## Planificación anual

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<th>UNIDAD</th>
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<th>CONTEXTOS / ÁREAS DE EXPERIENCIA</th>
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<th>VARIEDAD TEXTUAL: LO LITERARIO Y LOS TEXTOS DE LA VIDA COTIDIANA</th>
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<tr>
<td><strong>Welcome to my world!</strong></td>
<td>4 horas</td>
<td>Vida cotidiana: la escuela, El lenguaje del aula, Vida social: mis tiempos y mis lugares.</td>
<td>Presentarse. Primero encuentro. Dar información personal y hablar acerca de la familia. Describir el aula y sus elementos. Describir la rutina de clases y la organización escolar. La interacción en el aula.</td>
<td>Revisión: útiles escolares y muebles del aula: board, pen, pencil, desk, chair, school bag, sheet of paper, binder, notebook, book, laptop, ruler, pencil sharpener, rubber, pencil case, desk. El alfabeto. Lenguaje básico de comunicación en el aula: What does ‘notebook’ mean? What’s ‘carpet’ in English? How do you spell...? What’s your name? Where are you from? It’s from... Nice to meet you. Los meses del año y fechas (el calendario). Los días de la semana y la hora: Vicky’s Free Day Classes are on Tuesday. They’re at 7:00 pm. Los miembros de la familia: dad, mum, brother, sister, aunt, uncle. Abreviaturas: see, you, your, his, her, its, our, theirs, yours.</td>
<td>Información plasmada en un calendario. El inicio en la reflexión, con la ayuda del/la docente, sobre aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende, por ejemplo:</td>
<td>Intercambio de información que permite el conocimiento de los alumnos entre sí y de los docentes con sus alumnos.</td>
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<td><strong>Unit 1: My idols and me</strong></td>
<td>10 a 12 horas</td>
<td>Vida cotidiana: los medios de comunicación y el entretenimiento: las profesiones relacionadas con los mismos. El cine, las revistas de actualidad y las actividades del tiempo libre. Vida social: la comunicación y las redes sociales. Salidas del tiempo libre: el cine.</td>
<td>Dar información personal sobre uno mismo y sobre otros destacando: nacionalidad, fecha de nacimiento, ocupación, familia, habilidades, descripción física, preferencias y premios obtenidos. Hablar acerca de actividades del tiempo libre y las rutinas. Hablar acerca de resoluciones. Comprar entradas para una película en 3D. Redactar el perfil de un artista.</td>
<td>Ocupaciones: actress, singer, athlete, football player, actor, president, businessperson, model, TV presenter. Identificarse e identificar a otros: I’m a Katy Perry fan. She is Bella in the ‘Twilight’ saga. Nacionalidad: They’re from the USA. Posesión: He’s got sixteen gold medals. Descripción: She’s got green eyes. Actividades que deseamos hacer: make new friends, start a new hobby, get good grades, read a good book, be nice to my sister/brother, get to school on time, save money, help at home, visit my grandparents, join the gym.</td>
<td>Descripción del perfil físico y profesional de una persona. Lectura de una página web. Lectura de tickets y presentaciones publicitarias de películas. El inicio en la reflexión, con la ayuda del/la docente, sobre aspectos fundamentales del funcionamiento de la lengua extranjera que se aprende, por ejemplo:</td>
<td>La comunicación con un pariente red social. Trabajo en valores: proponerse objetivos alcanzables. Compartir diferentes preferencias, valorarlas y respetar las de los otros. Buenos modales para pedir y agradecer en una situación de interacción frecuente, como en una compra.</td>
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<tr>
<td>Unit 2: School days</td>
<td>10 a 12 horas</td>
<td>La vida escolar en diferentes partes del mundo. Actividades típicas o habituales en un día escolar.</td>
<td>Describir y pedir información acerca de la organización de un día escolar. Interpretar información en un folleto descriptivo, en un artículo de diario y en un blog. Interpretar de información en un cuaderno y usarla para escribir un informe.</td>
<td>Materias en el colegio: English, maths, science, ICT, history, PE, art, technology, geography, citizenship, foreign languages (French / Spanish / German). Actividades habituales: have lunch, go to bed, get up, go to school, watch TV, have dinner, tidy my room, have breakfast. Present simple: On Fridays, I get up at 6.45. I don’t get up at... She studies art. Do you train after lunch? Yes, I do. No, I don’t. Does she study...? Yes, she does. No, she doesn’t.</td>
<td>Descripción y lectura de carteleras. Blog. Artículo en un diario. Informes basados en cuestionarios.</td>
<td>Estrategias de aprendizaje: la repetición como recurso de incorporación de nuevos aprendizajes. El cesarrollo de estrategias de búsqueda y selección de información relevante en un sitio web, un póster o una cartelería. El reconocimiento de diferencias de la conjugación de verbos en el presente y la estructura de las formas interrogativas en relación con la lengua madre. El trabajo de a pares y/o equipo para realizar diferentes actividades compartiendo conocimientos y estrategias. Apreciación y valoración de diferentes estilos de vida escolar. Las entrevistas: la conversación con un extraño, la elección de respuestas y los buenos modales. Cómo mostrar interés en una conversación a través de comentarios breves con la entonación apropiada.</td>
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<td>Unidad 5: \nHome sweet home</td>
<td>10 a 12 horas</td>
<td>Las habitaciones de la casa y su mobiliario. Su descripción.</td>
<td>Comparar y escribir acerca de las habitaciones de la casa y su mobiliario. Describir diferentes lugares que forman parte del hogar. Expresar accesibilidad, permiso y habilidad. Pedir y dar indicaciones sobre un mapa. Identificar información en un mapa.</td>
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<td>Las habitaciones de la casa y el mobiliario: living room, dining room, bedroom, kitchen, bathroom; picture, chair, desk, lamp, fridge, cupboard, table, armchair, sofa, mirror, bath, sink, shelves, wardrobe, bed. Expresar existencia: There is only one room. There isn’t a kitchen. Is there a kitchen? Adjetivos que describen lugares: beautiful, quiet, old, modern, expensive, cheap, busy, tidy, clean, dirty. Expresar habilidad, permiso y pedido: Can I take a photo? Can I borrow your notebook? Can I have a coffee? Can you speak Italian? Can I cook your house?</td>
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<td>Estrategias de aprendizaje: asociación palabra-objeto como estrategia para evitar la traducción. El desarrollo de estrategias de búsqueda y selección de información relevante en un sitio web. El desarrollo de estrategias de organización de un texto para expresar opinión y dar cuenta de la misma. El reconocimiento de una misma forma verbal para referirse a distintas cosas. El desarrollo de estrategias de escucha que permiten identificar información relevante a través de la acentuación y de la entonación.</td>
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<td>Comida en general: yam, sweet potato, cereals, orange juice, bread, butter, tea, coffee, cheese, crackers, fruit, apple, grapes, milk, smoothie, ham, toast. Las principales comidas del día: breakfast, lunch, dinner. Sustantivos comestibles e incomestibles. Expresar existencia — any / some / a / an / a lot of: Are there any apples? There are a lot of happy moments. There is an orange. Preguntar sobre cantidad: How much fat is there in a bag of crisps? How many children are there? Expresar obligación y prohibición: I must eat vegetables. You mustn’t use your mobile phone in class.</td>
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<td>Asociar información con la vida real y la experiencia personal como estrategia de aprendizaje. Reflexión acerca de la importancia de la organización de un texto según su estilo. Reflexión lingüística de vocabulario específico. Analizar información on line aplicando criterios de selección de información relevante de un texto auténtico obtenido de sitios web.</td>
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macmillan education
Vocabulary

1. Ask students to look at the photos or pictures or have a quick look at the text and answer the questions included in the first exercise. These questions will help them discover what the lexical set is about.

2. Engage students with the topic by asking them additional questions that give them a chance to talk about their experiences or bring in prior knowledge. Example questions for Unit 4, page 40:
   - Do you like the clothes the girl / boy is wearing? Do you wear similar clothes?

3. Play the Audio CD. Students listen and repeat the words. They sometimes do a matching activity as well. Make sure they pronounce the new words correctly.

4. To help students internalize the new vocabulary, get them to use it in a substitution drill in which they provide personal examples, eg:
   - T: I get up at six o’clock. S1: I get up at half past six. S2: I get up at seven o’clock. Follow the same procedure with other new words.

5. As a final activity, students are normally asked to use the new vocabulary in:
   a) meaningful sentences or
   b) dialogues about their own lives. While students are working, walk around and provide help as needed.

6. To round off, depending on the type of activity students have done, a) get random students to read out their sentences to the class or b) get random pairs to ask each other questions as their classmates listen.

Learning to Learn

1. Read the vocabulary learning technique aloud. Tell students that the strategies or techniques mentioned will help them to memorize new vocabulary.

2. Go over the examples given and provide new examples as a class.

3. Students put the technique(s) into practice – they classify words, label pictures / photos, write personal examples, etc, as indicated in each unit. They can do this task individually or in pairs.

4. If appropriate, check answers as a class.

Listening

Note: In most of the units, the second vocabulary section is followed by a listening comprehension exercise that uses some of the new vocabulary in a functional situation.

→ First listening Point out the context of the listening text and read the instruction. Tell students that they should listen for main ideas and to focus on what they understand rather than what they don’t. Play the Audio CD and check answers as a class.

→ Second listening Ask students to read the sentences or incomplete sentences or questions etc carefully first so they know what information to listen for. Play the Audio CD again and check answers as a class.

Reading

Before you read

1. Have students look at the text and focus on its title and pictures in order to identify the type of text they are going to read.

2. Students answer the questions included in this pre-reading stage. The purpose of these questions is to create interest in the topic.

3. Engage students with the topic by asking them additional questions that give them a chance to bring in prior knowledge. Example questions for Unit 2, page 24:
   - What is Barcelona FC? (a football team) What country is it from? (Spain) What colour is its football shirt? (red and blue) Note: Accept the fact that students may need to provide some information in their own language.

Read for general ideas

1. Read the instruction and go through the questions with the class so students can read with a purpose. Tell students that this
activity focuses on general ideas and that they shouldn't focus on unknown words.

2. Have students read the text silently.

3. Students do the exercise individually and read the text again silently if necessary.

4. Check answers as a class.

Read for details

1. Read the instruction with the class but do not go through the activity items. Tell students that this activity focuses on details and that they should look back at the text to carry it out successfully. Point out that they should use the photos / pictures and context to try to work out the meaning of new words.

2. Students do this exercise individually. Encourage them to read each sentence or question and then scan the text to find the information they need to answer it or to confirm the answer they think is correct. Walk around helping as needed. Clarify the meaning of any key words, if necessary.

3. Check answers as a class. If you wish, ask students to discuss them with a classmate first.

4. Allow students to ask questions about any unknown words that were not discussed before and clarify their meaning.

Comparing Cultures

1. Organize students into small groups.

2. Allow students a couple of minutes to provide the answers to the questions. Make sure all students have a chance to exchange ideas. Note: Students may need to use their first language.

3. Listen to students’ ideas as a class. As you get feedback from them, write a list or build up a table on the board, as appropriate, to summarize their ideas.

Web Quest

1. Go through the steps with the class. Check that students understand the task.

2. Draw students’ attention to the Web Quest tip and clarify any doubts. Make sure students understand the suggestion included in the tip.

3. If your school has computers and Internet facilities, students can do the Web Quest activity in class. If not, set it as homework task.

4. After students have done their quest, get random students to share their findings with the class. You may want to ask the whole class to hand in their notes for correction.

Grammar

Grammar presentation – Use

1. Introduce the target grammar by telling students which structure they are going to learn.

2. Refer students to the examples given and ask them to trace them back in the reading text.

3. After students underline the examples of the target grammar, check answers as a class.

4. Ask students to look back at the examples to work out the rule about what we use the target grammar for.

5. Try out the rule by asking students to produce their own examples. Whenever possible, ask them to use true information – this will make it easier for them to remember the structure.

Grammar presentation – Form

1. Have students analyze the tables and find patterns. Ask leading questions to help students find the patterns, eg: What do you notice about the verb form after ‘he’, ‘she’ or ‘it’?

2. Ask students to complete the tables or diagrams, as appropriate. Remind them that the examples in the USE column can help them do this task.

3. Check understanding by getting students to use the new grammar in a transformation drill, eg: T: Make this sentence negative: ‘She’s wearing jeans.’ S1 / Whole class: She isn’t wearing jeans. T: Now turn it into a question. S2 / Whole class: Is she wearing jeans? Follow the same procedure with other examples.
Grammar practice
1. Students do the initial, more controlled activities individually and compare answers in pairs. Then check answers as a class.

2. Students do the free activities. They are of two types – some are personalized activities to be done individually; others are communicative activities to be done in pairs. For both types of activities, monitor while students are writing or interacting and give help if necessary.

3. To finish, ask students if they had any problems or comment on any problems you may have noticed. Provide explanations and examples as necessary.

4. If students need further practice, suggest that they do the activity again. If they work individually, they can do it again with imaginary information. If they work in pairs, they can do it again with another classmate.

Comparing Languages
1. Go through the instruction with the class.

2. Ask students what differences they notice between the two languages.

3. Provide more examples to illustrate the point further and elicit translations if necessary.

4. To check comprehension, ask students to provide their own examples. Make any necessary corrections and write them on the board.

Build your skills
Reading
1. Have students look at the text and identify the type of text they are going to read.

2. Get them to answer the question in the first exercise. The purpose of this question is to prompt students to start thinking about the topic of the text.

3. Ask students to read the text and scan it for the information they need to answer the questions. Encourage them to guess the meaning of any unknown words.

4. Give your opinion Get students to think about their answer to the questions and then call on a few volunteers. The purpose of this exercise is to generate interest by relating the content of the reading to the students’ views or lives.

Listening & Speaking
1. Tell students they are going to watch a video of an everyday situation. Refer them to the photo to become familiar with the context. Note: The videos can be watched online at www.macmillan.com.ar/onthepulse. If you do not have Internet connection, use the tracks on the Audio CD.

2. First viewing Students watch the video and answer questions about the main ideas in the conversation or the context in which it takes place. Check answers as a class.

3. Second viewing Students watch the video again, listen for details and complete the gaps in the conversation. Check answers as a class.

4. Third viewing Students watch the video a third time and practise sentence stress and intonation. Pause the video after each speaker’s part for students to repeat as a class. Point out the main stress in sentences and the correct intonation in questions.

Note: Each video contains interactive activities that students can do after doing the activities in the Student’s Book, either in class if they have access to computers or at home at the Online Skills Centre. Draw students’ attention to the Keep it going! box. Treat the expressions in this box as formulaic language, that is to say the natural use of idioms, collocations, set phrases and so on.

1. Students practise the conversation in pairs. They swap roles and they practise it again. Monitor their work and give help if necessary.

2. Students create a new dialogue and practise it in pairs. Then they swap roles. Monitor while they are practising and give help if necessary.

3. Choose a few pairs to act out the dialogues for the class.
Writing

1. Ask students to identify what type of text they are going to write.
2. Read the model aloud and check understanding of the text by asking comprehension questions.
3. Go over the Write it right! section. Write new examples on the board and clarify any doubts.
4. Writing task Go through the steps with the class. Monitor while students plan their writing and give help or make suggestions as necessary.
5. Get students to write their piece in class or as a homework task. Remind them to edit their work before handing it in for correction. Focus on paragraph organization, spelling and punctuation. When correcting their work, remember that this is a communicative task. It is the content and intelligibility of the message, not grammatical accuracy, that matters.

Pulse magazine

1. Before students read, encourage them to read the text in Pulse magazine for pleasure and remind them that they do not need to know the meaning of every word in order to understand the message of the text.
2. Go through the question in the first exercise so students can read with a purpose. After students read (and listen) to the text, call on a volunteer to say the answer to the question.
3. Ask students to scan the text to do the second exercise. If necessary, allow students to ask you about the meaning of new words. Check answers as a class.
4. The last activity is designed for fast finishers. Students can choose an activity or do both.

Consolidation

1. First exercise Tell students to read the text through for general meaning before they do the exercise. Get students to complete the text individually and then compare answers with a classmate. After checking answers as a class, ask a few comprehension questions about the text to check understanding of its content.
2. Remaining exercises Students do the exercises individually. To check answers, get students to write them on the board. Clarify any doubts.

Project

1. Let’s analyze. Read the instruction and draw students’ attention to the model. To make sure students know what they are going to do, ask them what kind of project this lesson is about. To make sure they understand the model, ask questions about the text.
2. Let’s do it! Go through the steps with the class.
3. Organize the students into groups.
4. Groups decide what their project will be about. Provide any necessary guidance to make sure students make appropriate choices.
5. Hand out the photocopiable Project Planning Worksheet (see pages 62 and 63). Students create their project in class or as a homework task.
6. Groups present their project in class.
7. If students did their work on paper, you can display it on the classroom walls.

Note: For a list of free podcasting tools (Project A), go to http://elearningindustry.com/free-podcast-tools. For a list of free image editing tools and other tools for creating visuals (Project B), go to http://blog.hubspot.com/marketing/free-visual-content-tools-list.

Progress Check

1. Students do the progress check individually.
2. To check answers, students take turns to read out the words / sentences they have written. Make any necessary corrections and write the answers on the board so students can check spelling. Alternatively, you can ask them to tear out the pages and hand them out for correction.

Pairwork activities

1. Organize students into pairs.
2. Go through the steps with the class.
3. Make sure students understand what they have
to do. Model the activity by doing an example with the whole class.

4. Encourage pairs to help each other with anything they do not understand. Monitor while students interact providing help as needed.

Creative corner

Why have a Creative corner?
According to John McRae (1991), language is both referential and representational, so only including material of either one type or the other in a syllabus should be avoided since it does not reflect reality. For this reason, the Creative corner section in On the Pulse seeks to cater for the representational language that is so often overlooked in textbooks which solely focus on referential language.

What is the difference between representational and referential language?
Referential language communicates information while representational language stimulates emotions and engages the imagination. Referential language requires memorizing vocabulary and being able to manipulate grammar, whereas representational language entails devising illimitable interpretations and developing an awareness of language which leads to fluency.

What material does representational language involve?
Representational material can be any verbal text that involves students and encourages them to use their creativity. In this way, the scope is opened to other texts that are not conventionally considered part of literature though real, simple and engaging. The limericks, the tall tales, the football chants and other representations in On the Pulse lend themselves to textual intervention activities in an easier and more natural way than any referential material, since they enable a transaction between the text and the reader.

What are textual intervention activities?
Textual intervention (Rob Pope, 1995) is a method for the teaching and learning of language in which students are invited to re-construct texts by producing alternative, parallel and counter narratives. According to Pope, ‘the best way to understand how a text works is to change it: to play around with it, to intervene in it some way (large or small), and then try to account for the exact effect of what you have done’ (1995:1). Considering Pope’s words, the textual intervention activities devised at the different levels in On the Pulse intend to invite students to take a more active part in their reading and to provide teachers with material to deal with the big problem of how to teach students to read for pleasure.
Active!

Vocabulary

1. Ask Ss to look at the website and ask: *Do you like sports? Do you practise any sports after school?* Write the sports Ss mention on the board. Then invite them to check if these sports are offered on the website. Once Ss do Exercise 1, ask: *What's the name of the Sports Centre? When can you do these activities?* (Possible answer: On our free time.) As Ss mention the sports they practise, ask them questions like the ones in Exercise 3.

3. Remind Ss of the use of *on* + days of the week.

**LEARNING TO LEARN** At this point, Ss will be ready to understand the value of collocations. Let them suggest other sports if they want and add new vocabulary if necessary.

**» EXTRA:** Have a S mime a sport for the class to guess.

Encourage Ss to ask questions as the ones in Exercise 3. The S to guess correctly mimes the next sport.

**» EXTRA:** Ss can think of possible activities to practise after school. They prepare a poster to advertise them.

Reading

1. Ask: *Who can you see in the picture? Where are they?* Refer Ss to the summary profiles and have them predict what the text will be about.

Tell Ss that they can find out more about the Wheeler sisters at [www.bellewheeler.co.uk](http://www.bellewheeler.co.uk) and [www.paigewheeler.co.uk](http://www.paigewheeler.co.uk).

**» EXTRA:** Ask Ss to find in the text words that mean:

- **quick** paragraph 1 (fast)
- **win** paragraph 3 (beat)
- **limit** paragraph 2 (top speed)
- **have fun** paragraph 5 (enjoy)

**» EXTRA:** Have Ss read the text again, silently. Tell them that you will say facts about Belle and Paige that are not completely true and they will have to correct them. Say: *Paige and Belle live in America.* (I) / Belle likes design. (I) / Belle’s favourite colour is pink. (I) / Paige likes volleyball. (C)

**COMPARING CULTURES** Ask Ss to look for information about teenage referents in sports. Have them write a short profile as the ones shown in the reading. This will give them the opportunity to appreciate effort and realize that they can also reach goals.

**Web Quest**

- Encourage students to choose a country of their interest, it may be in relation of a sport they like.
- Point out the value of learning about other people’s culture.
Grammar

Draw Ss’ attention to the examples given. Refer them to the chart in Exercise 3 to illustrate and explain the concept of frequency. Explain that the dots symbolize the number of times something takes place. To check understanding, invite Ss to think of other graphic features to illustrate the concept.

COMPARING LANGUAGES

Lead Ss to notice that English is a structure-based language. Even if they have to memorize certain patterns, Ss will find this knowledge useful. They will feel safe following the given pattern.

► Extra: Divide the class into groups and assign different activities. One group can prepare a poster to show the meaning of frequency adverbs. Another group can write true sentences about everyday work at school. Ask another group to write about routines outside school. Put up all posters on the board for further exploitation.

► Extra: As you mention different frequency adverbs, Ss mention activities they do at school or outside school. T: Never. Ss: We never eat in the classroom.

Vocabulary

► Extra: Say the activities at random and ask Ss to identify the picture. Then say a number and ask Ss to say the corresponding action. Ss can do the same in pairs.

2 Use the prompts in the box to share information about you with the class. Explain the meaning of once and twice if necessary.

► Extra: Tell Ss that you overheard what they were talking about and that you want to share what you heard with them. If they are wrong, Ss should correct your statements. T: XX goes swimming every day. Ss: No, he/she goes swimming on Saturdays.

3 This is a good opportunity for Ss to share true information and get to know more about each other. Allow Ss time to think about who they want to write about and have them organize their writing. Walk around and help Ss to edit their work.

► Extra: Ss write about a famous cartoon character and read their description aloud. The rest of the class guesses.

Listening

4 (before listening) Write the following labels on the board: go, play, have. Have Ss write activities related to sports under each category.

ANSWERS

A usually; always; sometimes; never; always
B They are sometimes late for school. They always wear a helmet.
D person + be + adverb of frequency
person + adverb of frequency + other verbs
1 I sometimes watch sports on TV. a She never does yoga in the morning. 3 They often play basketball. 4 They are usually on time for their PE classes.

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On the Pulse 1 - Ideas to enrich your teaching

Reading p32

Ask: Where are these photographs from? Who can you see in them? What are they about? Accept different answers at this stage.

Tell Ss that Jack Robinson is a real surfer. They can see videos and photos of him on Facebook! (https://www.facebook.com/JackRobinsonofficial?fref=ts).

**EXTRA:** In pairs, have Ss comment surprising facts from the interview. Have them read the sentence(s) that describe these facts to their partners. To make the activity more communicative, lead Ss to notice whether there is coincidence or not among them. Encourage them to use expressions like *Really*? to express surprise, or *I agree* to show agreement.

**EXTRA:** Ask Ss to find sentences in the interview that refer to Jack’s routines (I exercise every day. / I go surfing when there are big waves. / I usually go to the beaches near my home. / I often go fishing and I sometimes go exploring in the forests near my home. / I also play table tennis with my friends.)

Grammar p33

Draw Ss’ attention to the examples given. Ask the following questions to help Ss complete the diagram in Exercise D: What Wh-word do we use to ask about: place (Where), frequency (How often), time (When), people (Who), objects or animals (What)? You may also write more examples on the board to reinforce the use of Wh-words in questions.

**EXTRA:** Write the following words on the board: go, do gym, go cycling, watch TV, play computer games, get up. Invite Ss to use them in questions that you will answer afterwards.

**EXTRA:** In pairs, Ss write three Wh-questions and then cut them into pieces, one per word. Have Ss shuffle the pieces of paper and exchange them with another pair. Pairs put the questions in order and answer them.

**EXTRA:** Tell Ss they should guess the question you are answering. T: On Mondays. Ss: When do you do gym? When do you visit your friend?

**COMPARING LANGUAGES** Remind Ss of the importance of word order in English. Explain that auxiliaries are included before the subject to ask questions. Make sure they realize how this is different in their mother tongue.
Build your skills

Reading p34

Explain the meaning of survey (a set of questions that you ask a large number of people). You may refer Ss to the illustration and show them the type of questions that are included in surveys and how the answers are already provided for people to choose.

Ask Ss to imagine they are going to complete the survey. What information would they change or add? Then, have Ss answer the survey and check if there are coincidences. For example, you may ask: How many Ss go to the swimming pool every day? How many Ss go twice a week or more? And once a week?

>> EXTRA: In groups, Ss prepare a new survey and collect information among their peers. Then they write the results on the board for class discussion.

Listening & Speaking p35

>> EXTRA: At the beginning of the lesson, ask: How much do you remember about sports? Name sports you do with your hands, sports you practise with a ball, sports you do in the gym and sports you practise in the park.

1 Ask Ss to account for their choice.
2 Ss can refer to the activities previously mentioned.
3 Practise reading aloud. Focus on intonation and pronunciation.
>> EXTRA: (before Exercise 4) Engage Ss in pair work. Have Ss copy the lines of the answer column in Exercise 3, including their own information, i.e., activities they do. Then ask them to write the lines of the conversation on different slips of paper. Ss shuffle the slips of paper and pass them over to another pair who will put the conversation in order and read it aloud.

4 Encourage Ss to sound natural and to use their body language to convey attitude. Walk around and monitor.

ANSWERS

1 I can see swimmers and a big swimming pool.
2 Hazel is 13 years old.
3 Hazel goes to the pool once a week.
4 No; Hazel doesn’t do aqua-aerobics.
5 She takes swimming classes.
6 She also plays table tennis.

ANSWERS

1 asks
2 1 The survey is about the sports centre.
   2 The boy goes swimming and does yudo.
3 1 can I ask you a few questions? 2 How often do you use the sports centre? 3 And what other sports do you like doing?
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ANSWERS

1. The introduction is about the number of students in the group and how many of them do physical activity out of school.
2. The body is about how often they do physical activity and which sports they choose to do.
3. The conclusion says that most students in the group do some physical activity out of school.

Writing

Refer Ss to the design of the survey. Point out the use of the pie chart to illustrate the results. Ask them if they use this graphic feature in other subjects. If so, ask them to give examples.

Remind Ss of the organization of the text. Ask them: Why is it advisable to have three paragraphs? How are paragraphs shown? (Through the use of capital letters, double lines to separate them and the use of full stops.)

Writing task. Go through the plan provided and invite Ss to write the survey results. Walk around and monitor. Provide help if necessary.

[EXTRA]: Have Ss interview their teachers with the survey in Exercise 1. Then have them write a report and share their results with the rest of the class.

[EXTRA]: Provide made up pie charts with different headings, e.g., Weekend activities, Places to spend holidays, etc. Show results in percentages according to age. Place the pie charts on the board and invite Ss to work in groups. Each group should write a concluding paragraph to show the results. Walk around and monitor.

AUDIOSCRIPT

1
Dad: Hello! Three people for the swimming pool, please.
Receptionist: Adults or children?
Dad: One adult and two children, please.
Receptionist: That’s ten pounds, please.
Dad: Ten pounds? Here you are.
Receptionist: Thanks!
Dad: How much time have we got in the pool?
Receptionist: You’ve got two hours.
Dad: OK, great. Thanks!

2
Receptionist: Hello, Sunnyside Swimming Pool. Can I help you?
Girl: Oh, hello. Yes — I’d like to know if you have aqua aerobics classes at the pool?
Receptionist: Yes, we have. The classes are twice a week, on Tuesday and Thursday evenings.
Girl: Oh, great.
Receptionist: They’re very popular, so it’s a good idea to book if you want to come.
Girl: Oh, OK. Can I book a place for next Tuesday then?
Receptionist: Yes, of course. What name is it, please?
Girl: It’s Vanessa Brown...

3
Receptionist: Hello, can I help you?
Boy: Yes – do you have diving lessons here?
Receptionist: Yes, we do. They’re once a week, every Wednesday evening.
Boy: Ah, OK. And do you have different levels?
Receptionist: Yes, we do – can you dive already?
Boy: No, I can’t. I can swim, though! I want to learn to dive as well.
Receptionist: Great idea! The beginners’ lesson is at 6 o’clock...
PROGRESS CHECK 3

1. I do yoga; I do gymnastics; I play volleyball; I play tennis; I take dance classes; I do karate.
2. I go; I do; I go; I play.
3. I hard; I fun; I calm; I easy.
4. I times; I every; I twice; I weekend.
5. We often play football at school. They usually do aerobics at the sports centre. She is sometimes late for the races. We never go horse-riding.
6. How often do you; Where does he; When do they; What does she.

WORKBOOK

Page 80

1. 1 yoga; 2 volleyball; 3 gymnastics; 4 dance lessons; 5 table tennis; 6 martial arts; 7 basketball; 8 aerobics.
3. I easy, hard; I fun; I cool; I fun.
5. Alan sometimes plays volleyball at the club. The kids are always happy at the sports centre. Steven usually does yoga before dinner. Patricia is never late for school.

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1. I go skate boarding; I go hiking; I go cycling; I go swimming; I go skiing; I go horse-riding; I go surfing; I go diving.
2. Henry goes surfing every weekend. Thomas and Lorna go cycling three times a week. Harry goes swimming every day. Thomas and Sam go fishing once a week. John goes skate boarding every day.
3. When; What; How often; Where.
4. When does Federico go to school? What does Federico do at weekends? How often does Federico go swimming?

Page 82

1. What is your favourite free time activity? How often do you play football? What do you do every day at school?
2. A family of athletes.
3. 1 Argentina; 2 pole vaulting; 3 to be a world champion; 4 in London; 5 his children to train.
4. 1 Germán, Guillermo and Valeria do pole vaulting. 2 Guillermo wants to beat his record. 3 Mr Chiaraviglio always helps his children to train. 4 Germán and Valeria usually live in Argentina. 5 All the Chiaraviglios meet in Santa Fe for the summer and winter breaks.

Page 83

1. Go ahead! How often do you go to the sports centre? I go swimming twice a week. What other sports do you like? That's all.
2. Green: twice a week; Blue: every day; Red: never.
3. There are thirty students in my class. Twenty-one students usually do physical activity out of school. Fifteen students go to the park twice a week. Fifteen students go cycling in the park twice a week. Six students play in the rugby club team. They practise every day.

Extra practice

Students' own answers

Pulse magazine

1. Four winter sports are mentioned in the text.
2. 1 Canada's national sport is ice hockey. 2 Ice-hockey players hit a puck (a rubber disc) with their sticks. Yes, ice-hockey teams got six players. 4 Whistler is a very popular ski resort. 5 No, Whistler hasn't got 39 ski runs, it has 200. 6 A Canadian Challenge race finishes at 10 pm. 7 To go ice biking you need a bike with special tyres that can travel on ice. In winter, people can watch ice-bike races in many Canadian towns.

Consolidation A

1. 1 science; 2 athlete; 3 usually; 4 have; 5 go; 6 listen; 7 do; 8 take; 9 hard; 10 weekends; 11 tidy; 12 help; 13 cycling; 14 play; 15 plays; 16 want; 17 make; 18 save; 19 to; 20 grades.

Project A

1. a typical day; 2 four; 3 first

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