes, I / we / they do. / No, I / we / they don't.</i></p>	<ul style="list-style-type: none"> • Describir el calendario escolar. • Describir y preguntar acerca de hábitos y rutinas diarias. • Solicitar y dar la hora. • Dar información acerca de fechas especiales y sus características en diferentes partes del mundo. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: diseñar un juego de mesa – Avatar Bingo. Proyecto ES1: mujeres excepcionales (CSE booklet)</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p> <p>Consolidation A (evaluación contextualizada de Units Hello! a 3)</p>	<p>Sitios estudiantiles en Internet. Descripción de calendarios escolares de otros países. Entrevistas en revistas estudiantiles a alumnos de diferentes partes del mundo. Calendarios con festividades y celebraciones especiales. Audio de la descripción de una rutina diaria y de una conversación sobre celebraciones en distintos países. Video sobre escuelas virtuales (Consolidation A)</p>	<p>Geografía: el calendario escolar y las celebraciones en otros países o culturas. ES1: la igualdad de género; celebración del 8 de marzo (Día Internacional de la Mujer).</p>		

* **Recursos adicionales:** Ejercicios de refuerzo de vocabulario y gramática y macro-habilidades: Workbook, Skills Builder, On the Go Practice (Student App)
Adecuaciones para dificultades del aprendizaje (SEN booklet)
Inclusión de ES1 (CSE booklet)
Lecturas adicionales: “Pulse magazine” y “Creative corner” (Student’s Book + Workbook eBook)

Expectativas de logro: hablar y preguntar sobre actividades del tiempo libre; expresar frecuencia en la realización de actividades; expresar opiniones sobre el uso de la tecnología.

CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Actividades del tiempo libre: <i>listen to music, play video games, go to the cinema, go for a burger, go to the club, watch TV, play football, meet friends</i></p> <p>Dispositivos tecnológicos: <i>screen, a tablet, a mobile phone, a laptop, a computer</i></p> <p>Acciones relacionadas con la tecnología: <i>take and send photos, follow a friend / star on Instagram, watch videos on YouTube, chat online on WhatsApp, do research, download music, post comments / photos</i></p> <p>Expresiones de tiempo: <i>in the morning/afternoon</i></p> <p>Descripción de actividades del tiempo libre – tiempo verbal “present simple” (<i>he / she / it</i>): <i>Does he / she / it...? Yes, he / she / it does. / No, he / she / it doesn't.</i></p> <p>Adverbios de frecuencia: <i>always, usually, sometimes, never</i></p> <p>El uso de <i>but</i> para expresar contraste: <i>I sometimes study with the TV on but I sometimes listen to music.</i></p>	<ul style="list-style-type: none"> • Expresar y preguntar acerca de preferencias y gustos personales. • Expresar la regularidad y frecuencia en la realización de actividades. • Expresar opiniones respecto del impacto de la tecnología en la vida diaria. • Realizar invitaciones para salidas con amigos. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: diseñar un juego de mesa (tipo juego de memoria).</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Artículos de revistas escolares. Mensajes breves online. Publicaciones en muros. Tickets y cupones. Descripción de un fin de semana típico. Audio de un programa de radio y de una invitación a ir al cine.</p>	<p>Informática: los dispositivos tecnológicos y las acciones relacionadas con la tecnología. ESI: el impacto de la tecnología en nuestra vida; el “cyber bullying” y el “grooming”.</p>

Unidad didáctica número: 5 – Cities and towns

Tiempo: 10–12 horas

Expectativas de logro: describir lugares de una ciudad o pueblo; solicitar y dar información sobre los lugares de una ciudad o pueblo.

CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Accidentes geográficos: <i>mountains, lake, sea, river, beach</i></p> <p>Los lugares de un pueblo / ciudad: <i>restaurant, hotel, buildings, shops, coach / train / underground station, museum, cinema, zoo, park, stadium, shopping centre, theatre, theme park, café</i></p> <p>Descripción de existencia y ubicación: <i>There is (not) a zoo near / in your city. / There are / aren't any theatres in your town. Is there a... in your city? Yes, there is. / No, there isn't. Are there any...? Yes, there are. / No, there aren't.</i></p>	<ul style="list-style-type: none"> • Describir ciudades y lugares turísticos. • Solicitar y dar información sobre lugares específicos en ciudades y pueblos. • Compartir información sobre un lugar de interés turístico. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: crear un aviso sobre un tour virtual.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Sitios de Internet referidos a viajes y turismo. Sección de preguntas frecuentes de un sitio web. Folleto turístico. Descripción de lugares turísticos. Audio de la descripción de un pueblo o ciudad y de una conversación sobre un parque temático.</p>	<p>Geografía: los accidentes geográficos y los lugares en una ciudad. Informática: los tours virtuales. ESI: la accesibilidad en las ciudades y en los espacios públicos.</p>

* **Recursos adicionales:** Ejercicios de refuerzo de vocabulario y gramática y macro-habilidades: Workbook, Skills Builder, On the Go Practice (Student App)

Adecuaciones para dificultades del aprendizaje (SEN booklet)

Inclusión de ESI (CSE booklet)

Lecturas adicionales: “Pulse magazine” y “Creative corner” (Student’s Book + Workbook eBook)

Expectativas de logro: hablar y preguntar sobre las habilidades de los animales; identificar las partes del cuerpo de los animales y describir sus características.

CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Los animales: <i>tigers, ducks, kangaroos, dolphins, birds, giraffes, crocodiles, lions, monkeys, gorillas, horses, frogs, elephants, zebras, cats, dogs, raccoons, sloths, sugar gliders, whales</i></p> <p>Habilidades: <i>jump, eat leaves from trees, swim, climb trees, fly, run very fast, see in the dark, sleep in the water</i></p> <p>Las partes del cuerpo: <i>head, hair, ear, nose, eyes, mouth, teeth, arms, hands, fingers, legs, feet</i></p> <p>Expresión de habilidades – <i>can: Can they / she...? Yes, they / she can. / No, they / she can't.</i></p> <p>Integración de estructuras gramaticales aprendidas en el año: <i>They are / aren't...; They have / haven't got...; There is / isn't...; There are / aren't any...; They eat / don't eat...; They can / can't...</i></p>	<ul style="list-style-type: none"> • Describir animales y hablar de sus características y habilidades. • Describir las diferentes partes de un animal. • Expresar habilidad. • Planificar actividades de tiempo libre. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: diseñar un juego de mesa (tipo adivinanzas).</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p> <p>Consolidation B (evaluación contextualizada de Units 4 a 6)</p>	<p>Pósters. Entrevistas gráficas. Fichas técnicas y descripciones de animales. Artículo de un periódico. Sitio web de un complejo vacacional para adolescentes. Audio de la descripción de animales y de una conversación sobre planes para actividades del tiempo libre. Vídeo sobre un fotógrafo de animales (Consolidation B)</p>	<p>Biología: la descripción de los animales – sus características y habilidades. ESI: el respeto por la vida silvestre y la conservación del hábitat natural de los animales.</p>

* **Recursos adicionales:** Ejercicios de refuerzo de vocabulario y gramática y macro-habilidades: Workbook, Skills Builder, On the Go Practice (Student App)

Adecuaciones para dificultades del aprendizaje (SEN booklet)

Inclusión de ESI (CSE booklet)

Lecturas adicionales: "Pulse magazine" y "Creative corner" (Student's Book + Workbook eBook)

On the Pulse 2nd Edition is a communicative course designed for 21st century teenagers in secondary education. Topics and tasks have been carefully selected and updated to reflect their interests and guarantee participation. The aim of the course is to enable Ss to communicate in English and gradually aid them in understanding authentic written texts and spoken messages in English. The course encourages Ss to appreciate the value of English as a tool to access information, communicate with people from other countries and learn about other cultures.

Student's Book

The Student's Book is made up of an introductory unit, which teaches basic language for Ss to start communicating at this level, six core units with a Progress check and a Project at the end, two 'Consolidation' sections, integrated Workbook and Skills Builder, and the 'Learning bank' section.

The core units are structured as follows:

Vocabulary

The first 'Vocabulary' section in each unit presents the first lexical set Ss will be learning. New words are presented at word (*chair, desk*) or phrase level (*a small house, a strong man*), as appropriate, through pictures and within a context.

The teaching of new vocabulary includes three stages:

- 1. Discovery** Ss discover the topic they will be learning new words about and start thinking about it. They are asked to give a quick look at the material and identify activities / objects / concepts, etc, express an interest, describe what they can see, give an opinion, and so on.
- 2. Learning** Ss listen and repeat the new words and sometimes do a matching activity as well. Vocabulary sets are either clearly visible in a box or in a blue font within the context in which they appear. They are recorded for pronunciation practice. Ss should be encouraged to learn the correct pronunciation of words and ask questions to clarify meaning.
- 3. Practice** The exercises that follow get Ss to use the target language individually or in pairs. They personalize the new language – Ss use it to talk about their experiences, habits, likes, lives, etc.

Learning to learn

The aim of this section is to suggest a vocabulary learning technique that can help Ss take in new words and become autonomous learners. The technique does not exclusively apply to the unit in which it appears. Ss should be encouraged to use each strategy as appropriate throughout the course.

Reading

This section introduces Ss to a range of authentic-style texts in a graded way. The text is accompanied by pre- and post-reading activities. **On the Pulse 2nd Edition** uses different text types – online profiles and chats, forums, message boards, magazine / newspaper articles, interviews and quizzes – which deal with a variety of interesting topics. The texts chosen serve several purposes:

- to give language input.
- to reinforce some of the vocabulary taught in the previous section.
- to expose Ss to the new grammar in a meaningful context.
- to offer Ss an opportunity to read texts that are slightly above their productive level and still understand them.

There are three types of exercises in this section:

- 1. Before you read** Pre-reading activities get Ss ready for reading. These activities encourage them to predict content, identify the type of text, describe pictures, etc.
- 2. Read for general ideas** Reading-for-gist activities aid Ss in understanding the 'core' of the text. One of the main aims of this section is to gradually train Ss to understand real texts in English without being hindered by unknown words.
- 3. Read for details** The activities in this section have Ss scan the text to find specific information. They foster a deeper understanding of the text.

Grammar

This section includes clear examples of the target grammar taken from the text Ss read in the previous section. **On the Pulse 2nd Edition** gets Ss to read and understand grammar before they use it.

In the **USE** section, Ss identify the target grammar and become familiar with it. They are asked to draw conclusions regarding its use by completing easy-to-understand rules about the relationship between the target grammar and its function, for example, *can* for ability, the present simple to talk about likes and routines. The rules in this section usually answer the question *What do I say / use this for?*

Reading

A school magazine article

1 Before you read > Look at the photos. Say the activities you can see.

What's your favourite day of the week? What do you do on that day?

Paul, Nicole, Jeff, Cathy and Jon do lots of different things. Read and find out!



Nicole doesn't do homework on Fridays. She loves Fridays! She finishes school at half past three and walks back home with her friend, Wendy. They watch TV and listen to music. They chat, too!

On this day, Paul gets up early in the morning but he doesn't go to school. He goes to the club and plays football with his friends. In the afternoon, he watches TV or meets friends. Saturday is his favourite day of the week!

Jeff likes Fridays. He goes to a friend's house and they play video games. Jeff likes, Favorite. His friend likes FIFA. First, they play one game and then they play the other!

Cathy's favourite day of the week is Sunday. On Sundays, Cathy gets up at 11 o'clock and has lunch with her grandparents. In the afternoon, she meets friends. Does she study on Sundays? No, she doesn't!

Does Jon like Mondays? Yes, he does! But only when they are a public holiday. When a Monday is a public holiday, Jon goes to the cinema with his friends. Then they go for a burger. It's fun!

2 Read for general ideas > Write T (True) or F (False).

- 1 Paul plays football on Sundays.
- 2 Nicole watches TV on Fridays.
- 3 Jeff likes Fridays.
- 4 Cathy studies on Sundays.

3 Read for details > Answer.

Who...

- 1 goes to a friend's house on Fridays?
- 2 gets up early on Saturdays?
- 3 has lunch with his/her grandparents on Sundays?

Grammar

Present simple: affirmative, negative and Yes/No questions (he, she, it)

USE

A Analyze these sentences from the text on page 47. Underline nine more present simple verb forms.

- On this day, Paul gets up early.
He doesn't go to school.
He goes to the club.
He watches TV.
Nicole doesn't do homework on Fridays.
Jeff likes Fridays.
She gets up at 11 o'clock.
Does she study on Sundays?
No, she doesn't.
Does Jon like Mondays?
Yes, he does!

B Look at the sentences in Exercise A again. Find and write an example for each rule.

- We use the present simple to talk about:
- likes, for example: _____
 - routines, for example: _____

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 Sandy ... (listen) to music every day.
- 2 Joe ... (watch) TV on Saturdays.
- 3 We ... (go) to the cinema on Fridays.
- 4 He ... (not do) homework at weekends.
- 5 She ... (study) on Sundays.
- 6 Max ... (go) to a friend's house on Tuesdays.
- 7 We ... (not finish) school early on Fridays.

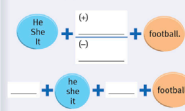
Present simple forms – affirmative: *he, she, it*
• verbs ending in -ch, -sh, -ss, -x, -o: + *-es*
watch / watches, finish / finishes, go / goes
• verbs ending in consonant + *-y*: *-y* + *-ies*
study / studies

FORM

C Look at the tables.

Affirmative	
He / She / It	likes burgers.
Negative	
He / She / It	doesn't like burgers.
Yes/No questions	
Does he / she / it	like burgers?
Short answers	
Yes,	he / she / it does.
No,	he / she / it doesn't.

D Complete the diagrams with the present simple of play.



2 Free practice > In turns, ask and answer about the text on page 47.

- 1 Does Paul go to the club on Mondays?
No, he doesn't.

COMPARING LANGUAGES

The two present simple forms of play are *play* and *plays*.
What are the present simple forms of play in your language? Are they two or more?

In the **FORM** section, Ss discover the patterns in language by analyzing or completing grammar tables. Then they complete easy-to-understand rules about how to form the structures. The rules in this section usually answer the question *How do I say this?*

The graded exercises that follow consolidate the new grammar. They are guided at first to help Ss gain control over the new structure and they gradually become less controlled. The grammar practice section ends in a *Free practice* activity in which Ss are asked to produce the grammar freely and use it in the context of their own lives.

Comparing languages

Ss reflect on how to convey a given message in their own language and become aware of the differences between their mother tongue and English. This will help them to understand the second language better and achieve grammatical accuracy in it.