

Student's
Book

1

Come Together

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Prohibida su descarga y venta

Unit 1

**Social Learning Environment:**

Family and Community

Communicative Activity:

Exchanges associated with specific purposes.

Social Practice of the Language:

Exchange views of a community service.

By the end of this unit you will role-play a conversation about community service projects:

To do so, you will:

- listen and revise conversations about community service projects.
- get the main idea.
- exchange information about community service projects.

Discuss in groups:

- What community service projects do you know?



Explore

Activate

- 1 Work in groups. Look at the community service projects, read the titles, and say two activities you think teenagers do in each program.



Help the elderly



Recycle together



Collect and donate



Plant oxygen

2 Listen to the conversation and circle the correct answer.

- 1 Brenda is
 - a) at home.
 - b) in an office.
 - c) at school.
- 2 Cindy is
 - a) at home.
 - b) in an office.
 - c) at school.
- 3 Brenda and Cindy are talking
 - a) face to face.
 - b) on the phone.
 - c) on the Internet.
- 4 Brenda and Cindy
 - a) are student and teacher.
 - b) don't know each other.
 - c) are daughter and mother.
- 5 When they talk about programs in other countries, Cindy sounds
 - a) surprised.
 - b) bored.
 - c) happy.
- 6 The purpose of the conversation is to
 - a) go to a particular country.
 - b) obtain information.
 - c) apply for a job.

Background sounds and a person's tone of voice can transmit relevant information to help you understand a conversation.

Skills



3 Work in pairs. Read the conversation and follow the instructions.

- 1 Underline cognates.
- 2 Circle words you know.
- 3 Highlight key words you need to know so you can understand the main ideas.

Brenda: Good morning, Maple Community Service, this is Brenda speaking. Can you hold, please? ... Thank you for holding. How can I help you?

Cindy: Hello. I'm calling to ask about your youth volunteer programs.

Cindy's Mom: Cindy, dinner's ready!

Cindy: I'm on the phone, Mom! ... Sorry about that, you were saying.

Brenda: Don't worry. I was saying we have two programs: the local one and our summer Youth in Action community service abroad.

Cindy: Abroad?

Brenda: Yes, our Youth in Action program has

projects in India, Thailand, and China. In Latin America, there are projects in Brazil, Mexico, Peru, the Galapagos ...

Cindy: The Galapagos?

Brenda: Yes, in Ecuador. We have an environmental project there. Are you interested in any particular country?

Cindy: Oh, actually, I'm interested in the local town program. I heard about it at school. We need to do 50 hours of community service.

Brenda: Oh, what you need to look at is our Summer of Service program. We have information about it on our web page ...

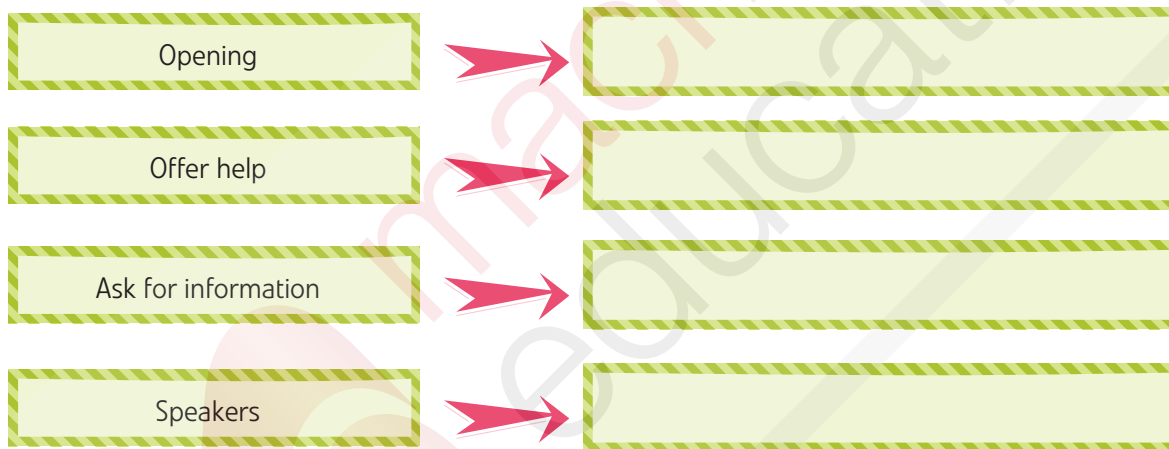


4 Read the conversation in Exercise 3 again. Answer the questions.

- 1 What does Cindy want to know about? _____
- 2 What is Brenda's answer? _____
- 3 What program is Cindy interested in? _____
- 4 Why is she interested in that program? _____

5 Work in pairs. Using the information from the conversation in Exercise 3, complete the organizer with words from the box.

How can I help you? Brenda, Cindy, and Mom Good morning and Hello I'm calling to ask about...



6 STEP 1  **Work in pairs. Follow the instructions.**

- Look at the community service projects on Exercise 1, page 8 and think of three more.
- Take a minute to think about your community. Discuss with your partner which projects your community needs and write them on page 20.
- Together with your partner, choose one project which you are interested in.



What strategies to listen and revise conversations about community services did you learn in this lesson?

7 Work in groups. Discuss the questions.

- 1 What can you do to deduce the meaning of a word you don't know?
- 2 Do you think it is important to know the meaning of all the words to understand a conversation?

To reflect on your performance go to page 22.

Listen and revise conversations about community services.

1 Look at the pictures. Circle the places you visit often. Discuss in pairs.



Library



Local medical clinic



Movie theater



Internet café




Hair salon



Sports center

2  Work in pairs. Classify the places from Exercise 1 according to their type of service. Discuss which services from the table exist in your community.

Services	
Information and Entertainment	Personal Appearance and Health

3  Listen to the conversations. Write if the people are talking on the phone or face to face. Pay attention to background sounds.

Conversation 1: _____

Conversation 3: _____

Conversation 2: _____

4 Work in groups. Read the conversation and discuss what it is about. Answer the question.

Sam: Hello? Richard?

Richard: Hey, Sam. What's up?

Sam: Nothing much. I need to go to the central library. Can I take out books even though it is not my local library?

Richard: Yes, if you take an ID and leave a deposit, then you can take out books for up to two weeks. If you don't return the books

on time, you will be fined. And if this happens on three consecutive occasions, then you will lose your membership.

Sam: How come?

Richard: Because those are the library rules.

Sam: Thanks, man.

Richard: Any time! Catch you later.

Sam: Sure thing.



- 1 What did you do to find out what the conversation is about?
-

5 Read again the conversation in Exercise 4 and answer T (True) or F (False).

- 1 One condition to take out books is to leave a deposit. _____
- 2 You lose your membership after five late returns. _____
- 3 Sam knows how to get to the central library. _____
- 4 *What's up* is an informal greeting. _____
- 5 *Catch you later* is a formal way to say goodbye. _____

6 Read the conversation again and write the underlined connectors next to their function.

- 1 To add more information or connect ideas: _____
- 2 To help to sequence information: _____
- 3 To introduce a condition: _____
- 4 To provide a reason or cause: _____

Connectors like *if*, *and*, *then*, and *because* are very useful to link ideas.

Language

7 Complete the sentences with the connectors *if*, *and*, *then*, and *because*.

- 1 If you need to print, please let me know, because there is only one printer _____ people take turns.
- 2 If you show your ID and leave a deposit, _____ you can check out books for up to two weeks.
- 3 _____ you don't take the books on time, you will be fined.
- 4 If this happens on three consecutive occasions, _____ you will lose your membership.
- 5 _____ you don't take the medicine midday, the allergy symptoms will return _____ the pills' effect will end after eight hours.

Figure out

Practice

8 Read the conversations and discuss what each one is about. Write it down in your notebook.

Dr. Stevens: Hello, Mrs. Curtis. How are you? What can I do for you?

Mrs. Curtis: Good evening, doctor. Well, actually, I'm not very well. My allergies are terrible.

Dr. Stevens: Did you take the pills?

Mrs. Curtis: Yes, twice a day, and I use the nasal spray three times a day.

Dr. Stevens: No, no, Mrs. Curtis. The medicine is three times a day and the nasal spray twice: morning and night. If you don't take the medicine midday, the allergy symptoms will return, because you have to take the pills every eight hours.

Mrs. Curtis: Oh, I see. Thank you, doctor. You are always so kind.

Dr. Stevens: You're more than welcome, Mrs. Curtis. Feel free to call me any time.

Mrs. Curtis: Thank you very much, doctor. Good night.

Receptionist: Hello. Can I help you?

Boy: Yes, thank you. I need to use the Internet.

Receptionist: You can use computer six. If you need to print, please let me know.

Boy: Why?

Receptionist: Because there is only one printer and people take turns.

Boy: Oh! I see.


Receptionist: If you need anything else, let me know.

Boy: Thank you.



9 **STEP-2**  Work in pairs. Follow the instructions.

- Read and review your answers for Exercise 4 and Exercise 8 and discuss which strategies were useful for you to know what a conversation is about.
- Go to page 20 and read the brainstorming you did and the project you chose with your partner in STEP 1.
- Write down the main idea for your conversation about the project you chose in STEP 1 on page 20.


Which strategies did you learn in this lesson to understand the main idea of a text?

10 Work in groups. Discuss the questions.

- 1 Which strategies did you use to know what the conversations are about?
- 2 Do you think you can use those strategies with other type of texts?

To reflect on your performance go to page 22.

Get the main idea

Reflect

Apply

Activate

1 Work in pairs. Discuss why you sometimes have to speak louder or more slowly to someone.



2 Read the conversation and answer T (True) or F (False).

Becky: Good morning. Into English Language School, this is Becky speaking. How can I help you?

Ingrid: Hello? My name is Ingrid Bruner. I'm at the airport. How do I get to the campus, please?

This information is not on your web page.

Becky: No, it isn't, because we do airport pickups. 1 _____

Ingrid: Sorry. Can you speak louder, please? There is a lot of noise here.

Becky: I was saying, we have airport pickups ... 2 _____

Ingrid: Sorry, I don't understand, airport what?

Becky: There is someone waiting for you outside the terminal. They will be holding a sign with your name. 3 _____

Ingrid: So, if I go outside the terminal, someone is waiting for me there? 4 _____

Becky: Yes. If you need anything else please call again. 5 _____

Ingrid: Thank you.

Becky: You're welcome.

1 The caller is a native speaker of English. _____

2 The caller is at the airport. _____

3 The receptionist speaks quickly at first. _____

4 The caller takes a taxi from the airport. _____

5 The caller understands everything the receptionist says. _____



Identify

3 Write the phrases from the box in the correct place to describe the intention, volume, and speed of the conversation in Exercise 2. Listen to check your answers.

(confirmation) (clarify) (fast and unclear) (high volume) (explain)

4 Work in pairs. Practice saying the conversation in Exercise 3.

5 Match the strategies on the left to the reasons on the right.

- | | |
|---------------------------------|---|
| 1 You speak louder when | a) you want to make sure you are understanding. |
| 2 You speak more slowly when | b) a person cannot hear you. |
| 3 You ask for confirmation when | c) a person does not understand you. |

Strategies like adjusting volume (speaking louder or softer) or speed (speaking more quickly or more slowly) can help you avoid communication breakdowns.

Skills

6 Look quickly at the text and pictures in the web page. Match the headings from the box to the paragraphs.

Medical Services

Internet Services

Transportation

Accommodation

The screenshot shows a web browser window with the URL 'www.intoenglishschool.education...'. The website header includes 'Into English Language School' and navigation buttons for 'Home', 'Services', 'News', and 'Contact'. The 'Services' page is titled 'Services for the Student Community' and features four distinct service boxes:

- Box 1:** Features a red 'BUS' icon. The text describes bus routes to Chinatown Station and Smith Street, mentioning that schedules and prices can change. A large red number '1' is at the bottom right.
- Box 2:** Features a stethoscope icon. The text describes walk-in clinics, advising to call before going and providing an emergency number: 1-800-INTOENGLISH. A large orange number '2' is at the bottom right.
- Box 3:** Features a key icon. The text describes alternative accommodation options, noting that the school does not provide this service and that information can be found at the library. A large green number '3' is at the bottom right.
- Box 4:** Features a Wi-Fi icon. The text describes free Internet service at school and the need to use the library or Internet cafés outside of school hours. A large blue number '4' is at the bottom right.

7 Read the web page in Exercise 6 and answer the questions.

- 1 What buses can you take to go to the school campus? *You can take the 009 bus and the 28 bus.* _____
- 2 What can you do in case of a medical emergency at night? _____
- 3 Where can you stay if you don't sleep in the school campus? _____
- 4 Where can you go if you need Internet services out of the school? _____

8 Read the questions in Exercise 7 and use them as a model to unscramble the question in this exercise.

- 1 obtain information / can you / about bus routes and schedules? / Where / *Where can you obtain information about bus routes and schedules?* _____
- 2 if you / What / can you do / feel sick? _____
- 3 stay on campus? / if you don't want to / What / can you do _____
- 4 if you need to / can you do / What / use the internet outside of school hours? _____

9  Go to <https://movingworlds.org/> and write three questions to know more about the programs.

- 1 _____
- 2 _____
- 3 _____

10 **STEP-3**  **Work in pairs. Follow the instructions.**


- Read what you wrote on STEPS 1 and 2 on page 20.
- Use as a model the questions you unscrambled in Exercise 8 and write five questions and answers related to the project and main idea of the conversation you chose in STEPS 1 and 2 on page 20.
- Write your answers on page 21.
- Take turns reading them out loud with your partner and correct any mistakes.



How did knowing the main idea of a conversation help you to write your questions and answers?

Reflect

11 Work in groups. Discuss the questions.

- 1 Do you use intention, volume, and speed when you talk?
- 2 Do you think that intention, volume, and speed are important in a conversation?  Get the main idea

To reflect on your performance go to page 22.

1 Look at the pictures and check (✓) the people, places, or situations in your community that need attention or help.



trash in the streets



trash in the parks



medical clinic



water supply



public transportation



homeless people

2 Choose three people, places, or situations you checked in Exercise 1 and brainstorm four activities you can do for each one.

Blank lined writing area for brainstorming activities.

Blank lined writing area for brainstorming activities.

Blank lined writing area for brainstorming activities.

3  **Work in pairs. Complete the table with your opinions about how to help your community.**

Who Needs Help	Where to Find Help	Actions to Help
<i>abandoned animals</i>	<i>animal shelter</i>	<ul style="list-style-type: none"> <i>volunteer in an animal shelter</i> <i>adopt a pet</i>
<i>sick children</i>	<i>medical clinic</i>	<ul style="list-style-type: none"> <i>visit a medical clinic</i> <i>read stories to sick children</i>

Figure out

4  **Work in pairs. Read the openings and closings and write I (Informal) or F (Formal).**

- | | | |
|-----------------------|--------------------------------|--------------------------|
| 1 Good morning. _____ | 4 What can I do for you? _____ | 7 Thanks! _____ |
| 2 Thank you. _____ | 5 Anytime! _____ | 8 You are welcome. _____ |
| 3 Hey! _____ | 6 What's up? _____ | |

Practice

5 **Work in groups. Read the conversations and write I (Informal) or F (Formal). Discuss how you got to that conclusion. Write the correct opening and closing from each. You can use Activity 4 as help.**

Conversation 1

Tania: (1) *Good morning.* _____

Miss Flores: (2) _____

Tania: I'd like to do some community work, but I don't know where to find information.

Miss Flores: What kind of project are you interested in?

Tania: I want to help cleaning the town.

Miss Flores: You can go to your school's principal.

Tania: And what can I do?

Miss Flores: You can organize a campaign.

Tania: (3) _____

Miss Flores: (4) _____

Conversation 2

Brian: (5) _____


Marcos: Hi, Brian. Where can I go if I want to help clean parks?

Brian: You can go to your local park administration.

Marcos: (6) _____

Brian: (7) *Anytime!* _____



6  Work in groups. Choose one of the conversations on page 18, Exercise 4 and write three more questions with their answers.

Question	Answer
1 _____ _____	_____
2 _____ _____	_____
3 _____ _____	_____

7 Work in pairs. Write in your notebook the complete conversation using an opening, a closing, and the three questions and answers from Activity 5.

8 **STEP 4**  Work in pairs. Follow the instructions.

- Read the questions and answers you wrote in STEP 3 on page 21.
- Determine if your conversation is formal or informal.
- Go back to Exercise 5 and write a formal or informal opening and closing, according to your conversation on page 21.
- Practice saying the conversation in front of another pair.



What strategies to exchange information did you put into practice in this lesson?

9 Work in groups. Discuss the questions.

- 1 Do you have informal and formal conversations every day?
- 2 When you have a conversation, do you always include an opening and closing?

To reflect on your performance go to page 22.

Reflect



Exchange information about community services.

Final Product

Conversation Role play

STEP 1

1  Work in pairs. Choose one community service project for your product.

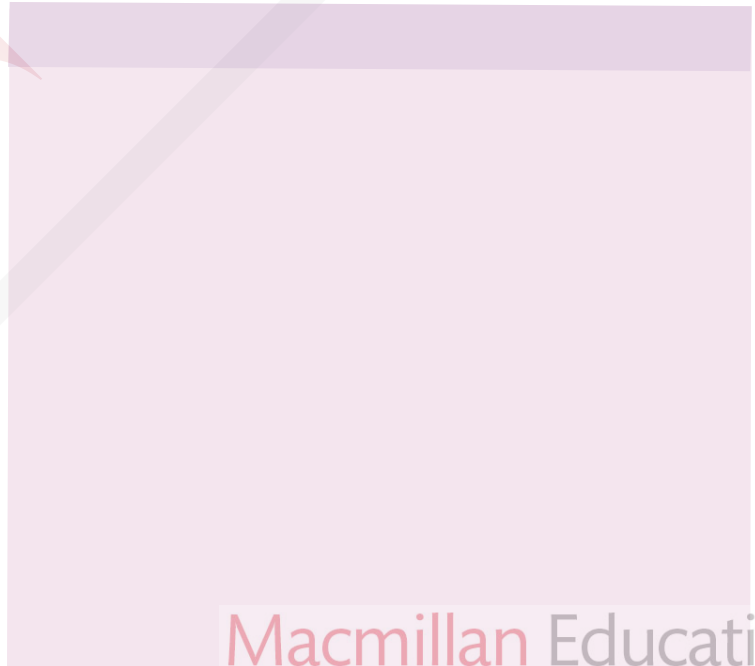
- Look at the community service projects on Exercise 1, page 8 and think of three more.
- Take a minute to think about your community. Discuss with your partner which projects your community needs and write them down here.
- Together with your partner, choose one project which you are interested in.



STEP 2

2  Work in pairs. Write the main idea for your conversation.

- Read and review your answers for Exercise 4 and Exercise 8 on pages 12 and 13 and discuss which strategies were useful for you to know what a conversation is about.
- Read the brainstorming you did and the project you chose with your partner in STEP 1.
- Write down the main idea for your conversation about the project you chose in STEP 1 here.



STEP-3

3  Work in pairs. Write down five questions and answers.

- Read what you wrote on STEPS 1 and 2 on page 20.
- Use as a model the questions you unscrambled in Exercise 8 on page 16 and write five questions and answers related to the project and main idea of the conversation you chose in STEPS 1 and 2 on page 20.
- Write your answers here.
- Take turns reading them out loud with your partner and correct any mistakes.

STEP-4

4  Work in pairs. Write an opening and closing and practice your conversation.

- Read the questions and answers you wrote in STEP 3 above.
- Determine if your conversation is formal or informal.
- Go back to Exercise 5 on page 18 and write a formal or informal opening and closing, according to your conversation here.
- Practice saying the conversation in front of another pair.

STEP-5 Further practice

5 Now, decide the turns of participation and write your names. Write a clean version of your conversation in your notebook.

6 Say your conversation in front of the class or another pair.

STEP-6

7 Discuss in groups.

- What will you do when you want to know the main idea of a conversation?
- How important are the opening and closing of a conversation?
- With this experience, do you think you have identified the situations that need your attention in your own community?

Self-assessment

Lessons

These are the goals set at the beginning of the unit so you

- listen and revise conversations about community service projects.
- get the main idea.
- exchange information about community service projects

- 1** Go back to page 10, Exercise 7 and share with a classmate which strategy is the most effective one to find out the meaning of words you don't know and can't deduce.

1 _____

- 2** Go back to page 13, Exercise 10 and share with the class what strategy was more useful to know what a conversation is about.

- 3** Go back to page 16, Exercise 11 and discuss how different it is to use intention, volume, and speed in Spanish and English in conversations?

- 4** Go back to page 19, Exercise 9 and discuss how important it is to choose the correct tone in a conversation.

Final Product

- 5** Use your answers to STEP 5 on page 21 to write a summary about your development.



Conclusion

- 6** Write down those things you need to improve and plan when and how you will work them.

1 _____

2 _____

Glossary

abroad (adv) – in or to a foreign country

adjust (v) – to change something slightly in order to make it better, more accurate, or more effective

actually (adv) – used when correcting what someone has said or thinks

board game (n) – an indoor game played on a board, often with pieces that are moved around it

breakdown (n) – a situation in which something has failed or is beginning to fail

care home (n) – a home for people who need continuous medical treatment or who are unable to take care of themselves

campus (n) – an area of land containing all the main buildings of a university, school, or other organization such as a hospital

catch you later (exp) – used for saying goodbye to someone when you expect to see them soon, or later the same day

check out (v) – to borrow a book from a library

cognates (n) – a word in a language that has the same origin as a word in a different language

community service (n) – work without payment that someone does to help their local community

each other (pro) – used for saying that each person or thing is related in the same way to the other or others

elderly (n) – old people

fine (v) – to make someone pay an amount of money as punishment for breaking the law

fluently (adv) – can read or speak without any difficulties

groceries (n) – food and other goods for the home that you buy regularly

hold (v) – to carry something using your hands or arms

homeless (adj) – without a place to live

ID (n) – identification document

key word (n) – a word that represents the main feature or idea of something

last minute (adj) – happening or done at the latest possible time

meal (n) – an occasion when you eat, especially breakfast, lunch, or dinner

midday (n) – twelve o'clock, when the morning ends and the afternoon begins

mother tongue (n) – the main language that you learn as a child

package (n) – an object wrapped in a box and sent to someone

pickup (n) – going and meeting someone that you have arranged to take somewhere in a vehicle

pill (n) – a small piece of solid medicine that you swallow with water

post office (n) – a place where you can buy stamps, mail letters and packages, and receive mail

print (v) – to produce words, numbers, pictures, etc. on paper, using a printer or printing press

schedule (n) – a plan of activities or events and when they will happen

shelter (n) – a temporary place to live for people who do not have their own homes

show (v) – to let someone see something

speech (n) – a formal occasion when someone speaks to an audience

stay (v) – to live or remain in a place for a while as a guest or visitor

town (n) – a place where people live and work that is smaller than a city

trash (n) – waste material such as paper, plastic bags, used containers, etc.

volunteer (n) – someone who offers to do something without being forced

walk-in clinic (n) – medical centers that treat people who are not in life-threatening condition

youth (n) – the time in someone's life when they are young