

On the Pulse

2nd Edition

with
student
app
&
skills
builder

student's book + workbook

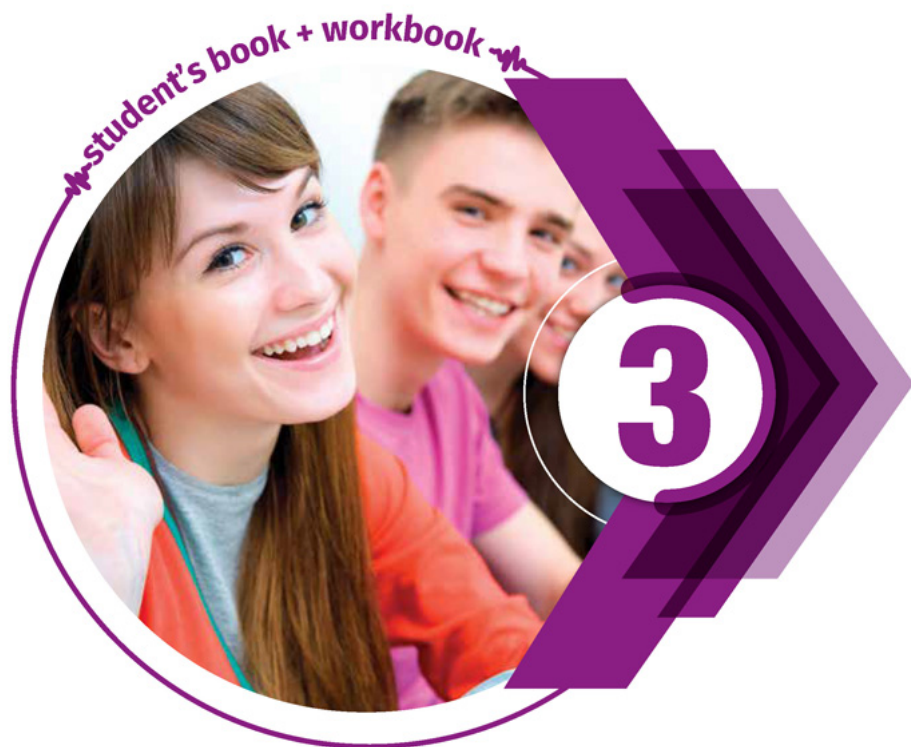
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› Silvia C. Tiberlo › Catherine McBeth › Michele Crawford

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On the Pulse

2nd Edition



> Silvia C. Tiberio > Catherine McBeth > Michele Crawford

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A good start

Reading

Skills and abilities

- 1 Read the article about different learning styles and complete Rosie Brandon's tips with the names of the teens (*Sam, Jenny and Ron*).

Discover your learning style

Just as we are different in the way we look, we are different in the way we learn. Studying isn't always easy but discovering our learning style can help us to study more easily. What learning style do you have? Read and find out!



I remember information when I see it. I enjoy looking at images and analyzing diagrams. I usually remember how the information is set out on the page. **Sam, 16**

I love listening to music and playing musical instruments. I remember information when I listen to it. I don't like reading; I prefer listening to explanations instead. I enjoy group discussions. **Jenny, 17**



I'm an active person and I enjoy exploring. I love working with my hands, doing experiments and observing things. I enjoy being with people – I like social events and teamwork. **Ron, 16**



Rosie Brandon is a secondary school teacher. These are her tips for learning better!

(1) ... , you're a **tactile learner**. You should do practical work. You learn better when you do group projects, give presentations and do experiments. It is a good idea to write notes by hand and teach a friend when you study. You should take active study breaks – go for a walk, do some exercise or dance.

(2) ... , you're a **visual learner**. You should make notes in class. When you study at home, draw charts or mind maps and use colours. You should use lists and break information into categories, and add colourful headings.

(3) ... , you're an **auditory learner**. It's a good idea to record your notes and listen to them. You should study with a classmate, so you can talk things over. Create rhymes or songs to remember concepts. Don't listen to music when you study – it distracts you!

- 2 Describe the three types of learner and say two things each type can do to learn better.

3 Answer.

- 1 What type of learner are you? Why?
- 2 According to Rosie Brandon, what should you do to learn better?
- 3 In your opinion, which tip is going to work best for you?

- 4 Think of useful strategies for learning English and make a list on the board as a class. Which are the best strategies according to your learning style?

- 5 In pairs, ask and answer to find out your classmate's learning style. Use phrases from the box and your own ideas.

enjoy presentations make summaries
enjoy teamwork highlight information
understand experiments use colours
take active breaks draw diagrams

Do you usually study alone?

Yes, I do.

Can you remember images?

Listening & Speaking

Inviting someone out

1 Before you watch the video > Look at the photo and make predictions. Where is Ben inviting Chloe to?

2 02 Watch the video and listen for general ideas > Answer.

- Where is Ben inviting Chloe to?
- Can Chloe come?
- What do they arrange to do?



3 02 Watch the video and listen for details > Complete the conversation.

Hi, Chloe! Hey, I'm having a (1) ... party this weekend. Would you like to come?

It's on (2) ... evening at (3) ... o'clock.

Oh, what a shame! Are you free on (5) ... ?
Maybe we could go (6)

Let's say (8) I'm having lunch at my (9) ... ,
so I probably won't be back until then.

Great! See you there. I'll (11) ... you
if I'm going to be late.

That sounds great! I'd love to. When is it?

I'm really sorry but I'm busy on Friday. I'm
going to my (4) ... engagement party.

Yes, Saturday's fine. Shall we meet at (7) ... ?

OK, that's fine. How about meeting at the
bowling alley in (10) ... ?

OK, no worries. Have a great time on Friday!

4 Speak > Role play in pairs.

- Role play the conversation in Exercise 3.
- Role play a new conversation. Use events from the box.
- Change roles.

a barbecue a fancy dress party
a dance party a pizza party

Keep it going!

Underline these expressions in the conversation.

Would you like to come? That sounds great!
I'm really sorry but I'm busy on...
Are you free on... ? Maybe we could...
Yes, ... (time or day) is fine.
How about meeting at... ? Great! See you there.

Remember to use them to invite someone out or to accept an invitation.



Vocabulary

Free time activities

1 Match. Then listen and check.

- | | |
|------------|---------------------------------|
| 1 go | a to music |
| 2 hang out | b water sports / yoga |
| 3 chat | c video games / volleyball |
| 4 play | d with friends |
| 5 do | e online |
| 6 watch | f to parties / shopping |
| 7 listen | g TV / films / football matches |

2 In turns, ask and answer about the activities you usually do in your free time.

-  What do you usually do in your free time?
-  I usually listen to music and chat online.

Grammar

Articles and quantifiers

3 Complete the sentences with the words from the box. You can use each word more than once.

a	an	the	a lot of	any	some
any	how much	how many			

- It's my birthday next week and I want to have ... party at my house. I want to invite ... friends!
- I'm not doing ... exercise these days. I should go to ... gym and start ... new sport.
- Do you have ... plans for this weekend? There's ... interesting film at ... cinema.
- There were ... people at the party! We had ... great time!
- I'm looking at ... photos of a fancy dress party. Do you want to see them?
- A: ... money did you spend on that video game?
B: I only spent £4 because I had ... discount coupons.
- A: Do you need ... special equipment to do parkour?
B: No, you don't need ... equipment.
- A: ... invitations did you make?
B: About 20 but I want to make ... more.
- A: ... sandwiches did you buy?
B: I didn't buy ... sandwiches. I bought a big cake!

Present continuous

4 Complete the table. Use short forms where possible.

Affirmative and negative

I	'm / 'm not	playing.
He / She / It	's / _____	
You / We / They	_____ / aren't	

Wh- questions

	_____	I	
Where	_____	he / she / it	_____?
	are	you / we / they	

5 Complete the conversations with the present continuous form of the verbs in brackets. Use short forms where possible.

- A: Hello. Can I speak to Harry, please?
B: I'm sorry. He's not in. He ... (play) football at the club.
- A: ... (Ben / go) to his grandparents' house this weekend?
B: No, he ... (train) for a football match.
- A: Where's Lara? Is she at the gym?
B: Yes, she She ... (do) yoga.
- A: ... (they / go) to the cinema on Friday?
B: No, they They ... (have) a pizza party.
- A: Hi, Jane. It's me, Greg.
B: Hi, Greg. How are you? What ... (you / do)?
A: I ... (study) but I ... (not study) physics. I ... (do) some maths exercises. And you?



6 Which sentences or questions from Exercise 5 refer to the future?

Vocabulary

Adjectives

- 1 04 Classify the adjectives. Then listen and check.

boring	scary	fantastic
dangerous	terrible	exciting
sad	funny	amazing
impressive	beautiful	
+		-
interesting		

Grammar

Adjectives: comparative and superlative forms

- 2 Complete the table.

	Comparative	Superlative
Short adjectives		
safe	safer	the safest
high		
Short adjectives ending in -y		
funny	funnier	the funniest
dry		
Long adjectives		
beautiful	more beautiful	the most beautiful
interesting		
Irregular adjectives		
good	better	the best
bad		

- 3 Write sentences using the comparative form of the adjectives in brackets.

- 1 New York City / London (modern)
- 2 villages / cities (quiet)
- 3 Brazil / Canada (hot)
- 4 the USA / the UK (big)

- 4 Write sentences using the superlative form of the adjectives in brackets.

- 1 Vatican City / country in the world (small)
- 2 Burj Khalifa / building in Dubai (impressive)
- 3 Atlanta / has / airport in the world (busy)
- 4 Singapore / city to live in (expensive)
- 5 Río de la Plata / river in the world (wide)

Vocabulary

Geographical features

- 5 Complete the table with names of places in your country.

a river		a desert	
a mountain		an ocean	
a waterfall		a lake	
a beach		a sea	

- 6 Write sentences about places you know using comparative and superlative forms.

Aconcagua is the highest mountain in my country. It's also the highest mountain in America!

Grammar

Past simple – be

- 7 Complete the table.

Affirmative and negative			
I / He / She / It		was / _____	funny.
You / We / They		_____ / weren't	
Wh- questions			
Why	was	I / he / she / it	funny?
	_____	you / we / they	

- 8 Complete the conversations with the past simple form of be.

- 1 A: Did you watch TV last night?
B: Yes, I did. I saw an action film. The special effects ... great and the music ... cool.
- 2 A: ... the film good?
B: It ... (not) very scary and the actors ... (not) very good.
- 3 A: Did you like the book?
B: No, I didn't. It ... long and boring.
- 4 A: ... you at the cinema yesterday?
B: No, I ... I ... at home.
- 5 A: Did you use the travel guide during your trip?
B: Yes, I did. It ... very useful.

- 9 Write sentences about a place you visited, a film you saw or a book you read. Use the past simple of be and adjectives from Exercise 1.

1 Hi-tech

Vocabulary Technology

1 Do the quiz. What's your score? Do you agree with the results?

HOME NEWS QUIZZES BLOG REVIEWS CONTACT

HOW DIGITAL IS YOUR LIFE?



1 What do you always carry with you?

- a) My **mobile phone**.
- b) My mobile phone and **earphones**.
I can't live without music!
- c) My mobile phone, my earphones
and a **charger**, of course!

2 What do you usually do when you get home from school?

- a) I spend about an hour on **social media** –
Instagram, for example. I write comments and view
my friends' **posts**.
- b) I turn on my **games console** and play video games
for about an hour or more.
- c) I do my homework, play a sport or practise
a hobby.

3 What do you usually do when you do homework?

- a) I usually upload **files to the cloud** to save them or
share them with my class.
- b) I multitask: I do my homework as I listen to music
or watch TV and chat with friends.
- c) When I do my homework, I usually silence
my mobile phone.

4 What do you mostly use YouTube for?

- a) To follow youtubers and watch films and concerts.
- b) To watch **online tutorials** when I need help to study.
- c) In fact, I don't use YouTube very often.

5 Which of these technological inventions are important in your life?

- a) **Laptops** or computers – how did people live
without them in the past?
- b) **E-readers**. I love reading! With an e-reader you can
download books and read them anytime!
- c) **Apps**, definitely. I just can't live without them!



YOUR SCORE

1 a = 2 b = 3 c = 4

2 a = 4 b = 4 c = 2

3 a = 3 b = 4 c = 2

4 a = 4 b = 3 c = 2

5 a = 3 b = 2 c = 4

10–12 You like to find a balance
between technology and real life.

13–16 Technology is your friend.
You enjoy a digital life.

17–20 You really love gadgets.
You're a true technology fan!

2 05 Listen and repeat the words in blue. Then find a word for each of these definitions.

- 1 a set of information on a computer
- 2 platforms such as Instagram or TikTok
where people interact online
- 3 online services where you can keep and
access information
- 4 a device for downloading books and
reading them on screen
- 5 a device for listening to music without
disturbing other people
- 6 a video on the Internet that gives
instructions on how to do something

7 content that people publish on the
Internet

8 a piece of equipment used for providing a
battery with electricity

3 In pairs, share your answers to these questions.

- 1 Which of the words in blue are things that
you own or use?
- 2 What do you use them for?

There's a games console at home but
I don't use it very often.

Really? I have one too and I use it all
the time!

Reading

An online debate

- 1 Before you read > Look at the website quickly. What is the debate about? How many people express their opinion? Who are they?

Should mobile phones be banned at school?

Mobile devices are such a big part of everyday life now, but should they be used at school? Do you use your mobile phone in class? What do you use it for? Does it help you learn? Here are some personal experiences that provide arguments for and against the use of mobile phones in class. Read them and then vote in our online poll!



Sarah, 16

When I was in class, I always checked my phone and looked to see what my friends were saying. I couldn't help it! Now, we can't use mobile phones at school anymore. This is what happened.

Last year, at my school in Gloucester,

England, we answered a survey and 75% of students said they checked social media constantly, and more than half said they wanted to control their use of social networking sites. So four students organized a digital detox week. During this week, 400 students and their teachers didn't use any mobile devices at home or at school – no phones, tablets or laptops. Our school work improved during the experiment because we weren't distracted by our mobile phones. We kept a record of our feelings during that week. My friend Jess wrote, 'It isn't as hard as I expected and I even sleep better.' Hannah agreed, 'I don't mind giving up instant messaging and I enjoy talking more with my friends during break.'

Most participants felt less stressed and realized they had more free time while they weren't using mobile devices. As a result, my school banned mobiles all day for 11 to 13-year olds and 14 to 16-year olds can only use them at lunchtime.



Katsumi, 15

People worry that mobiles are a big distraction at school, but I disagree – they can be really creative in the classroom. It's not the technology that's bad. It's the way that people use it.

Right now I'm taking an intensive course at a School of English in London and we use our mobiles a lot in class. We use dictionary apps whenever we want and we use online maps to find places. We also do internet research for collaborative projects and students share documents on the cloud.

We use our mobile phone cameras a lot too. We don't take notes while the teacher is writing – we just take pictures of the board. On Monday mornings, when the teacher asks, 'What did you do at the weekend?', we show our pictures and videos. We also sometimes record our answers.

Personally, I like asking Siri (the voice-activated software on my mobile phone) questions. It's a great way to improve pronunciation because Siri doesn't understand if I say things incorrectly!

Obviously students shouldn't use mobiles to call friends in class, read and answer personal messages or cheat in tests, but otherwise I think they are a great educational tool.

What do you think? **VOTE NOW!**
Should mobile phones be banned at school?

Yes, including breaks.

Yes, but only in class.

No, because they're a useful tool for learning.

2 Read for general ideas > Answer.

- 1 What was the survey at Sarah's school about?
- 2 What happened during the digital detox week?
- 3 Can Sarah use her mobile phone at school now?
- 4 What is Katsumi doing in London?
- 5 Can he use his mobile phone in class?
- 6 What shouldn't he use his mobile phone in class for?

3 Read for details > Find in the text:

- 1 Five benefits of the digital detox experiment at Sarah's school.
- 2 Eight uses of mobile phones at Katsumi's School of English.



Give your opinion
What's your vote? Explain.

Grammar

Present simple: affirmative, negative and questions Love, (don't) like, enjoy, don't mind, hate + -ing

USE

A Analyze these sentences from the text on page 9. Underline eleven more present simple verb forms.

Do you use your mobile phone in class?

What do you use if for?

Does it help you to learn?

I don't mind giving up instant messaging.

I enjoy talking with my friends more during break.

We use online maps to find places.

We don't take notes.

We just take pictures of the board.

We show our pictures and videos.

We also sometimes record our answers.

I like asking Siri questions.

Siri doesn't understand if I say things incorrectly!

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

We use the present simple...

- to talk about habits or routines:

- with adverbs of frequency:

- with love, like, enjoy, don't mind and hate:

FORM

C Complete the table.

Affirmative

I / You / We / They	send	messages.
He / She / It	_____	

Negative

I / You / We / They	don't send	messages.
He / She / It	_____ send	

Yes/No questions

_____ I / you / we / they	send	messages?
Does he / she / it		

Short answers

Yes,	I / you / we / they	do.
	he / she / it	_____.
No,	I / you / we / they	_____.
	he / she / it	doesn't.

Wh- questions

What / Where /	_____	I / you / we /	read?
When / Why /	_____	they	
How often	_____	he / she / it	

D Read these sentences and choose the correct option to complete the rule.
He loves using his mobile phone in class. She hates running out of battery.
We use **-ing forms of verbs / the present continuous** after love, like and hate.

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

- 1 We sometimes ... (use) our mobile phones in class.
- 2 I ... (like / watch) tutorials on my tablet.
- 3 She always ... (listen) to music on her mobile phone.
- 4 He ... (enjoy / play) video games after school.

2 Complete the questions with the present simple form of the verbs in brackets.

- 1 How often ... (you / check) social media?
- 2 What apps ... (they / use) a lot?
- 3 How often ... (you / use) your phone?
- 4 ... (he / do) online searches at school?

3 Free practice ▶ Choose words from each box to write sentences that are true for you.

a always often usually sometimes never

b watch tutorials / films on my laptop
chat with friends follow youtubers
post videos / photos do online searches
spend time on social media
play video games upload files to the cloud

4 Free practice ▶ Write three sentences about what you love, like, enjoy, don't mind, don't like or hate doing in relation to technology.

Vocabulary

Phrasal verbs: communication

- 1 Read the text. Which app can you use to communicate with friends?

APPS

How did we live without them?

There's an app for everything!
Here are some of our favourites...

Shazam

Want to know what song is playing? To **find out**, just hold your phone near the music and get the name of the song and the artist. This useful app was **set up** in 2002.

Kaspersky QR Scanner

Use this app to scan QR codes and **log on** to websites on your smartphone. This safe app also alerts you when a suspicious link is found.

iTranslate

This is a great translation app! You can also **look up** words in the integrated dictionary. Its offline mode allows you to use this app on holiday without roaming charges!

OnMyWay

You don't need to **turn off** your phone when driving. This app automatically activates when you start driving. Get paid to drive without texting and text or **call back** any friend later when it's safer!

Say It: English Pronunciation

Look for hundreds of words on the Say It app. Then **turn up** the volume and practise your pronunciation on the move!

WhatsApp

Send free text and multimedia messages with this app! You can **catch up with** your friends on WhatsApp messenger.

- 2 Read the definition.

phrasal verb: a phrasal verb consists of two or three parts – a verb + a particle or a verb + a particle + a preposition. The meaning of a phrasal verb is different from the verb on its own. Compare these examples:
*I usually **set** the table at home.*
*You can **set up** your own business.*

verb + a particle

- 3 Find phrasal verbs in the text that mean...

- start using a computer system.
- search; try to find something.
- try to find a piece of information in a list.
- phone someone again later.
- talk to someone you haven't seen for some time.
- discover; learn about.
- start something (a business, a product).
- make the volume louder.
- stop a device from working temporarily.

- 4 06 Listen, check and repeat.

- 5 Choose the correct options. Then write answers that are true for you.

- How do you usually **find out** / **call back** information for your homework?
- Which dictionary do you use to **set up** / **look up** words in English?
- Do you **log on** / **turn off** your mobile phone when you come to school?
- When do you usually **catch up with** / **turn up** friends?

LEARNING TO LEARN

To learn phrasal verbs, write example sentences in your folder. It's easier to learn phrasal verbs when you see them in context.

Listening

My favourite app

- 6 07 Listen to two friends talking about apps. Which three apps do they mention?

- 7 07 Listen again. Choose the correct answers.

- The first app gives you links to...
a radio and TV programmes.
b downloads and videos.
- The first app...
a is free. b costs £2.99.
- There are ... songs in the Shazam database.
a more than 10 million b 100 million
- Elena downloaded her app because...
a she was bored.
b it helped her to prepare for an exam.
- Elena used her app every day when she was...
a on the bus. b at school.
- Elena's app has also got...
a links to English b games and quizzes.

Reading

A book review

- 1 Before you read ▶ Look at the title and the picture on the book cover. In your opinion, is the book about a family who moved to another country or a family who didn't use gadgets for some time?

The WINTER of Our DISCONNECT

By Susan Maushart

The amazing story of a family who gave up all their electronic gadgets and learnt that 'real life' can be fun!

When Susan Maushart told her family, 'We're going to live without electronic gadgets for six months,' her children Sussy (14), Bill (15) and Anni (18) didn't believe her. But it wasn't a joke. Susan was tired of all the technology that dominated the family home. There were gadgets everywhere – mobile phones, laptops, iPods and games consoles. When her children got back home from school, they did the same thing day after day: they went to separate bedrooms and communicated with friends by text or social media but they didn't really talk to each other at all.

So 'The Experiment' began: six months without gadgets inside the home. When Sussy, Bill and Anni got back home from school, they turned off their mobile phones and they didn't turn on their computers to catch up with friends. How did it go? Well, Sussy found it very hard at first and she went to stay with friends. But gradually, they all got used to it and even started to like it!

Anni enjoyed cooking. Bill started playing the saxophone again and Sussy came home when they told her that life wasn't so bad after all. They shared mealtimes again, had long conversations and slept better. They read books, went to the cinema together and played board games with their friends. In the end, they all agreed that it was much better than they expected.

Do you need a digital detox? Then this is a great book for you. I read it last week and I really enjoyed it. Some parts were very funny. I laughed out loud!

Review by Sam, 14



2 Read for general ideas ▶ Answer.

- 1 What decision did Susan make and why?
- 2 What did her children think at first?
- 3 How did Sussy react?
- 4 What did Anni and Bill enjoy doing?
- 5 Was the experiment a success?
- 6 Does Sam recommend the book? Why?

3 Read for details ▶ Write T (True) or F (False). Justify your answers with sentences from the text.

- 1 All of Susan's children were teenagers.
- 2 They didn't have many gadgets.
- 3 During the experiment, they could use gadgets at their friends' houses.
- 4 They didn't spend much time together during the experiment.
- 5 The children thought that the experience was worse than they expected.

DID YOU KNOW?

In South Korea, there are free digital detox camps for teenagers who can't put down their mobile phone and use it for 7 hours a day or more. When they arrive at the camp, they hand in their phone and start a 12-day detox. At the camp, they participate in games, arts activities and sport events, and they meditate for 30 minutes before sleep.

COMPARING LANGUAGES

Have you got a lot of gadgets? Does technology dominate your home? Do you share mealtimes with your family? Do you have long conversations? Do you spend time together?

