**Planificación anual**

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<td>El entorno social de amistad. Información personal relevante a los alumnos. Estilos de aprendizaje. Invitaciones orales. Información de actividades del tiempo libre. El mundo natural.</td>
<td>Hablar acerca de las estrategias y los estilos de aprendizaje en general. Referirse a actividades de tiempo libre. Comparar diferentes lugares, percepciones y pareceres. Invitar a diferentes eventos.</td>
<td>Actividades de tiempo libre: go to parties / shopping, hang out with friends, chat online, play video games / volleyball; do water sports / yoga, watch TV / DVDs / football matches, listen to music. Adjetivos calificativos de connotación positiva o negativa: boring, scary, fantastico, dangerous, terrible, exciting, sad, funny, amazing, impressive, beautiful. Artículos y cuantificadores: a / an, the, a lot of, some, how much / many. Reclamación gramaatical: present continuous: He is / isn’t playing. Where is she playing? Las formas comparativas y superlativas de los adjetivos: formas regulares e irregulares: safe / safer / the safest; beautiful / more beautiful / the most beautiful; good / better / the best. Past simple: verbos: was, were; wasn’t / weren’t.</td>
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<td>Iniciar y mantener una conversación en situación de aula y/o de relación con los pares. Realizar intercambios comunicativos válidos.</td>
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**Unit 1: Connected**

| 10 a 12 horas | La tecnología en la vida de los adolescentes. Hábitos tecnológicos que redundan en la comunicación. Comentar acerca de eventos pasados. Cómo manifestar quejas. Informes sobre productos electrónicos. | Describir diferentes elementos y aplicaciones de la tecnología moderna. La vida digital en el siglo XXI. Las aplicaciones favoritas. Propaganda comercial on line. Cómo llevar a cabo una queja formal. | Expresiones tecnológicas: e-reader, apps, games consoles, cloud, computing, instant messages, mobile phone, laptop, tablet, social networking, site, chargers, earphones, MP3 player, software, hardware. Acciones relacionadas con la tecnología y la comunicación: find out, set up, be on, look up, turn off, call back, look for, turn up, call up with. Expresiones de preferencia: I don’t hate / enjoy / love / hate (using my tablet every day). Present simple (todas las formas y personas) Past simple (todas las formas y personas). | Avisos on line. Cuestionario on line. Crítica de un libro. | La interpretación de diferentes tipos de texto de uso corriente en la vida diaria en el aquí y hora. Interpretación de cuestionarios. 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. | Analizar y valorar el uso cuidado, y el beneficio de la tecnología en tiempos actuales. Analizar diferentes tipos de costumbres en cuanto a uso de la tecnología. Apreciar la variedad como elemento enriquecedor. |
| Unit 2: Wild weather | 10 a 12 horas | El tiempo Los desastres naturales y sus consecuencias. Artículos cortos de diarios. La narración de un incidente. | Describir el clima y los desastres naturales. Comentar y preguntar acerca del pasado, tanto para acciones completas como para acciones en proceso. Compartir experiencias peligrosas. Reaccionar ante la noticia de eventos especiales. El clima: sunny, cloudy, foggy, rainy, windy, snowy, wet, dry, cold, warm, hot, lightning, a blizzard, a storm, thunderstorm Desastres naturales y sus consecuencias: earthquake, avalanche, flood, tsunami, hurricane; badly damaged / hurt, lose consciousness, take shelter, shake, collapse, be safe, lose one’s home, a lucky escape, be shaking, recover quickly Past continuous: Sophie was going for a walk with her boyfriend. Sophie wasn’t listening to music. Was she listening to music? Yes, she was. / No, she wasn’t. Diferencia entre el pasado simple y el pasado continuo. Preparar there for a couple of seconds when the house was shaking. | Un artículo de información. Una entrevista escrita. Artículos periodísticos. 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 para comprender información relevante más allá de lo que no se comprende, tanto de un texto como de una conversación. Compartir, evaluar y valorar las posibilidades geográficas del territorio propio. Apreciar lo bueno. |

| Unit 3: To the limit | 10 a 12 horas | Actividades y deportes de aventura. Diferentes modos de expresar sentimientos. El contenido de blogs personales. El lenguaje de avisos. | Describir deportes extremos. Comentar y preguntar acerca de experiencias vividas. Expresar sentimientos. Contrastar actividades pasadas que sucedieron en un momento determinado y otras en un tiempo indefinido. El present perfect para expresar acciones pasadas que afectan el presente. Diferentes actividades y deportes de aventura: go mountain biking, do white water rafting, do a base jump, go bungee jumping, drive a BMX bike, climb a mountain, go down a water slide, go on a roller coaster. Adjetivos terminados en -ed, -ing en frases como: interesting, surprised, embarrassed, relaxing. Contrastar entre los tiempos verbales: past simple y present perfect. I have never done bungee jumping. I have just received a present. We haven’t finished yet. | Perfil en la web. Informe de noticias. Un artículo periodístico. El uso del past simple como indicador de acción definida en el pasado. Su importancia en el relato. El uso del present perfect para referirse a experiencias vividas. El desarrollo de estrategias para comprender información relevante más allá de lo que no se comprende, tanto de un texto como de una conversación. La apreciación y la valoración de variedad de material de literatura y sus aportes según su clase. Reconocer la importancia y el valor de los aportes de cada uno por más mínimos que sean. Comprender el valor de una emergencia, la importancia de la reacción pronta y el valor de la ayuda. |

| Unit 4: Money | 10 a 17 horas | Ocupaciones, tareas y trabajos. El valor del dinero y las compras. Los jóvenes y el dinero. El lenguaje de las tiras cómicas. | Comentar y compartir ideas acerca del trabajo de medio tiempo. Diferentes maneras de ahorrar dinero. Chiarar acerca de hábitos de compra. Comentar acerca de planes en un futuro inmediato. Tomar decisiones en el momento de hablar. Ocupaciones y trabajos: babysit, deliver newspapers, take dogs for a walk, lay the table, do the gardening, do the washing-up, make the beds, pet sit, tidy your room, clean the windows, do the ironing, wash cars El dinero: earn, buy, spend, make, borrow, save money, get pocket money, sell, cost, swap, pay for. El uso de going to para expresar planes e intenciones: I am (not) going to... Are you going to...? Yes, I am. / No, I’m not. El uso del verbo defective will para expresar decisiones tomadas al momento de hablar (acciones futuras): I will walk around. I won’t Mensajes/ posteos en un muro. Historieta gráfica. Artículos de revista. Una carta informal. La asociación de nuevas palabras según su estructura y posibilidades de uso para referirse a áreas de interés personal. La organización de la información relevante a incluir en un texto. La importancia de planificar el mensaje. La selección y la organización de la información en el estilo apropiado. El desarrollo de estrategias para comprender información relevante más allá de lo que no se comprende, tanto de un texto como de una conversación. Expresar preferencias. El reconocimiento y la valoración del dinero, su adquisición y su uso inteligente y/o apropiado. Investigar y valorar el uso de dinero y el valor del trabajo en diferentes culturas y grupos sociales. Agradecer en distintos modos según edad y relación con el otro. |
Unit 5: Let’s experiment! 10 a 12 horas


Referirse a distintos avances científicos y tecnológicos. Comparar la vida en el presente y el futuro. Predicciones de cómo serán las tecnologías del futuro. Referirse a diferentes hechos científicos y posibles eventos en el futuro.

Ciencia: drive a smart car, design your clothes and furniture on 3D printers, travel into space, grow genetically modified crops, use renewable sources of energy, make electricity, find a cure for a disease, live longer. 

Referencias: orbit, astronauts, labs, research, experiments, journey, sky, Moon, spacecraft, crew, spacewalks. El uso del verbo defective will para expresar predicaciones: The world will be different. Cities will grow. Traffic lights won’t be necessary. El uso de las formas comparativas y superlativas en los adjetivos: fast / faster / the fastest; safely / most safely / the most safely.

If you spill a liquid it floats. If I don’t write to them, they will want about me.

Artículo de una revista. Posteos en un blog. Entrevista escrita. Ensayo de opinión. La asociación de nuevas palabras según su estructura y posibilidades de uso para referirse a áreas de interés personal. 

El desarrollo de estrategias para comprender información relevante más allá de lo que no se comprende, tanto de un texto como de una conversación. La organización de la información relevante a incluir en un ensayo de opinión. Características de estilo. La importancia de planificar el mensaje. Estrategias para mostrar interés en una conversación. 

Aprender la importancia de los avances tecnológicos, su contribución y las posibilidades de vivir mejor. Desarrollar la mirada hacia el futuro como crecimiento. Valorar como propias y apreciar las diferencias culturales en cuanto a costumbres y parámetros.

Unit 6: A better world 10 a 12 horas

Temas del mundo. La ciudadanía. Artículos de revistas y volantes informativos.

Referirse a temas de interés global. Hablar de situaciones y personas indefinidas. Referirse a acciones humanitarias. Formación de familias de palabras. Hablar de obligaciones (y ausencias de las mismas) en el presente y en el pasado.

Temas globales: human rights, wars, famine, refugees, homelessness, poverty, discrimination, disease, malnutrition, war, illness, cities, democracy, human rights, justice, law.


El uso de los pronombres indefinidos: someone, something, anything, nobody, nothing, everyone, everybody.

El uso del verbo defective have to para expresar obligación en el presente y en el pasado: Black people had to go to different schools. Why do we have to go to a different school? 

Ausencia de obligación: Today, black people don’t have to fight for their rights.


La selección de la información relevante a incluir en un texto informativo, utilizando datos obtenidos y organizándolos de manera clara y acorde al tipo de texto. 

El desarrollo de estrategias para comprender información relevante más allá de lo que no se comprende, tanto de un texto como de una conversación. Estrategias para mostrar interés en una conversación. 

Aprender la importancia de los valores y los derechos humanos. Reconocer el valor del otro. Conocer diferentes personalidades que generaron cambios en la sociedad. 

Analisar diferentes opciones de cambio.
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 help with the chores at home? Have you had a summer job? Would you apply for a summer / part-time job?

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: Sometimes I clean my neighbours' windows to get some extra money.
   - S1: Sometimes I take my neighbours' dogs for a walk to get some extra money.
   - S2: Sometimes I deliver newspapers to get some extra money. 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

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 22:
   - Do you know anyone who experienced an earthquake? What was this person doing when the earthquake started? What happened then? 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 reading a book when the earthquake started.'
S1 / Whole class: She wasn’t reading a book when the earthquake started. T: Now turn it into a question. S2 / Whole class: Was she reading a book when the earthquake started? 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. 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.
5. 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/aronthepulse. 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 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 this voice-recording tool: www.vocaroo.com. You can find more tools at http://cooltoolsforschools.wikispaces.com/Audio+Tools. For Project B, you can have students choose a blog / website-creating tool from the list at http://stylecaster.com/best-free-blog-sites/.
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.
To the limit

Vocabulary

 EXTRA: Play a guessing game with the class, eg: T: It’s a popular sport with girls and boys. There are six people in the team and six substitutes. You can play it at the club or on the beach. S: Volleyball. Give Ss cards so that they play the guessing game in small groups. As they guess, write the name of the sport on the board.

 EXTRA: Have Ss search ‘best parkour videos’ on YouTube and watch them in class. Discuss about free runners’ abilities – they can climb, jump and roll, they are creative and anticipate events very quickly. Ask Ss if they have ever seen a free runner in action.

1 (with books closed) Have Ss brainstorm adventure sports and activities and write them on the board. Then Ss look at the presentation on page 28 and comment on it. Have them see which of the sports and activities they have mentioned are presented.

2 Check answers orally. Repeat several times so that Ss start getting acquainted with the uses as fixed expressions.

 ! Collocations and fixed expressions facilitate the acquisition of correct intonation and pronunciation because Ss learn chunks of language instead of isolated words, and in that way, they are provided with the stress pattern of a whole phrase.

3 Have Ss work in small groups to promote further interaction.

Reading

1 Ask Ss if they know other famous people with any type of disability. Help them notice how disabilities do not always stop people from doing what they like, and that disabilities sometimes represent a challenge in themselves. Tell Ss how dyslexia, a learning disability that alters the way brain processes written material, didn’t stop Tom Cruise from becoming an actor, or how gradual deafness didn’t stop Beethoven from being a great musician.

 ! This content is intended to introduce the present perfect but also to raise awareness and to stimulate surprise. Lead Ss to value Aaron as an inspiration and a model to be followed. Invite them to think about important achievements they have made in spite of difficulties.

 - If possible, have Ss get the information they need in class; if not, they may bring it for the next lesson.
 - Help Ss to select relevant information. Then guide each pair of Ss in the organization of their presentation. Give them time to prepare their presentation.

ANSWERS

1 He’s Aaron ‘Wheelz’ Fotheringham. He can do tricks with his wheelchair.

2 1 Because he was born with spina bifida. 2 He started doing tricks with his wheelchair when he was 8 years old. 3 He became famous when he put the video clip of his first backflip on the Internet. 4 It’s an action sport group. 5 Because he wants to change the world’s perception of people in wheelchairs. He wants to inspire people to have a go and have fun along the way.

3 1 Las Vegas, USA; 2 he was 8; 3 professional extreme wheelchair athlete; 4 he did the world’s first wheelchair backflip; 5 on live tours in several parts of the world; 6 is not a restriction.

Web Quest

 - If possible, have Ss get the information they need in class; if not, they may bring it for the next lesson.
 - Help Ss to select relevant information. Then guide each pair of Ss in the organization of their presentation. Give them time to prepare their presentation.
Grammar

In pairs, Ss go through the examples given and identify the required forms. Get feedback from their answers and write them on the board in isolation to accompany the systematization stage. Help Ss to analyze how the events in Aaron’s life have contributed to build up his life today, ie: he is happy, famous and valued because of all his achievements and the efforts he has made. Make sure they understand that the present perfect is used for actions in the past that somehow affect the present and point out that time references are not included.

1. Have Ss to page 119 and go through the list of irregular verbs. Make sure they refer to it when they need to check the spelling of a verb in its past or participle form. When checking answers, encourage Ss to go further and give examples, eg: S1: Participated. S2: I’ve participated in many football championships.

2. Encourage Ss to use contractions when possible.

3. Foster Ss to value their classmates’ achievements and experiences, and to enjoy finding coincidences or differences among themselves.

Vocabulary

1. (before reading) Ss look at the photos and the title, and make predictions on the content. Ask leading questions, eg: Do you think Helen is city-friendly or nature-friendly? What type of amazing adventures is she more likely to have: getting locked in the toilet of an underground station or meeting a wild animal?

2. Have Ss work in pairs to promote collaboration and interaction. Ss will need to analyze and discuss the answers.

> EXTRA: In pairs, Ss name three exciting things and three things that make them feel relaxed at school.

4. Give Ss some time to read the text again. Then have them do the activity with books closed.

LEARNING TO LEARN By memorizing these verb + adjective collocations, Ss will improve their use of the language. Have Ss use them in sentences of their own.

Listening

6–7 After listening, Ss share other interesting pieces of information they could pick from the interview, eg: Ss: She travelled in temperatures of -40°C. For further work on listening strategies, help Ss reflect on how they got to the answers, eg: Did you pay special attention to key words?

ANSWERS

A hasn’t won, has had, has / broken, has appeared, has joined, has been / B past, present; don’t say / C has, hasn’t, has, haven’t / D have / has / E are, sometimes

1. participated, had, won, climbed, appeared, joined, broken, seen, been, done, ridden, taken

2. hasn’t been, ’s been; hasn’t broken, ’s broken; Have you seen, haven’t; has won

4. Helen isn’t worried about the sharks and the caimans in the Amazon. Helen isn’t frightened of the wildlife. Helen is excited about her next adventure to raise money for Sport Relief.

6. 1 South; 2 Helen’s TV programme

7. E. They took 18 days. F. She used three different modes of transport – skiing, kite-skiing and ice-biking. F. She took 80 kg of clothes and equipment with her, G; H. It started in 2002.
Reading

1 (before reading) To bring up the topic of news, ask, eg: Have you recently heard of any surprising or curious news? Can you tell us about it? Allow Ss to speak freely, focusing on the story as a whole and not on the language mistakes they can make.

Train Ss to develop reading skills. Encourage them to infer the meaning of new words from the context and to focus on key information. Point out that they should obtain the general idea(s) in the first reading and then read more attentively to get the details.

> EXTRA: In small groups, Ss look for a photo or draw a picture to illustrate the news about the two Italian tourists. In groups, they compare their ideas or choices, which will surely be different, to see how an image can make the readers focus on the news from different perspectives.

COMPARING CULTURES Help Ss to identify the different help services in the country, region or local area and highlight the importance these services have in spite of the fact that we only require them in emergencies or on special occasions. Make a list of important phone numbers (police, hospital, etc). Ss may prepare an individual directory card to keep with them.

Grammar

Give Ss some minutes to identify the required forms (past simple and present perfect). Then get feedback from Ss’ answers and write the individual forms in two columns on the board. Use them to compare both forms during systematization (Exercises B and C). Remind Ss that they can check the spelling of irregular verbs by referring to the list on page 119.

1 Before having Ss choose the correct options, ask them to read the text to get the general idea. Ask: Who saved a life? Whose life?

2 If needed, let Ss write the questions in advance to allow a wider variety of questions.

COMPARING LANGUAGES Help Ss to notice that in other languages, such as in Spanish, these adverbs may be used with more than one tense, eg: ‘¿Has presenciado un accidente alguna vez?’ (‘pretérito perfecto compuesto’) or the more colloquial form ‘Presenciaste un accidente alguna vez?’ (‘pretérito perfecto simple’).
Build your skills

Reading & Listening p34

Write 911 on the board. Have Ss identify the number (general emergencies phone number). Ask: Do people dial the same number in the UK? Invite Ss to look for that in the notice on page 34.

1. Have Ss focus on the notice and ask, eg: Where can you find a notice like this? (at a hospital, in public buildings) Who would read it? (Everybody should read it.) What for? (To be informed. One never knows when an emergency can happen.) Is there a similar notice at school? If so, are Ss acquainted with its content?

! NHS – National Health Service; GP – General practitioner (a doctor who deals with general medical problems).

Have Ss think of local equivalents, eg: Is there an A&E department in the area where you live?

>> EXTRA: (after Exercise 3) In groups, Ss prepare a similar notice for an emergency case at school. Display their notices in the classroom for further use.

>> EXTRA: (after Exercise 5) Copy some lines from the audioscript in random order on the board and encourage Ss to write them in order. After checking answers as a class, have Ss do some practice of intonation and sounds.

Listening & Speaking p35

Find out if there is a skatepark in the area where Ss live. Ask: Do you go there? Frequently? Do kids only skate at the skatepark?

1. Ask more detailed questions to lead Ss’ observations: Where are the boys? (at a skatepark) What has the injured boy hurt? (apparently his knee). Have Ss make predictions: Was the injured boy skating? Is the boy on the phone his friend? Write their ideas on the board.

2. Have Ss watch the video and check the predictions they have made in Exercise 1 while completing the sentences in Exercise 2.

3. (before Exercise 4) Ss match questions and answers in the ‘Keep it going!’ section. Check answers as a class and write them on the board to remind Ss they have to use them in their new conversations. Allow more fluent Ss to add extra information. If needed, let them write the conversation in advance so that they can feel more relaxed during the role play. Choose some strong pairs to role play in front of the class.

ANSWERS
1. 1. It’s about what to do in an emergency.
   2. 1. Accident & Emergency (A&E); 2. life-threatening emergencies; 3. GP; 4. Minor Injury Unit; 5. chemist
   3. 2. Someone has got sunburnt.
   4. 3; 2; b; 3; a
   5. 1. take antibiotics; 2. a broken arm, have a plaster cast; 3. a headache, take paracetamol

Audioscript on page 40
Writing

Tell Ss they are going to read some posts from a boy's blog. Ask them if they write or have ever written posts on a blog. If so, what were they about?

1 Ask Ss to justify their answers with ideas from the text.

> EXTRA: (after Exercise 1) Have Ss read the blog again and underline:

- one activity Shaun didn’t do and one activity he hasn’t done yet on 12th May
- two activities he did and one activity he has just done on 13th May
- one activity he wants to do on 14th May

2 Analyze the use of so and because with the whole class and elicit true-to-life examples.

Writing task Allow Ss to go through the suggested plan and ensure everybody understands what to do. In advance, encourage Ss to do some research on California so that they can get ideas for their writing, such as, activities to do, places to visit, weather, etc. Assist Ss and attend to their requirements while they are writing. Remind them to work in a rough copy first, checking on word order, spelling and punctuation so as to get to a clean final version.

> EXTRA: Ss create a class blog. Invite them to discuss and decide on a topic. Have one group work on the labels to be included, eg: photos, about us, curiosities, latest posts, etc and have another group work on the design. Encourage everybody to contribute.

Answers

1 Because his dad won tickets to watch the X Games. No, he hasn’t.

2 We’re here because my dad won tickets to watch the X Games!

I’ve uploaded lots of photos, so now you can have a look.

Audio 20

Male presenter Hello and welcome back to Sport Relief! Sally and I are your hosts for tonight’s show, and we’ve got a great programme for you tonight! We’ve got news on Helen Skelton’s latest adventure, and an update on everything you’ve done to raise money for Sport Relief!

Female presenter Yes, let’s start with Helen’s challenge… Most of you will know that Helen has just completed her 800 km expedition to the South Pole in support of Sport Relief. Helen and her team took just 18 days to travel the 800 km across Antarctica, in temperatures as low as -40°C.

Male presenter And what an adventure! She used three different modes of transport – skiing, kite-skiing, and ice-biking. Amazing. No one has ever cycled to the South Pole before. And don’t forget that Helen was pulling a sled with all her equipment (her tent, her food, and everything) in total she was carrying an extra 80 kilograms.

Female presenter Yes, an amazing achievement. Well done, Helen! Since the beginning of the trip we’ve really enjoyed reading her blog online. Right, now, a big thank you to all of YOU as well, to everyone who has participated in Sport Relief today. Thank you for taking part in the Sport Relief Mile, the 1, 3 or 6 mile races that take place at Sport Relief Mile events across the UK. We hope you’ve had a lot of fun. So far, you’ve raised over 50 million pounds.

Male presenter 50 million pounds – that’s amazing. Thank you all. And while we’re talking about money, here’s a fabulous fact: did you know that Sport Relief has raised more than a hundred million pounds since it started, in 2002! That’s a lot of money, which has helped people leading difficult lives here in the UK as well as all over the world’s poorest countries.

Female presenter Fantastic! Now let’s look at what some other celebrities have been doing for Sport Relief today…

Audio 21

1 Female Doctor Hello, what can I do for you?

Boy I’ve got a really sore throat.

Female Doctor A sore throat? How long have you had it?

Boy Oh, for a couple of days… since Monday, I think.

Female Doctor Let’s have a look… Oh, yes, you’ve got a throat infection. You need to take antibiotics for three days. I’ll give you a prescription…

2 Male doctor Well, here are the results of your X-ray… you can see that you’ve broken your arm here, just below the elbow.

Girl Oh! Yes…

Male doctor How did it happen?

Girl I was doing stunts on my BMX… then I fell off my bike…

The nurse will explain…

3 Chemist Hello, how can I help you?

Girl 2 Well, I’ve had an awful headache all day…

Chemist A bad headache? Have you taken anything for it yet?

Girl 2 No, not yet.

Chemist Well, it’s probably best if you take some paracetamol, and see how you feel after that.
PROGRESS CHECK 3

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1. going, rides, do, jump; 2. go, biking, do, rafting
2. exciting; 2. frightened; 3. worried; 4. tired; 5. relaxing; 6. bored; 7. excited; 8. surprising
3. has been, hasn't been; 2. have seen; 3. have done; 4. have had; 5. haven't taken, have gone
4. has she broken, has; 2. Have they won, haven't
5. 1. became; 2. Have / seen; 3. have / done; 4. hasn't arrived; 5. appeared; 6. Did / participate; 7. have / seen

WORKBOOK

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1. do: parkour, tricks, white-water rafting, kite surfing
   go: down a water slide, on a roller coaster ride, sailing, mountain biking
   climb: a mountain
   ride: a BMX bike
   In the water: (go) down a water slide, sailing, white-water rafting, kite surfing
   On land: base jump, (go) on a roller coaster ride, parkour, mountain biking, tricks, a mountain, a BMX bike

2. 2. Have, done; Yes, they have. 3. Has, done parkour; Yes, she has. 4. Has, ridden; No, she hasn't.
3. 2. has won; 3. has been; 4. has always loved; 5. hasn't forgotten; 6. have supported; 7. hasn't been; 8. has had; 9. haven't seen
4. 2. She has been deaf all her life.
   3. She has always loved motorbikes.
   4. Her parents have supported her sport career.
   5. She has had some motocross accidents.

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5. excited, worrying, tiring, embarrassed, relaxing, frightened, interesting, surprised
6. 2. exciting; 3. tired; 4. surprising; 5. amazing; 6. frightening; 7. embarrassed; 8. interested; 9. surprised
7. 2. Two girls crashed into a tree this morning. 3. The girls are in hospital. They haven't opened their eyes yet.
   4. Have you ever been terrified? 5. I was horrified when I heard the explosion. 6. I have just asked the doctor about the girls. 7. He was quite relaxed.

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8. 2. enjoyed; 3. have just started; 4. took; 5. have changed; 6. started; 7. haven't finished; 8. have already learnt; 9. didn't compete
9. 2. When did the first Olympic Games take place? 3. Where did they take place? 4. What has happened in the Olympic Games since then? 5. What did the writer learn?

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10. a
11. 1. F. Felix was born in 1969, so he is 47 years old in 2016. F. In 2012, he set a world record for skydiving. 3. T. 4. T. 5. F. He has skydived across the English Channel.
12. 1. Felix’s life is really amazing. 2. He set one of the world records for skydiving because he jumped from 39 kilometres above earth on 14th October 2012. F. Felix started practising extreme sports when he was only 16, when he started parachute jumping. F. He loves travelling around the world and he loves taking risks wherever he is.
   3. He has been to base jump in France, in Sweden and in Taiwan.

Extra practice

Students’ own answers

Pulse magazine

1. He has had lunch at the restaurant at the top of the Space Needle. He has gone skiing. He has been on a whale-watching trip to San Juan Islands.
2. 1. F. Matthew was on holiday and visited his cousins in Seattle. 2. F. Matthew is 47 years old in 2016. F. Matthew loves skiing but he isn’t good at it. 3. F. The San Juan Islands are just over the Canadian border, in the USA.

Consolidation A

1. 1. have found; 2. hit; 3. travelled; 4. was walking; 5. found; 6. saw; 7. knew; 8. looked; 9. knew; 10. have got; 11. rode; 12. wants; 13. has thanked; 14. lives; 15. bought; 16. has offered; 17. doesn’t want; 18. feels; 19. is; 20. lost; 21. was resting; 22. heard; 23. ran; 24. had; 25. lost; 26. happened; 27. were exploring; 28. live; 29. found; 30. had; 31. asked; 32. decided; 33. found; 34. has crossed; 35. have never imagined; 36. has; 37. received; 38. was; 39. changed; 40. has found

2. 1. Peter Mark isn’t from the USA. He is from Canada. F. Peter wasn’t sailing when he found the bike. He was walking along the coast of an island.
   3. The bike didn’t travel across the Atlantic Ocean.
   4. It travelled across the Pacific Ocean.
   5. It was in Alaska. He lives in Japan. F. Misaki hasn’t recovered many of his possessions.
   6. He has only recovered a ball.

3. 1. What have the Japanese authorities found? Japanese authorities have found the owner of a Harley-Davidson motorbike that was lost when a disastrous Tsunami hit Japan in March 2011.
   2. Where did Peter find the bike? Peter found the bike on a beach along the coast of an island.
   3. The bike was lost in Alaska when he found the ball. F. Misaki has thanked Peter for his help.
   4. Peter Mark is an American. He lives in the USA. F. Matthew loves skiing but he isn’t good at it.
   5. Misaki has offered to buy the bike back. He has offered to take it back to Japan.
   6. Felix’s life is really amazing.

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Project A

1. The name of the programme is Teen Views! There are three presenters.
   2. Today’s programme is about Ron Jarvis and his amazing story.
   3. No, he isn’t. He is a student.
   4. Ron is going to talk about his passion for urban sports and how he helped to rescue a little boy from a house on fire.
   5. The programme’s listeners can phone.