

# NEW PULSE

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(Level 2)

Secondary 1-4

COMMON EUROPEAN FRAMEWORK

A1	A1+	A2	A2+	B1	B1+
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**Encourage,  
engage, energise!**

# NEW PULSE



Building on the success of teenage-appropriate topics, authentic texts, integrated skills and engaging activities of the first edition, **New Pulse** offers:



Short, sharp, meaningful videos including flipped classroom grammar presentations to make learning more successful



Differentiated learning materials which allow the teacher to level up for stronger students and offer support to those that need more guidance



Extensive vocabulary syllabus, which equips students with the high frequency language necessary for real-life use outside the classroom



Scaffolded production tasks which provide students with the sub skills they need to improve their communicative competence



Focus on life skills as well as cultural and social awareness which prepares students to meet the challenges of life in the 21st century



Flipped classroom approach to presenting grammar with videos that students can watch whenever, wherever and as often as they like.



**Vibrant video content**

**Fully integrated digital resources**

**Mixed-ability solutions**

**Up-to-date,  
teenage-appropriate  
topics**

**In-depth vocabulary focus**

**Integrated skills**

**Scaffolded skills work**

**Collaborative projects**

**Invaluable life skills**

**External exam preparation**

**Critical thinking training**

**Grammar and  
vocabulary basics**



# KEY FEATURES



# Viva videos!



New Pulse's **vibrant new video content** grabs students' attention in class and keeps it there. With **engaging age-appropriate** clips teachers can add variety and make learning relevant and fun.

Vox Pops **Getting Started** presentations introduce the unit in a **concise, attractive way** and feature teens talking about the topic to be studied.

**Flipped Classroom** grammar presentations, again delivered by teenagers, enable students to access material **anywhere, anytime, anyhow** they choose whilst serving as a handy and **flexible tool** for teachers.



**Speaking Sketch** videos offer key visual support for students, helping them achieve more **successful oral communication**.



New Pulse's fascinating **Culture Byte** videos **raise students' cultural and social awareness** of life in English-speaking countries bringing the **outside world into the classroom**.





# Mixed-ability

New Pulse caters for a range of learner profiles and enables the teacher to give extra support or level up the material when necessary.

**Pulse basics**

**Vocabulary 1**  
Places to go

1 Label the pictures with the words in the box.

bowling alley café cinema  
football stadium gym library park  
restaurant shopping centre skate park  
sports centre swimming pool

2 Write the places in the box next to the definitions.

We're playing a great game. It's my turn. Wow! The ball is heavy. *table tennis*.

1 I'm in the water. I'm doing exercise. *swimming pool*.

2 I'm having a drink with my friends. *café*.

3 I'm doing aerobics. Sometimes I do yoga here. *gym*.

4 First I cycle on the exercise bike. Then I lift weights. *gym*.

5 I'm sitting in the dark. I'm watching something funny. *cinema*.

3 Complete the text with the words in the box.

cinema football stadium skate-park  
sports centre swimming pool

It's the holidays and we aren't going to school today. I've got a new skateboard so I'm at the (1) *skate park*. My sister's at the (2) *cinema*. She's playing tennis. There's a (3) *sports centre* at the sports centre, too.

My brother Sam is very lazy. He doesn't do sport, but he loves watching it. He's got tickets for a match at the (4) *stadium* at the weekend! At the moment he's probably watching a film at the (5) *cinema*.

2 Circle the correct words.

1 I love using the weights at the (a) *gym* / (b) park.  
1 I'm watching a match at the (a) *cinema* / (b) football stadium.  
2 I'm going to an Italian (a) park / (b) restaurant for pizza.  
3 I'm buying new shoes in the (a) shopping centre / (b) bowling alley.  
4 You can't buy books in a (a) gym / (b) library.

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New Pulse 1 Basics Worksheet

**Vocabulary and Grammar basics** offer achievable, graded activities for students needing more guidance.

**The longer read** offers enriching extension material for students looking to further improve their reading skills.

**Reading**  
An online article

**LEARNING OUTCOME**  
Use a title to predict content

1 Read the title of the online article. What do you think the text is about?

a) countries with good weather  
b) good holiday destinations  
c) cheerful countries and towns to live in

2 Read and listen to the online article and check. *100%*

3 Choose the correct answers.

1 There aren't any... countries in the top three.  
a) Asian b) European  
2 ... is the happiest place in Spain.  
a) Oviedo b) Málaga  
3 'SummerSun' thinks Málaga is a ...  
a) bad b) good  
4 Kirsty visits ... in the Outer Hebrides.  
a) family b) friends  
5 The Outer Hebrides has got really good ...  
a) beaches b) shops

4 **Words in context** Find these words in the article. How do you say them in your language?

+ measure + community spirit  
+ public services + outdoor lifestyle  
+ village

5 Read the article again. Are these sentences true or false?

1 The World Happiness Report says that there is a way to measure happiness.  
2 In the Report, there are no European countries in the top ten.  
3 There are a lot of different surveys about happiness but they all have the same results.  
4 Kirsty understands why there are lots of cheerful people in Málaga.  
5 There is a shop or a café in every village in the Outer Hebrides.

**Where is the HAPPIEST PLACE?**

Is it possible to measure happiness? Yes, according to the World Happiness Report! Apparently, the happiest countries in the world are Norway, Denmark, and Iceland. The UK is 19th and Spain is 34th in the list.

But there are a lot of 'happiness surveys', with different results. According to the European Commission, the top Spanish cities are Málaga (where 96% of residents are happy) and Oviedo (84%). And a British survey says that the happiest place in the UK is the Outer Hebrides – a collection of small islands in Scotland.

What makes people happy in the place where they live? It's a good community spirit! Or good public services such as schools, parks, transport, libraries and sports centres? What do you think?

Country	Happiness Score
NORWAY	7.8
DENMARK	7.6
ICELAND	7.5
SWITZERLAND	7.4
FINLAND	7.4
NETHERLANDS	7.3
CANADA	7.2
NEW ZEALAND	7.2
IRELAND	7.1
SWEDEN	7.1
UNITED STATES	7.0
COSTA RICA	7.0
CHINA	6.9
UNITED STATES	6.9
IRELAND	6.9
GERMANY	6.8
NETHERLANDS	6.8
UNITED KINGDOM	6.7
CHINA	6.7

**DID YOU KNOW?**  
Psychologists say that listening to happy music really can make you feel happier, and listening to music for 25 minutes a day helps you sleep better at night.

Student's Book 1



# Vital vocabulary!

With its **authentic readings** as context, *New Pulse's* **extensive vocabulary syllabus** equips students with the essential lexis they need to communicate in the real world.

The **Words in context** tasks help students develop their text attack skills.

**Reading**  
A travel blog

**LEARNING OUTCOME**  
Match pictures with paragraphs

1 Read the blog quickly and write a list of all the sports you can find.

2 Read and listen to the blog. Match paragraphs a–g with photos a–c. *100%*

3 **Words in context** Find these words in the article. How do you say them in your language?

building scooter tricks foam pit free running street food

4 Look at the blog again. Copy the sentences and write KT (Kaos Temple), S (Skateam) or USW (Urban Sports Week).

It's in an old building. KT S  
1 It's outdoors.  
2 Some people travel a long way to go to this place.  
3 There are four sports you can do at this place.  
4 People can have something to eat here.  
5 This place has art on the walls.

5 Read the comments section again and answer the questions.

1 When does Vicki go to Skateam?  
2 What does she usually do there?  
3 Why does she like the foam pit?  
4 What sports does Piet like doing on holiday?  
5 What does Piet want to do at Urban Sports Week?

6 Match sentence beginnings 1–5 with endings a–e.

1 A lot of people think Kaos Temple  
2 Some visitors to Kaos are  
3 Vicki often goes to the  
4 Vicki says falling  
5 People in Amsterdam  
a) from other countries.  
b) into the foam pit never hurts.  
c) is surprising.  
d) love urban sports.  
e) skatepark on Saturdays.

**URBAN SPORTS**  
Do you like urban sports? Here are the best places to enjoy them!

**Comments (643)**

Vicki, 7 July 2018  
I often come here on Saturdays. I can practise scooter tricks and the skatepark's got a fantastic foam pit, so it's not dangerous. Normally I hate falling, but I don't mind falling in the foam pit because you never hurt yourself. It's like doing gymnastics!

Piet, 7 July 2017  
I like most sports. When I'm on holiday I love swimming, surfing and mountain biking, but the rest of the year I usually go cycling and play basketball. Haven't want to try free running and paddle boarding!

**7 Word builder** Read the information and answer the questions.

**ADJECTIVES**  
We can form some adjectives with the suffixes -ous and -ic.  
famous fantastic

1 Can you find more adjectives with these endings in the text?  
2 How do you say them in your language?  
3 Write sentences about places to do sports using adjectives ending in -ous or -ic.

8 Which place in the blog would you like to go to? Why? Compare your answers with a classmate.  
I would like to go to Kaos Temple because it's very original.

**CRITICAL THINKING**  
**IMAGINE**  
Where in your town could you have a skatepark?  
Think about what buildings in your area people don't use much.  
Imagine what thinks people like to see in a skatepark.

**DID YOU KNOW?**  
1950s: Surfers invent the first skateboards to surf the streets of California, USA.  
1970s: The first skatepark opens in Florida, USA.

**WEB QUEST**  
Walk in pairs. Make a poster about an urban sports star.

1 Think Write a list of keywords to search for urban sports stars.  
2 Investigate Choose an urban sports star. Go online and take notes about his / her: + nationality + age + sport + prices + interests  
3 Create Make a poster using your notes. Add pictures of the sports star.  
4 Communicate Tell the class about your sports star.

**TOP!** Always use official websites for your information. Some websites contain false information.

The **Word builder** activities raise students' lexical awareness in order to increase their vocabulary bank.

Student's Book 1



# Scaffolded learning

New Pulse offers **carefully-scaffolded and clearly-staged language tasks** to support students throughout the activity.

**INTEGRATED SKILLS**

**Shopping online**

LEARNING OUTCOME  
Ask about trying on clothes

**TASK Ask about trying on clothes in a shop**

- 1 Understand a dialogue in a clothes shop
- 2 Practise a dialogue
- 3 Read a web page
- 4 Write a dialogue
- 5 Present a dialogue

**Communication kit**

- Excuse me, I'm looking for a / some ...
- Can I try it / them on? / What size are you?
- small / medium / large
- It's / They're too big / small / long / short.
- It looks / They look great!
- I'll take it / them, thanks.
- You can pay over there.

**WATCH THE VIDEO**

Excuse me, I'm looking for a (1) jacket / T-shirt like this, but in (2) green / blue.  
Great! Can I try it on?  
Probably (3) medium / small.  
I think it's too (4) small / big! Can I try the (5) small / big?  
That's better!  
I'll take it, thanks.

Oh, yes. They're over here.  
Sure, what size are you?  
There you are. There's a mirror here.  
Yes, of course. There you are!  
Yes, it looks great!  
OK. You can pay over there.

- 1 Listen
- 2 Listen again and choose the correct words for 1-5.
- 3 Listen
- 4 Work in pairs. Practise the dialogue. Pay attention to the pronunciation of the phrases in exercise 3.

Student's Book 1

In the **Integrated skills** section, priority is given to speaking to facilitate **more successful communication**.

The **writing** lessons develop sub skills with a focus on both language and content to ensure **effective writing development**.

**Writing**

**A review**

LEARNING OUTCOME  
Write a review

**1 Read the review and choose the correct words. Do you like comedies?**

**LAST NIGHT I WATCHED ...**

- 1 Last night I watched *Modern Family*. It's an American (1) **comedy / reality show** and it was on at 8 o'clock.
- 2 The show was very entertaining. It was also interesting because of its about family life. It's about a couple, Jay and Gloria, and their family in Los Angeles. Last night the (2) **guest / episode** was about Jay's daughter Claire and her husband Phil. Phil was at his son's school to talk about his job. There were some crazy moments and I laughed a lot!
- 3 I like *Modern Family* because it's very (3) **funny / boring** and there are great jokes. The acting is also very good. I love watching comedies. I also like reality shows.

By Stevie, 14

**2 Focus on language** Look at the information. How do you say also in your language?

**also**  
We use also to add information.  
be + also    I was **also** interested.  
also + other verbs    **also** like reality shows.

**3 Read the review again. Find another example of also. Is it before or after the verb?**

**4 Rewrite the second sentences with also. It was also very long.**

- 1 I played a video game. I did my homework.
- 2 I watched Pointless. My dad watched it.
- 3 The characters were rich. They were stupid!
- 4 We watched a film. We watched the news.

**5 Focus on content!** Look at the review and answer the questions.

- 1 Which tenses does Stevie use in his review?
- 2 What adjectives does Stevie use?
- 3 Where does Stevie state his opinion?

**6 Write a review of a television programme you watched recently.**

**Writing kit**

- Plan your review.
- Choose a TV programme.
- Make notes about it.
- Write three paragraphs.
- Name the TV programme
- Describe the programme
- Give your opinion
- Useful phrases
- I watched... last night. There was / were... there
- I was on... was / were also.
- I enjoyed... because I was... / because I was... / because I was...
- Check your writing.
- Use also to add information
- Use simple verbs
- Use adjectives for TV programmes
- Use was / were and there was / there were
- Use three paragraphs

Student's Book 1



# Life skills

**Life skills** lessons feature in all four levels of New Pulse along with a focus on **Critical Thinking** throughout each unit.

**Life skills**

**Making decisions**

1 Jake and Holly are choosing their school dinner. Read the information about options A and B quickly. Which meal has got the most carbohydrates?

**WHAT'S FOR LUNCH?**

**A ROAST BEEF AND VEGETABLES**

Price: £3.50

**B PASTA WITH SAUCE, CHEESE AND VEGETABLES**

Price: £3.00

**2 Words in context** Find these words in the poster. How do you say them in your language?

allergies    calories    vegetables    vegetarian

**3 Read the information in A and B again. Are the sentences true or false? Correct the false sentences.**

- 1 There isn't a vegetarian option.
- 2 There are vegetables with the meat.
- 3 There isn't any protein in option B.
- 4 There are 600 calories in option A.
- 5 There is some cheese in option B.

**4 Holly chooses the roast beef and Jake chooses the peppers. Who says ...?**

- a) It's important for me to eat healthy food. I think this meal is a better choice because I don't like red meat.
- b) I'm not vegetarian and I'm really hungry today. This meal has got more protein than the other one.

**5 Work in pairs. Follow Steps 3-5 in the text poster to choose one of the meals. Is your partner's decision the same or different? Why?**

**6 Choose one of these situations. Use your decision-making skills to reach a conclusion.**

- 1 You have to study another school subject. Do you choose art or biology?
- 2 You want to do more exercise. Do you go running or do yoga?

Student's Book 1

**Life skills** lessons prepare students to use their English in a range of real life situations beyond the classroom like making decisions.

**Critical thinking** tasks encourage students to consider issues beyond the coursebook such as personal values, town planning and the past.

**7**

**DID YOU KNOW?**

Ralph H. Baer invented the first home video game console in 1967. Games included Pong and golf.

**ABOUT BLOG FOLLOW**

Costume + play = cosplay!

Love it or hate it, cosplay is a part of gaming conventions. But what exactly is it? Cosplay fans wear the costumes of their favourite characters from comic books or video games. At EGX there were characters like Batman and Aelzer Shalme from the role-play game *Acknowledged of the Dark Sea* I asked people, 'Why do you cosplay?'

**Tom and Maya**

Cosplay is like role-play - you can be different characters. Today we saw Batman. We're sure this costume wasn't easy to make but we love it!

**All**

Cosplay is about entertainment but I think it's also about... well, it isn't very common in primary school, but now I've got lots of friends - they're cosplay fans, too. Who doesn't want to be a superhero?

**6 Word builder** Read the information and answer the questions.

**Suffix -ment**

development    enjoyment  
government    improvement

- 1 Choose the correct word to complete the rule. We add the suffix -ment to **verbs / adjectives**, like develop and enjoy.
- 2 Can you find one more noun like this in the review?
- 3 Write a sentence about your favourite video games or technology using a noun ending in -ment.

**7 Do you ever do cosplay or wear a costume? When and where? I don't do cosplay but I wear a costume at carnival.**

**CRITICAL THINKING**

**DISCUSS**

How was a teenager's life different 30 years ago? Think about the things that exist now that didn't exist 30 years ago. Think about the things you and your friends do for fun nowadays.

**WEB QUEST**

Work in pairs. Go online to research the history and development of a video game.

- 1 Decide: Choose a game to research.
- 2 Think: Make a list of the keywords you need to research the game.
- 3 Collaborate: Student A: Find out about the early history of the game. Student B: Find out about the recent development of the game.
- 4 Communicate: Share your knowledge with the rest of the class.

**TIP!** Don't get distracted when you go online. Remember the aims of your research!

Student's Book 1



# DIGITAL HIGHLIGHTS

## For Students



### Digital Student's Book

A versatile interactive learning tool compatible with all devices. Includes class audios and videos.



### Student's Resource Centre

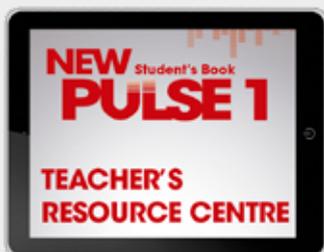
Supplementary resources to complement learning and promote learner autonomy

- *Getting Started* Vox Pops videos
- *Flipped classroom* grammar presentations
- *Culture Byte* videos
- Grammar, vocabulary and reading worksheets for mixed ability
- *Integrated skills* worksheets
- *External exam trainer* materials



### Online Workbook

All the Workbook material and more available in digital format. Includes audios and videos.



### Teacher's Resource Centre

An invaluable bank of resources to deliver engaging lessons to your classes including:

- Audio and video files and scripts
- Tests and exams
- Extra grammar, vocabulary and reading activities
- Teacher's Resource File

## For Teachers



### Presentation Kit

The IWB version of the New Pulse Student's Book and Workbook.

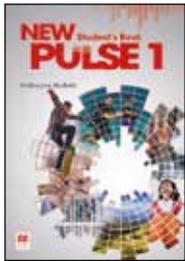


### CEFR Skills Exam Generator

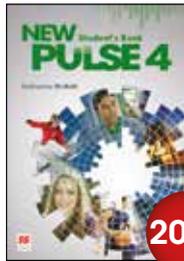
A flexible tool to create and customise skills and language-based tests at the click of a button.



# For Students

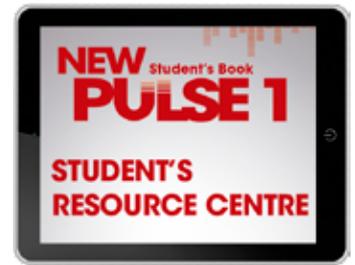


2019

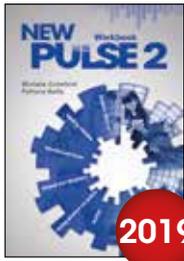
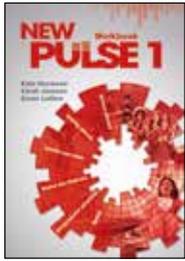


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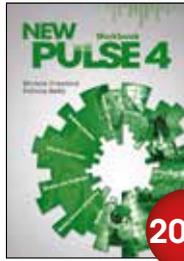
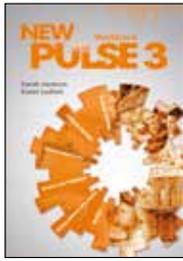
Student's Book



Student's Resource Centre



2019

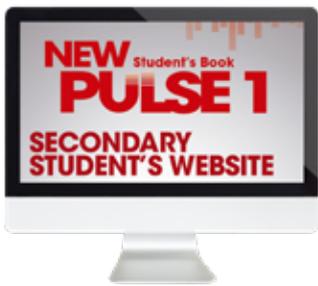


2019

Workbook



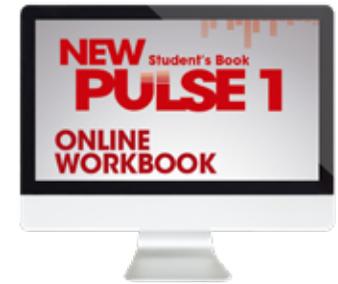
Digital Student's Book



Secondary Student's Website



e-Book



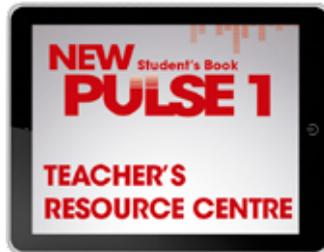
Online Workbook



# For Teachers



Teacher's Book



Teacher's Resource Centre



CEFR Skills Exam Generator



Presentation Kit



Videos



Macmillan Advantage, access to premium services and digital tools