

On the Pulse

2nd Edition

with
teacher
app

teacher's book

The Teacher App includes:

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

1

Pon the Pulse **2nd Edition**

Teacher's Book

Yearly plan	2
Course overview	6
General teaching notes	19
Using the mobile phone in class	24
Welcome to my world!	30
Unit 1 – My idols and me	32
Unit 2 – School days	40
Unit 3 – Active!	48
Consolidation A answer key	55
Unit 4 – Looking good	56
Unit 5 – Feeling great!	64
Unit 6 – Experiences	72
Consolidation B answer key	79
Skills Builder answer key	80



On the Pulse 2nd Edition Level 1 – Planificación anual

Unidad didáctica número: 0 – Welcome to my world!				Tiempo: 4 horas	
Expectativas de logro: repasar vocabulario y estructuras básicas de la lengua inglesa.					
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES	
<p>Revisión: útiles escolares y muebles del aula: <i>board, pen, pencil, desk, chair, school bag, sheet of paper, binder, notebook, book, laptop, ruler, pencil sharpener, rubber, pencil case</i>. El alfabeto.</p> <p>Lenguaje básico de comunicación en el aula: <i>What does 'notebook' mean? What's 'carpet' in English? How do you spell...? What's your name? Where are you from? I'm from... Nice to meet you.</i> Los meses del año y fechas (el calendario). Los días de la semana y la hora: <i>Vicky's French classes are on Tuesday. They're at 7.00 pm.</i> Los miembros de la familia: <i>dad, mum, brother, sister, aunt, uncle.</i> Los adjetivos posesivos: <i>my, your, his, her, its, our, their.</i> Países y lenguas: <i>the UK, Australia, Ireland, Portugal, Argentina, Japan, Spain, Morocco, New Zealand, Brazil, Canada, China, the USA, Kenya, France; Portuguese, Spanish, Mandarin, French, English, Arabic.</i></p>	<ul style="list-style-type: none"> • Presentarse. • Dar información personal y hablar acerca de la familia. • Describir el aula y sus elementos. • Describir la rutina de clases y la organización escolar. • Interactuar en el aula. 	<p>Formativa: Exit tickets</p>	<p>Ejercicios para reconocimiento de estructuras y vocabulario básicos. Información plasmada en un calendario. Actividades de audio. Audio y video de una conversación de presentación de una alumna en una escuela.</p>	<p>Geografía: países y sus lenguas.</p>	
Unidad didáctica número: 1 – My idols and me					
Expectativas de logro: describir personas –su aspecto y sus posesiones–; establecer resoluciones para el futuro.					
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES	
<p>Las ocupaciones: <i>actress / actor, singer, athlete, football player, president, businessperson, model, youtuber.</i> Las actividades que deseamos hacer: <i>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.</i> Identificarse e identificar a otros – tiempo verbal “present simple – verb be”: <i>I'm a big football fan. She's Mystique in the X-Men films.</i> Indicar nacionalidad “present simple – verb be”: <i>They're from the USA.</i> Indicar posesión “have / has got”: <i>She hasn't got a dog. She's got two cats.</i> Realizar descripciones físicas “present simple – verb be” y “have / has got”: <i>She's got long hair and her eyes are blue. She's 1.75 m tall.</i> Describir lo que se desea realizar – “want + to infinitive”: <i>I want to be a good student. I don't want to fail my exams.</i></p>	<ul style="list-style-type: none"> • Dar información personal sobre uno mismo y sobre otros indicando: nacionalidad, fecha de nacimiento, ocupación, familia, descripción física, preferencias y posesiones. • Hablar acerca de actividades del tiempo libre y las rutinas. • Hablar acerca de resoluciones y realizar las propias. • Comprender y utilizar el lenguaje para comprar entradas de cine. • Redactar el perfil de un artista. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: crear una trivía sobre alguna persona famosa joven.</p> <p>Proyecto ESI: estereotipos de género en el ámbito laboral y profesional (CSE booklet)</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Descripción del perfil físico y profesional de una persona. Sitios web. Cuestionario tipo trivía. Tickets y pósters promocionales de películas. Audio de la descripción de una persona famosa y audio / video de una conversación sobre la compra de entradas de cine.</p>	<p>ESI: generación de conciencia sobre la discriminación de género en el ámbito laboral y profesional.</p>	

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

Adecuaciones para dificultades del aprendizaje (SEN booklet)

Inclusión de ESI (CSE booklet)

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

Unidad didáctica número: 2 – School days

Tiempo: 10–12 horas

Expectativas de logro: hablar acerca de la rutina escolar y diaria; expresar preferencias en relación a las materias escolares.

CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Las materias escolares: <i>English, maths, science, ICT, history, PE, art, technology, geography, citizenship, foreign languages (French / Spanish / German).</i></p> <p>Las actividades habituales o rutinas diarias: <i>have breakfast / lunch / dinner, go to bed, get up, do my homework, have a shower, go to school, watch TV, tidy my room.</i></p> <p>Descripción de rutinas diarias y actividades habituales – tiempo verbal “present simple”: <i>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.</i></p>	<ul style="list-style-type: none"> • Describir y solicitar información acerca de la organización de un día escolar. • Describir rutinas diarias propias y de otras personas. • Hablar acerca de actividades extra-escolares. • Elaborar un cuestionario, volcar la información en un cuadro y redactar un informe. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: imaginar un día típico en una escuela diferente a la propia.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Pósters y carteleras. Artículo online. Artículo de diario. Cuestionarios e informes basados en cuestionarios. Audio de la descripción de una rutina diaria y audio / vídeo de una conversación requiriendo información sobre actividades extra-escolares.</p>	<p>Geografía: las escuelas en otros países o culturas. ESI: generación de conciencia sobre la discriminación de género.</p>

Unidad didáctica número: 3 – Active!

Tiempo: 10–12 horas

Expectativas de logro: describir actividades del tiempo libre y actividades deportivas, y la frecuencia con la que se realizan.

CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Las actividades del tiempo libre: <i>play basketball, do aerobics, take dance classes, do yoga, play volleyball, do gymnastics, play table tennis, do martial arts.</i></p> <p>Adjetivos para describir actividades: <i>fun, cool, easy, hard.</i></p> <p>Las actividades relacionadas con los deportes: <i>go cycling, go swimming, go fishing, go horse-riding, go skateboarding, go diving, go hiking, go surfing, go skiing.</i></p> <p>Requerir información sobre rutinas, actividades del tiempo libre y deportivas – tiempo verbal “present simple”: <i>Where do you live? How often do you exercise? When do you go to school? What other activities do you do?</i></p> <p>Los adverbios de frecuencia: <i>never, sometimes, often, usually, always; I always go to the gym on Saturdays. I'm never late for a class!</i></p>	<ul style="list-style-type: none"> • Describir la realización de actividades del tiempo libre. • Expresar frecuencia en la realización de diferentes actividades. • Requerir información específica acerca de actividades del tiempo libre y deportivas: qué, cuándo, dónde y con qué frecuencia. • Realizar encuestas e interpretar los resultados. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: entrevistar a una personalidad del deporte.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p> <p>Consolidation A (evaluación contextualizada de Units Welcome to my world! a 3)</p>	<p>Sitios web. Blogs. Entrevistas. Encuestas. Informe de encuestas. Audio de conversaciones en un centro deportivo y audio / vídeo de una conversación requiriendo información para una encuesta sobre actividades deportivas.</p>	<p>Educación física: los deportes; actividades deportivas y deportistas famosos. ESI: generación de conciencia sobre la discriminación de género en el ámbito del deporte.</p>

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

Adecuaciones para dificultades del aprendizaje (SEN booklet)

Inclusión de ESI (CSE booklet)

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

Unidad didáctica número: 4 – Looking good				
Tiempo: 10–12 horas				
Expectativas de logro: describir la vestimenta que se lleva puesta y las acciones que suceden al momento de hablar; hablar sobre aspectos de la personalidad.				
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Los diferentes tipos de vestimenta: <i>dress, skirt, shoes, trousers, jacket, shirt, tie, jeans, T-shirt, sweater, coat, boots, shorts, socks, sweatshirt, cap, trainers</i>.</p> <p>Adjetivos para describir aspecto de la personalidad: <i>serious, smart, lazy, cheerful, kind, confident, friendly, sporty, shy</i>.</p> <p>Describir el atuendo de una persona y su apariencia – tiempo verbal “present continuous”: <i>Cameron isn't wearing a normal tuxedo. He's smiling. Maya is wearing a beautiful black dress.</i></p> <p>Contrastar acciones habituales con las que suceden al momento de hablar – tiempos verbales “present continuous” y “present simple”: <i>He's reading at the moment. She helps her mother at weekends.</i></p>	<ul style="list-style-type: none"> Hablar acerca de la moda, los diferentes tipos de vestimenta y calzado, y sus características. Describir el atuendo de una persona en una situación especial. Expresar preferencias con respecto a la moda. Describir características personales propias y de otras personas. Comprender y utilizar el lenguaje para elegir y comprar ropa. Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: diseñar un atuendo tradicional para una fiesta.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Tests de personalidad. Artículos online. Blogs. Catálogo online de ropa, calzado y accesorios. Descripción del atuendo de las personas en una foto.</p>	<p>Geografía: la vestimenta en otros países y culturas. ESI: reflexionar sobre los cuerpos hegemónicos y la diversidad de cuerpos; la vestimenta sin diferenciación de género.</p>
Unidad didáctica número: 5 – Feeling great!				
Expectativas de logro: describir lugares; expresar hábitos alimentarios y recomendaciones sobre una alimentación saludable.				
CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Adjetivos para describir lugares: <i>beautiful, quiet, old, modern, expensive, cheap, busy, ugly, clean, dirty</i>.</p> <p>Los alimentos: <i>chicken, meat, fish, rice, pasta, potatoes, salad, cakes, sandwiches, crisps, chocolate, pizzas, burgers, chips, ice cream, fruit, vegetables</i>.</p> <p>Las principales comidas del día: <i>breakfast, lunch, dinner</i>.</p> <p>Sustantivos contables e incontables – <i>any / some / a / an / a lot of</i>; expresar existencia – “There is / are”: <i>There is a busy market. There isn't a cinema. There are some fantastic beaches.</i></p> <p>Preguntar sobre cantidad: <i>How much fat is there in a bag of crisps? How many calories are there in a piece of cake?</i></p> <p>Expresar obligación y prohibición: <i>For a healthy diet, you must.... You mustn't....</i></p>	<ul style="list-style-type: none"> Describir diferentes lugares dando una apreciación personal. Expresar existencia. Preguntar y responder sobre hábitos alimentarios. Describir nuestros hábitos alimentarios y saludables; describir los hábitos alimentarios en diferentes partes del mundo. Preguntar y responder sobre cantidades. Expresar obligación y prohibición. Interpretar un menú y una receta de cocina. Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: describir un lugar ideal para vivir.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p>	<p>Blogs. Artículos online. Folleto informativos. Menús. Recetas de cocina. Audio de conversaciones sobre almuerzos escolares y audio / video de una conversación en un local de venta de comida.</p>	<p>Geografía: la alimentación en otros países y culturas. ESI: la diversidad en las dietas alimentarias: vegetarianismo/veganismo, celiacía, diabetes.</p>

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

Adecuaciones para dificultades del aprendizaje (SEN booklet)

Inclusión de ESI (CSE booklet)

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

Expectativas de logro: describir las actividades del tiempo libre desarrolladas durante un fin de semana y el estado del clima; describir las habitaciones y el mobiliario de una casa; narrar hechos en el pasado.

CONTENIDO	TAREAS	EVALUACIÓN	RECURSOS*	TEMAS TRANSVERSALES
<p>Las actividades del tiempo libre: <i>watch a 3D film, go to a festival, listen to live music, buy a ticket, go to a stadium, cook a special meal, go cycling, go shopping, go fishing, go to the zoo, feed the animals.</i></p> <p>El estado del clima: <i>sunny, cloudy, rainy, hot, cold.</i></p> <p>Las habitaciones y el mobiliario de una casa: <i>living room, dining room, bedroom, kitchen, bathroom; picture, chair, desk, lamp, fridge, cupboard, table, armchair, sofa, mirror, bath, sink, shelves, wardrobe, bed.</i></p> <p>Descripción del estado/ubicación personal, el estado del clima y de lugares – tiempo “past simple – verb be”: <i>I wasn't in town. We weren't happy to be there. It was rainy.</i></p> <p>Narración de hechos – tiempo verbal “past simple – regular verbs”: <i>Alexis and Christian wanted a change in their lives and needed an idea. They decided to build a tiny house on wheels. Soon they started to plan their new house.</i></p>	<ul style="list-style-type: none"> • Describir actividades del tiempo libre y el estado del clima. • Hablar acerca de las actividades que se realizan durante los fines de semana. • Identificar información en un plano de calles. • Solicitar y dar indicaciones cómo llegar a un lugar. • Realizar un ensayo de opinión sobre un lugar. • Autoevaluar el aprendizaje del contenido de la unidad. 	<p>Formativa: Exit tickets Proyecto: diseñar una casa pequeña y funcional (“tiny house”) y describir el proceso de creación.</p> <p>Sumativa: Progress check (impreso o digital); Unit Test (Test activity bank)</p> <p>Consolidation B (evaluación contextualizada de Units 4 a 6)</p>	<p>Artículos de revista. Mensajes breves online. Aviso de alquiler de propiedades. Historias verídicas. Blogs. Plano de calles. Ensayos de opinión sobre lugares de vacaciones. Audio de una entrevista sobre una experiencia de vacaciones y video / audio de una conversación con indicaciones sobre cómo llegar a un lugar.</p>	<p>TEMAS TRANSVERSALES</p> <p>Geografía: el movimiento “tiny house” – movimiento social y arquitectónico que promueve vivir de manera sencilla y minimalista en casas pequeñas.</p>

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Course overview

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

Student's Book

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

Vocabulary

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

The teaching of new vocabulary includes three stages:

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

5 Feeling great!

Vocabulary
Adjectives to describe places

1 Look at the photos. Say what you can see.
a hotel

Our surroundings – a collection of views

What do you enjoy about the place where you live? What don't you like about it?

2 Match the photos to the phrases below. Then listen, check and repeat.

beautiful mountains	<input type="checkbox"/>	a cheap hotel	<input type="checkbox"/>
a quiet beach	<input type="checkbox"/>	a busy city	<input type="checkbox"/>
an old shop	<input type="checkbox"/>	an ugly factory	<input type="checkbox"/>
a modern station	<input type="checkbox"/>	a clean lake	<input type="checkbox"/>
an expensive house	<input type="checkbox"/>	a dirty street	<input type="checkbox"/>

3 Read Shiny's and Gonn's posts and find the questions that they answer. Then use the blue words in Exercise 2 to write your post and share it with a classmate.

Shiny
I enjoy the beautiful mountains near my town! I often go hiking with my sporty friends. What I don't like about it? The ugly factory near the station!

Gonn
I like the city centre with its burger places and shops. It's a great place to go! But thumbs down for its dirty streets. It's time to clean them!

LEARNING TO LEARN
To learn new adjectives, write three nouns for each one.
beautiful flowers, colours, clothes

Learning to learn

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

Reading

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

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

There are four types of exercises in this section:

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

Grammar

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

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

Reading

A web article

- 1 Before you read > Take a quick look at the article. What is it about – good holiday destinations or good places to live?

WHERE IS THE HAPPIEST PLACE IN THE WORLD?

Is it possible to measure happiness? Well, say the experts! According to the United Nations 2019 World Happiness Report, the happiest countries in the world are Finland, Denmark and Norway. Then come Iceland, Netherlands, Switzerland, Sweden, New Zealand, Canada and Austria.

There are a lot of happiness surveys with different results, but according to many of them, people are usually happier in small, quiet towns.

What makes people happy in the place where they live? Is it good weather or great food? Is it sunny weather? Is it efficient public services such as modern hospitals, schools and transport? Or is it a variety of events such as open-air markets, concerts and music festivals?

Send us your comments to help us find an answer to this difficult question!

Comments

It's unusual in Denmark to be happy and relaxed. I'm from Aarhus, Denmark's second biggest city. Aarhus is a nice place to live. There are a lot of museums, theatres, concerts and music festivals. I always go to them with my friends and we have a lot of fun. In our city, there are 134 parks! I sometimes go cycling in the parks. They're clean and green!

I think a good community spirit is important, but beautiful weather makes people happy too. People are usually friendly when it's sunny! I live in a town called Fethiye in Turkey. There are some nice cafes and restaurants near to the beach and a busy fish market in the middle of the city. You can eat some great food there. It's my favourite place for a good Saturday lunch!

My cousin lives in a very small island in Scotland and I sometimes go there on holiday. There isn't much to do in her village. It's very quiet. There isn't any traffic. There isn't a cinema or a gym. There aren't any shops or cafes. There isn't any nightlife but there is a lot of fresh air and there are some fantastic beaches! When I'm there, I always go to the beach and swim in the sea. I feel free!

- 2 Read for general ideas > Write 7 (true) or F (false).

- 1 Some surveys measure happiness.
- 2 According to the United Nations 2019 World Happiness Report, the happiest country in the world is Denmark.
- 3 Adam is from Denmark.
- 4 Yasemin lives in a big city.
- 5 Kirsty lives in a small island.

- 3 Read for details > What places do Adam, Yasemin and Kirsty talk about? What do they like about these places? Complete the table with notes.

	Place	Good things about it
Adam		
Yasemin		

Give your opinion

Grammar

Countable and uncountable nouns; a / an, some, any, a lot of

USE

- A** Analyze these sentences. Underline one noun in each sentence.
- There is a busy market.
- There isn't a cinema.
- There are some fantastic beaches.
- You can eat some great food there.
- There is a lot of fresh air.
- There are a lot of museums.
- There aren't any shops.
- There isn't any traffic.

- B** Read and classify the nouns from Exercise A.

countable nouns	uncountable nouns
<ul style="list-style-type: none"> • You can count them. • They have got a singular and a plural form. 	<ul style="list-style-type: none"> • You can't count them. • They haven't got a singular form.
market	air

- 1 Look at the photo and complete the text with a / an, some or any.

This is a quiet town. It's early in the morning. There is (1) ... old clock. It's ten to eight. There are (2) ... shops but they are closed. There aren't (3) ... people and there isn't (4) ... traffic. There are (5) ... pots with flowers. I can count nine! Is there (6) ... nice street cafe? No, there isn't!



FORM

- C** Look at the sentences in Exercise A again. Find and write examples for each rule.
- We can use **a (or an)** with singular countable nouns.
- Examples: a market, a ...
- We can use **some, any and a lot of** with plural countable nouns.
- Examples: some beaches, a lot of ...
- We can use **any** with uncountable nouns.
- Examples: a lot of air, some any ...

- D** Read the examples and complete the rule.
- There aren't any shops.
- Are there any shops?
- There isn't any nightlife.
- Is there any nightlife?
- We use **any** in negative sentences and questions with:
- plural _____ nouns and _____ nouns.

- 2 Free practice > Write sentences about the photo. Use a / an, some, any and a lot of, and your own ideas.



COMPARING LANGUAGES

Are there countable and uncountable nouns in your language?

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

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

Comparing languages

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