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<th>UNIDAD</th>
<th>TIEMPO ESTIMADO</th>
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<td>Unit 1: What do you like?</td>
<td>10 a 12 horas</td>
<td>Los adolescentes y sus preferencias de actividades de esparcimiento. Destrezas y habilidades.</td>
<td>Describir diferentes tipos de personalidades según preferencias de actividades. Contrastar las rutinas con las actividades que suceden el momento del habla. Expresar preferencias en mayor o menor grado de intensidad. Referirse a las destrezas y habilidades personales según desempeño. Una búsqueda de aventura. Requerir y dar información personal.</td>
<td>Actividades de tiempo libre: watch a DVD, play computer games, surf the Internet, go shopping, go to the gym / café / theme park, hang out with friends, listen to music, send text messages, play volleyball, go water sports, chat online, go to the fun. Habilidades personales: Iride a BMX bike, play the drum, sing, climb trees, speak English, dance, cook, drive a car, draw, paint, understand Portuguese, etc. Jump. Expresiones de preferencia: I love hate / (don’t) like / (don’t mind) enjoy / the. Revision gramatical: present simple para expresar hábitos y rutinas; present continuos para expresar acciones que se desarrollan al momento de hablar; habilidades can’t</td>
<td>Artículo de revista. Programación de la televisión. Sitio web para adolescentes. Entrevistas a adolescentes. Aviso publicitario sobre actividades de tiempo libre. Biografía corta.</td>
<td>La interpretación de diferentes tipos de texto de uso corriente en la vida diaria. Interpretación de cuadros e información concisa. El reconocimiento de la vinculación entre la lectura y la escritura como modo de favorecer el proceso de aprender a escribir. El desarrollo de estrategias para comprender información relevante más allá de lo que no se comprende, tanto de un texto como de una conversación.</td>
<td>Compartir preferencias. Aceptar la variedad en gustos. Conocer otro tipo de actividades. Dar opinión acerca de diferentes actividades de tiempo libre, respaldar las mismas dando razones concretas.</td>
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<td>Unit 2: Music and TV</td>
<td>10 a 12 horas</td>
<td>Los medios de comunicación como entretenimiento musical. La música y la televisión.</td>
<td>Hablar y describir diferentes tipos de música, grupos musicales. Diferentes dispositivos para escuchar música, antes y ahora. Los programas de televisión, diferentes tipos. Interpretar información</td>
<td>Diferentes tipos de grupos e instrumentos musicales, tipos de música: pop, techno, classical, rock, rap, piano, bass, guitar, keyboards, drums, violin, singer, choir, band, orchestra, composer, conductor. Expresiones de tiempo pasado: yesterday, last night, ... ago, last week, at... o’clock. Diferentes tipos de programas de televisión: reality show, chat show, soap opera, the news, sports / music programme, comedy, cartoon, documentary, film, drama, game</td>
<td>Artículo de revistas. Guía televisiva. Sitio web con críticas de programas televisivos.</td>
<td>La relación entre la información escrita y el estímulo visual (un texto en la red, revista, fotografías personales o de publicidad). El texto y la comunicación oral como medios para compartir información personal, gustos o preferencias. El desarrollo de estrategias</td>
<td>Hablar acerca de y valorar diferentes estilos y preferencias musicales. Apreciar y respetar la diversidad. Mostrar interés en una conversación breve.</td>
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<td>Unit 5: Special days</td>
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<td>Describir actividades en las fiestas.</td>
<td>La salud física y mental.</td>
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<td>Actividades especiales que se realizan en fechas especiales.</td>
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<td>Las actividades que se realizan en diferentes festividades.</td>
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<td>Los diferentes lugares turísticos.</td>
<td>La importancia del historia.</td>
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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 know any of the Wonders of the World? What do you know about them?

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: At Mount Everest you can make a trek to its base. S1: At the Victoria Falls you can walk across their top. S2: At the Amazon Rainforest you can travel by canoe down the Amazon River. 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 on 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 22: What TV programmes do you usually watch? Which is your favourite TV programme? Why? 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 in the past simple?

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 was at home.’ S1 / Whole class: She wasn’t at home. T: Now turn it into a question. S2 / Whole class: Was she at home? 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 & Listening

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.

First listening Point out the context of the listening text and read the instruction. Tell students that should listen for main ideas. Play the CD and check answers as a class.

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

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/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 analize.* 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 Sheet* (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 Project A, you can have students use these timeline-creating tools: www.timeglider.com or www.timetoast.com. For Project B, you can have students use this quiz-making tool: www.quibblo.com.
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.
Vocabulary

Start an informal conversation about Ss’ reading habits and preferences on different types of books. This will help you assess Ss’ prior knowledge of the vocabulary area. As Ss say the books they read, classify them into novels, poetry books, adventure stories, etc, and make comments about them, eg: T: That’s a long book! That novel is so exciting! This will anticipate useful language for Exercise 4. Make a list of the new words on the board and classify them under the following headings: Types of books and Characteristics.

1 Teach new words through books Ss have read, classics, etc.
2 Comment on the characteristics of different types of books.
3 Remind Ss of the comments they have made about books and add other useful words to the list. Refer to the use of I'd like to express preferences. Include this structure in a natural way in your lessons.

» EXTRA: Mention different book titles and have Ss classify them. Then, in pairs, Ss do the same.

» EXTRA: Give Ss one minute to say different titles for each category, eg: T: Poetry books. Ss: ‘Veinte poemas de amor y una canción desesperada’. This will help Ss broaden their knowledge of literature.

LEARNING TO LEARN Allow Ss time to make their lists. This will help them fix new language.

Reading

1 Ask Ss if any of the books they have read are mentioned by the teenagers in their posts.

» EXTRA: Have Ss notice that they could do the activities even when they did not know all the words in the posts. Ask them to choose one or two word/s they would like to know the meaning of. Avoid using L1.

» EXTRA: To see how much Ss remember and to give them the opportunity to express themselves, give them prompts to talk about the posts, eg: T: Two climbers. Ss: ‘Terror on Mount Everest’ is about two climbers. / Matt read the story about two climbers on Everest. / Two climbers on Everest met the Yeti monster.

» EXTRA: Invite Ss to write posts on books they have read. Ask them to choose one of the posts in the online message board and to use it as a guide for their writing. Cater for Ss’ needs as they write. Display the posts on the classroom walls and encourage Ss to read at least one of the books reviewed by their classmates.

ANSWERS

1 It is about book recommendations for holidays.
2 1 romantic novel; 2 comic novel; 3 travel guide; 4 biography; 5 autobiography; 6 adventure story; 7 science fiction novel
3 1 detective novel; 2 fairy tale; 3 cookery book; 4 thriller; 5 historical novel

Answers

1 It is about book recommendations for holidays.
2 Roxy: The Adventures of Sean Ryan is good, It is very exciting. Lucy: Europe Essentials is good, It was very useful. Matt: Terror on Mount Everest is bad, The characters weren’t interesting and the story wasn’t exciting.
3 1 She was at the beach on her last holidays. 2 They invented the Apple computer, the iPod and the iPhone. 3 Toy Story, Monsters Inc and Finding Nemo. 4 They were in Europe last year. 5 It is about two climbers who were on Mount Everest and met the Yeti monster.
Grammar

Draw Ss’ attention to the examples given and elicit the type of information they express (questions about past actions using the verb be). Ask Ss to account for their choices as they complete the matching exercise. This will lead you to systematize the difference in word order between sentences and questions in Exercises C and D.

COMPARING CULTURES Remind Ss that remembering these structures will help them gain confidence in the knowledge and use of the language.

>> EXTRA: As an instance of revision and integration, Ss can make posters comparing the form and use of different structures, eg: present simple vs past simple. Invite them to refer to the corresponding grammar section and to analyze the different forms.

>> EXTRA: On the board, write jumbled questions with the verb be in its past simple form. In pairs, Ss unscramble the questions and answer them. Walk around and monitor. Have some Ss write their exponents on the board for class discussion.

Vocabulary

1 Ask Ss: Where do you think these photos were taken from? As you check their answers, invite them to explain what led them to make that choice. Possible answers: They could be from a magazine/book with biographies. As a class, talk about the people in the photos. Encourage Ss to express what they know about these personalities, even when they do not use verbs in the past.

2 Make a list of infinitive and past forms on the board to help Ss to learn these verbs. You can also refer them to the list of irregular verbs on page 119.

>> EXTRA: Have Ss create their own memo test. On pieces of paper of the same size, Ss write verbs in the infinitive and their corresponding past simple form. In pairs, they exchange sets and play.

>> EXTRA: Ss use the verbs in blue to refer to other famous people they know. Invite volunteers to write their exponents on the board.

Listening

4–5 Remind Ss they do not need to understand every single word from the audio.

>> EXTRA: In pairs, Ss write a short biography of a person who made history either internationally or in their local area. Then invite them to share their biographies with the class.
Reading

- EXTRA: Say different book titles for Ss to reply with the type of book.

1. To engage Ss in the reading, ask them if they know of any famous teenage writer or if any of them enjoys writing. Tell them that many newspapers organize writing competitions and that they can join in if they want to.

2–3. Encourage Ss to complete the reading activities without worrying about new words. Avoid explaining new words while they do the activities. This way you will be training Ss to develop good reading strategies. Correct as a class and have Ss account for their answers.

COMPARING CULTURES
Help Ss explore further uses of technology. Encourage them to write short pieces about themselves on their mobile phones and to share them with you or the class.

- Help Ss to get the information they need or they may bring it to the class and organize it in pairs or together with you. Then have them create the timeline and share it with their classmates.

Grammar

Draw Ss’ attention to the examples given and elicit the type of information they show. This analysis will lead you to systematize how questions with regular and irregular verbs are formed in the past simple tense.

- EXTRA: Use the sentences in Exercise A to rehearse pronunciation and intonation.

- EXTRA: Point out to Ss how, in the past simple, did takes the place of do/does. Remind Ss that the auxiliary did is not stressed. You may also highlight how intonation is different in Yes/No questions. Have Ss rehearse pronunciation and intonation by using the questions and answers in Exercise B.

- EXTRA: Play a ping pong game of Yes/No questions. One by one, ask Ss questions and have them answer Yes, I/he/she did. or No, I/he/she didn’t. This activity will give them exposure to Yes/No questions and fluency in short answers.
Build your skills

Reading & Listening

To engage Ss in the topic of concerts and festivals, you may ask: Are there any special music festivals in your area / country? Do you know Oktober Fest? Where is it celebrated? Do any bands play there? What other local music festivals do you know?

1–2 As you check answers, have Ss account for their choices.

Extra: Ask Ss to reread the information on the web page. Say false statements about the festival and have Ss correct them with books closed, eg: T: TeenFest starts at 8.00 pm. Ss: It doesn’t start at 8.00 pm. It starts at 11.00 am. Then, in pairs, Ss do the same. Have them write the correct statements. Attend to their needs.

Extra: Using the information included in the web page as a model, Ss prepare a poster announcing a forthcoming event.

4 Remind Ss they do not need to understand every single word to do the activity.

5 Make sure Ss understand the sentences before playing the track.

Extra: Have Ss write incomplete sentences using information from the announcements they have listened to. Then, in pairs, they exchange sentences and complete them. Check answers as a class.

Listening & Speaking

1 To extend the presentation, you may ask: In your opinion, where are the teenagers from? How old are they? Do you think they already know each other? Where are they going? What do you think they are talking about? Do they look happy? Why?

3 Once the conversation has been completed, do choral repetition of the lines, focusing on intonation to convey meaning. Ask Ss to imagine they are not themselves reading but somebody else. This will allow them to feel less exposed in front of their classmates.

4 Have Ss complete this activity in pairs. Walk around helping them to sound as natural as possible. Encourage more fluent learners to add extra information.

5 Give Ss time to prepare this activity and to rehearse it. Walk around helping them sound as natural as possible. Encourage Ss to use the words in the 'Keep it going!' section to sound more natural. Check on intonation and sounds so that Ss feel more confident.
Writing

1 To engage Ss in this lesson, ask: Do you like detective stories? Have you read Agatha Christie’s or Sir Arthur Conan Doyle’s detective novels? Do you know Sherlock Holmes? Some Ss may have watched Holmes’s films. Tell Ss they are going to read about The Sherlock Holmes Museum. Refer them to the review on page 36.

>> EXTRA: Together with Ss, go back to Kate’s review and analyze the content of each paragraph. Encourage them to think of an interesting place in their area they would like to describe. As a class, work on the information they would include.

Writing task Make sure Ss notice the use of the first person in Kate’s review. Highlight the organization of details in her writing. As Ss write, cater for their needs and doubts to help them to prepare a correct and tidy piece of writing. Remind them of the importance of writing rough copies, checking on word order, spelling and punctuation before handing in the final version.

ANSWERS:
1 Last weekend, Kate was at The Sherlock Holmes Museum in London. She liked the museum shop because it had nice souvenirs and good books, and the prices were cheap.
2 also: I also met characters from the books – but they were actors!
3 The café was also expensive.
4 We enjoyed exploring the gardens too.

19 AUDIOSCRIPT
Presenter Tonight we’re talking about important people in modern history and I’ll be introducing tonight’s guest in just a moment. First of all we sent our reporter, Sam Jenkins, out and about to see what you had to say on the subject. Sam, sorry to bother you – do you mind if I ask you something?
Boy We’re doing a survey to find out what people think.
Woman Oh! That’s a difficult question. Sam, can it be anyone?
Boy Yes – a politician, a painter, an athlete… whatever. Someone that you think has made a difference to the world.
Woman I see. Can it be anyone?
Sam Yes – a politician, a painter, an athlete… whatever. Someone that you think has made a difference to the world. Well then, for me it’s the musician John Lennon. He was a talented singer and wrote some really beautiful songs. He believed that people should live in peace.
Woman OK, great! Thanks a lot for your time.
Sam No problem.
Boy If there – have you got a minute? I just want to ask you a quick question.
Girl OK…
Sam For me it has to be someone who really gives people hope. Like that runner, Mo Farah. He moved to the UK from Somalia when he was a boy and became a really successful athlete. He won two gold medals at the London Olympics. I think he’s amazing because he shows that anything is possible when you try hard.
Boy Great. Thanks a lot! We’re going back to the studio now…
Answer Key

PROGRESS CHECK 3
1 1 science fiction novel; 2 comedy; 3 autobiography; 4 thriller
2 1 thought; 2 founded; 3 sold; 4 was born; 5 bought; 6 gave; 7 created, earned
3 1 wasn’t; 2 were; 3 were
4 1 Did he download; 2 Did she post; 3 Did you go
5 1 was; 2 was; 3 lived; 4 wrote; 5 did he write; 6 were; 7 didn’t have; 8 thought; 9 wanted; 10 did people like; 11 had; 12 liked

WORKBOOK
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1 2 The Martian; 3 The Complete Collected Poems of Maya Angelou; 4 The Adventures of Sherlock Holmes; 5 Churchill: A Life; 6 Visiting Europe; 7 Anne Frank’s Diary (The Diary of a Young Girl)
2 2 Anne Frank's Diary (The Diary of a Young Girl); 3 Churchill: A Life; 4 The Adventures of Sherlock Holmes; 5 The Complete Collected Poems of Maya Angelou; 6 The Martian; 7 Visiting Europe
3 2 Were The Beatles excellent musicians? Yes, they were. 3 Were Mr Patrick’s lessons interesting and useful? Yes, they were. 4 Were Tom and Helen in England in 2011? No, they weren’t. 5 Was Christopher Columbus American? No, he wasn’t.
4 2 were; 3 were; 4 was; 5 were; 6 were; 7 was; 8 was; 9 were; 10 was 2 Why was the family in Peru? They were on holidays. 3 What was the weather awful? No, it wasn’t. 4 What were the mountains like? They were magical.

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5 Across: gave, founded, died, killed, opened, thought Down: spent, saw, sold 6 produced; 3 thought; 4 made; 5 created; 6 began; 7 died; 8 wished; 9 bought; 10 spent 7 Regular verbs: found, die, kill, open, decide, produce, want, create, wish, finish; Irregular verbs: choose, give, think, spend, see, sell, be born, make, have, begin, write, buy 8 go – went; download – downloaded; sell – sold, earn – earned, love – loved, write – wrote, buy – bought, start – started, make – made

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10 Regular: appeared, inspired, produced, directed, adapted, used, premiered, released, received Irregular: was born, was, told, gave, became
11 1 The Snow Queen is a fairy tale. 2 Hans Christian Andersen wrote the story. 3 The story is about a fight between good and evil. 4 David Wu directed a television film for Hallmark. 5 Frozen is a film.
12 1 No, he didn’t. 2 No, he wasn’t. 3 The BBC adapted the story for television in 2004. 4 Yes, there was.

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13 1 did; 2 was; 3 What; 4 exciting; 5 Why; 6 went; 7 funny; 8 enjoy; 9 loved; 10 and; 11 saw
14 Students’ own answers
15 1 I read Churchill’s biography in Churchill: A Life; 2 in the Maps Room; 3 We saw some of his possessions; 4 and died in 1965 in London; 5 learnt about the history of the Second World War too
16 Students’ own answers

Extra practice
Students’ own answers

Pulse magazine
1 It is about the story of Mark Zuckerberg, the creator of the internet social networking site, Facebook.
2 It refers to the site Mark Zuckerberg created. The main character of this film is Mark Zuckerberg. He went to Harvard University. He was a very intelligent student and he was brilliant with computers. He didn’t have many friends and he wasn’t very sociable. When she left him, he was very angry with her and he wrote horrible things about her on his blog.
3 He created Facemash to invite boys at Harvard to write horrible things about the girls at the university.
4 He needed some money.
5 1 last week; 2 weren’t nice; 3 it is a bad idea to use social networking sites to be horrible to other people

Consolidation A
1 1 is he doing; 2 is he painting; 3 is painting; 4 lives; 5 was born; 6 was; 7 lived; 8 finished; 9 went; 10 didn’t finish; 11 was; 12 had; 13 invented; 14 are; 15 made; 16 began; 17 became; 18 helped; 19 wrote; 20 liked; 21 isn’t; 22 paint; 23 paint; 24 does; 25 travelling; 26 listening; 27 watching; 28 isn’t;
2 1 In the photo, Ben isn’t making a sculpture. He is painting. 2 Ben wasn’t born in London. He was born in Cambridge. 3 Ben and his family don’t live in Barnet. They live in Muswell Hill. 4 Ben didn’t invent a new form of music. He invented a new form of art. 5 The local people weren’t happy when the police arrested him. They helped him. 6 Ben doesn’t like travelling around Cambridge. He likes travelling around London.
3 1 did you watch; 2 watched; 3 Was the documentary; 4 was; 5 was; 6 did you do; 7 went; 8 saw; 9 were the actors; 10 were; 11 were

Speaking activities
STUDENT A (page 117)
1 Was Ellen MacArthur born in 1986? (In 1976) Did she start sailing when she was 4? (Yes) Did she like reading biographies? (No / books about sailing) Did she decide to buy a bicycle when she was 8? (No / a boat) Did she buy a boat when she was 13? (Yes)

STUDENT B (page 118)
1 Was Charles Darwin born in 1809? (Yes) Did Charles Darwin like collecting flowers? (No / insects – beetles). Did he start a sailing trip to the Arctic in 1831? (No / to the southern hemisphere) Did he write his famous book in 1859? (Yes)