

# Come Together

Teacher's  
Guide

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# Unit 1

**Social Learning Environment:** Family and Community

**Communicative Activity:** Exchanges associated with specific purposes.

**Social Practice of the Language:**

Exchanges views of a community service.

**Final Product:** Conversation Role-Play.

Student's Book		
Lesson	Activities	Pages
	<i>Offer your students a variety of activities with which they can:</i>	
Explore	• Activate previous knowledge.	8–10
	• Detect contextual clues (e.g. background noise, relationship of speakers, etc.).	
	• Identify form of communication (face to face or long-distance interaction).	
	• Distinguish intonation and attitude.	
	• Recognize topic, purpose, and intended audience.	
	• Detect key words.	
	<i>Guide your students for them to be able to:</i>	
Learn	• Clarify the meaning of words and expressions.	11–13
	• Exchange experiences.	
	• Notice language register.	
	• Identify use of words and expressions that contain ideas (e.g. if, then, and, because, etc.).	
	• Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.	
	<i>Guide your students for them to be able to:</i>	
Apply	• Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).	14–16
	• Anticipate general sense.	
	• Distinguish the composition of expressions: types of sentences and modal verbs.	
	<i>Provide information and help students to learn how to:</i>	
Create	• Select appropriate repertoires of words and expressions.	17–19
	• Include relevant details and interesting information.	
	• Determine language register according to intended audience.	
	• Formulate and respond questions to ask for and give information.	
	• Consult notes to remember information that is necessary to know.	
	• Confidently and appropriately participate in brief conversations.	
	• Fluently take turns to speak.	

- Activate previous knowledge.
- Detect contextual clues (e.g. background noise, relationship of speakers, etc.).
- Identify form of communication (face to face or long-distance interaction).
- Distinguish intonation and attitude.
- Recognize topic, purpose, and intended audience.
- Detect key words.
- Assess use of own strategies.


**CLASS 1**

**Materials:** Class CD, dice.

**Warmer:** Greet and welcome your students. Tell them they are about to start their English course. Explain that they are going to play a game to get to know each other. Put students in groups of four or five. Show them the dice. Explain that each group will have a die (singular of *dice*). Tell them that they are going to take turns rolling the die. The number they roll is the number of sentences about themselves they are going to say e.g. Number 2: I am (name). I come from (city). Model the exercise. Monitor and help. Ask students: *Is there something about a classmate that you consider relevant / interesting / amusing?* Encourage them to report their classmates' answers.

Ask students to open their Student's Books to page 7. Have a volunteer read the activation question out loud. Put students in pairs. Tell them to discuss and answer the question. Encourage them to use English. Monitor and help. Ask volunteers to share their answers with the class.

**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.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Write *Community Service* on the board and ask students what it is (unpaid work to benefit a community). Point out that people participate because they want to help others and improve their community and the world around them. Point out that there are many ways to that help make their community a better place to live, and even if students are not sure what they can do, they can often volunteer for a one-day event. There are often opportunities to do volunteer work with animals, with younger children, or to help the environment.

Hold up your Student's Book to page 8 and point to the first picture. To activate previous knowledge, elicit a description of what students can see in the first photograph. Ask them question such as *Where are they? What are they doing?* Share ideas with the class. Put students into pairs. Explain that, with in groups, they are going to describe what is happening in each picture. Monitor and help. Ask for volunteers to describe the different pictures. After each description, ask *Why do you think this makes the community a better place?* Encourage students to use English. Ask students to provide two additional examples of community service. Write their answers on the board and elicit how they help improve the community.

**Answers:** Answers may vary.

**Identify**

**2**  **Listen to the conversation and circle the correct answer.**

Ask students to close their eyes and say the sounds they can hear. Explain that those are background sounds. Tell them to think about the sounds that can be heard at a restaurant, an airport, and a supermarket. Elicit answers. Ask students to close their books. Explain that you will play the class CD for them to detect background sounds. Write the following questions on the board: *What sounds can you hear?* (phone ringing, hold music) *What do they tell you?* (This is a phone conversation. Brenda is in an office. Cindy is at home.) Play the Class CD. Tell students to write in their notebooks the answers to the questions on the board. Ask volunteers to read the answers out loud.

To prepare students to listen again and detect more contextual clues, ask: *Who are the speakers? Where are they? What is their relationship? How do they sound?* Tell students to open their Student's Books to page 9. Read the instructions out loud. Explain that you will play the Class CD again for students to circle the correct answer to complete the sentences. Ask different volunteers to read the prompts and options out loud. Play the Class CD. Monitor. Let students compare answers with a

partner. Play the Class CD again for students to confirm or correct their answers. Elicit the answers. When checking answers, ask questions. For the first prompt, ask: *How can you tell Brenda is in an office?* (the way she answers the phone and the hold music) For the second prompt, ask: *How do you know Cindy is at home?* (Cindy's Mom says dinner is ready.) For the third prompt, ask: *What contextual clues help us know they are on the phone?* (phone ringing, hold music) For the fourth prompt, ask: *What contextual clues help us know the answer?* (We greet people we know and people we do not know differently.) For the fifth prompt, ask: *How can you tell Cindy is surprised?* (her tone of voice). For the last prompt, ask: *Which sentence does Cindy use to get information?* (I'm calling to ask about your youth volunteer programs.) Monitor and help.

**Answers:** 1 b 2 a 3 b 4 b 5 a 6 b

Explain something in an angry tone of voice. Ask students why you used that tone. Elicit answers. Read the information in the Skills box out loud. Have students notice that they knew your attitude because of your tone of voice. Ask different students to perform an attitude in different situations (e.g. someone saying *I'm very happy with my new pet* in a happy way, or *I'm really hungry* in an annoyed way). Ask them to use body language and pretend to be in that situation so their classmates understand.

Skills

## Figure out

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

Read the instruction out loud. Ask them to individually read the conversation. Refer students to the Glossary on page 23 to clarify the meaning of words. Choose a volunteer to read the first step in the box. Explain that cognates are words that are similar in two different languages, for example, in English and Spanish. Write *service / servicio* on the board. Elicit three other examples from the conversation in Exercise 3 and ask volunteers to write them on the board. Explain that words that look like a word in Spanish, but do not share the same meaning, are called false cognates, for example, *exit* would be *salida*, not *éxito*. Point out that *library / librería* and *actually / actualmente* are also false cognates. Monitor and help. Elicit the answers and write

them on the board. Choose a volunteer to read the second step. Ask students to scan the conversation and circle words they know and that are not cognates. Monitor. Elicit answers and write some of them on the board. Choose a volunteer to read the third step. Have students highlight the words they do not understand. On the board, write the most common words students do not understand and elicit their meanings. To detect key words, have students identify which words and phrases are necessary to understand the conversation. Ask them to reflect on whether they understand the conversation better now that they know the meaning of key words.

**Answers:** 1 volunteer, local, program, action, service, project, community, information, particular 2 Answers may vary. 3 community service, environmental, local town program

► **Next class:** Bring cards and strips of paper with the following actions: paint the walls, recycle, plant a tree, build houses, pick up garbage, go to the doctor. Ask students to bring their bilingual dictionaries.

## CLASS 2

**Materials:** Cards, strips of paper, bilingual dictionaries

**Warmer:** Greet your students. Divide the class into two groups. Explain that you will perform an action for them to guess. Once they have guessed, explain that volunteers from each group will take turns going to the front of the class. You will give each volunteer a strip of paper with an action to perform in the same way for his / her teammates to guess. The group has only 30 seconds to try to guess the action. Monitor.

## Practice

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

Ask students if they remember who Brenda and Cindy are. Elicit answers. To recognize topic, purpose, and intended audience, ask for volunteers to retell the conversation. Help them by asking: *Who are the speakers? What does Cindy want?* Put students in pairs. Explain that they are going to role-play the conversation. Have students choose who will play

Cindy and who will play Brenda. Monitor and check pronunciation. Read the instructions out loud. Choose volunteers to read the questions. Monitor as students do the exercise individually. Refer students to the Glossary on page 177 to clarify the meaning of words. Ask volunteers to read the questions and say their answer out loud. Ask students to write the evidence for their answers in their notebooks.


**Answers:** **1** Cindy wants to know about youth volunteer programs. **2** Maple Community Service has two programs: the local one and the summer Youth in Action community service abroad. **3** Cindy is interested in the local town program. **4** She needs to do 50 hours of community service.

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

Ask students to open their Student's Books to page 10. Put students in pairs. Tell them to take turns reading the conversation in Activity 3 out loud. When they finish, tell them to switch roles and read it again. Explain to students that they are going to classify some words and expressions from the conversation in the graphic organizer. Read the headings out loud. Model the activity. Ask pairs to continue in the same way with all the expressions. Monitor and help. Choose volunteers from different groups to complete the organizer on the board. Elicit whether graphic organizers help them organize and learn new vocabulary. Point out that there are many forms of graphic organizers, and some of the most common are word webs, Venn diagrams, etc. Explain that when they use a graphic organizer, it can be helpful to know the part of speech (noun, verb, etc.), and they can find the parts of speech in the dictionary.

**Answers: Opening:** Good morning and Hello **Offer help:** Answers may vary **Ask for information:** How can I help you? **Speakers:** Brenda, Cindy, and Mom

**STEP 1**

**6**  **Work in pairs. Follow the instructions.** You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 1 of the Final Product.

Review the concept of community service. Write *Project Ideas* at the top of the board. Put students in pairs. Ask students to look back at page 8 in their Activity Books and elicit the categories: helping the elderly, helping the environment, helping people in need. Tell them they also can think about helping animals, helping children and schools, etc. Have them close their eyes and picture their community. Guide them to think of that aspect of their community that might need their help. Then have them open their eyes and discuss with their partner the projects that their community needs and write them on page 20 of their Student's Book. Then have them choose one of those projects for their Final Product. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**7 Work in groups. Discuss the questions.**

Say *fine*, *no way!*, *print*, and *lose* out loud one by one and have students raise their hands if they know their meaning. Write the words on the board. Ask students to discuss with a partner what they do when they are not sure of the meaning of the word when they do not have access to a dictionary or glossary. Monitor and write some suggestions on the board. Point out that they can find the parts of speech in the dictionary. Remind students that cognates are words that are similar in two different languages. Finally, have them discuss the answer to the second question and share their answers. Explain that even native-speakers are not always sure of the meaning of certain words and use similar strategies when deducing the meaning of unfamiliar words.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

▀ **Next class:** Class CD, a list of six key words from the lesson.

Listen and revise conversations about community services.

- Activate previous knowledge.
- Clarify the meaning of words and expressions.
- Assess use of own strategies.
- Exchange experiences.
- Identify form of communication (face to face or long-distance interaction).

- Notice language register.
- Identify use of words and expressions that contain ideas (e.g. if, then, because, etc.).
- Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.).

## CLASS 1

**Materials:** Class CD, list of key words from the previous lesson.

**Warmer:** Write a topic, for example, *Environment* in large letters on the board and ask children to think what can be improved through community service. Divide the class into groups of four and have them take turns sending a member of their group to the board to write a word beginning with one of the letters. The word must be related to the topic, and words cannot be repeated. After several turns, erase the words and challenge groups to write down as many as they can remember.

### Activate


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

Ask students to open their Student's Books to page 11. Hold up your book to page 11 and point to the different places. Elicit the services they provide. Read the instructions out loud. Point to each picture and ask: *Do you visit this place often?* Monitor as students do the exercise. Let them compare answers with a classmate. Ask for volunteers to point to the places they have visited and say why (e.g. sports center, to do exercise). Encourage students to use English.

**Answers:** Answers may vary.

### Media Resources


You can use Poster Unit 1 from the Class CD for further practice. Show students the poster. Point to different places. Elicit their names and the services they provide. Put students in pairs. Tell them to say the places they have visited and why. Encourage them to use English. Monitor. Have volunteers share their answers with the class.

**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. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.**

Read the instructions out loud. Copy the table on the board and read the headings out loud. To model the exercise, ask: *What services does a library provide?* (information services) Elicit the answer and write the word *library* in the correct column. Put students in pairs. Explain that they are going to classify the places in the table first. Monitor. Have volunteers go to the board and complete the table. To have students assess their strategies, ask volunteers to say how they got their answers and if their strategy helped them get the correct answers. Next, tell students they are going to discuss the services in their community. Ask: *Does your community have a (library)? Do you use it?* Monitor as students discuss the questions. Have volunteers say the services that exist in their community.

**Answers: Information and Entertainment:** movie theater, Internet café, library **Personal Appearance and Health:** hair salon, local medical clinic, sports center

### Identify

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

Ask students: *Do you remember what a background sound is? How can it help us to identify the place where a conversation is taking place?* Elicit students' answers. Tell students that you are going to play the Class CD for them to focus only on the background sounds in each conversation. Play the Class CD. Pause the Class CD after the first conversation. Ask: *What background sounds did you hear? How do they help you know the answer?* Have students write the answer. Follow the same procedure for the next two conversations. Elicit the answers.

Play the Class CD again for students to get the main idea. Refer students to the Glossary on page 23 to clarify the meaning of words. Monitor and help. To check students' understanding of the main idea of each conversation, ask: *What is (Sam's) problem? Is there a solution for the problem?* Elicit the answers.

**Answers:** 1 face to face 2 on the phone 3 face to face

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

Ask students how often they make use of their school library or local community library. Elicit some of the rules: being quiet, taking care of books, etc. Elicit other things they might be able to do at a library: use a computer to do research, etc. Explain that in many countries, people can borrow / take out books from the library and take them home to read.

Tell students to open their Student's Books to page 12. Divide the class into groups of four. Ask them to read the conversation silently and then tell them to choose one word to tell you what it is about. Refer students to the Glossary on page 23 to clarify the meaning of words. Allow them one minute to discuss and then elicit answers (They will probably say *library*). Then ask them decide together and add another word to *library* (for example, *library rules*). Have a volunteer write the words on the board. Point out that they just told you what the conversation was about. Ask volunteers to say why they chose those words (and not others). Point out that this is a good strategy to use in order to get the main idea of a text or conversation. Elicit some answers. Tell students to pay attention to the reasons they are giving and use them to answer the question below.

Ask students *What phrases do you use when you greet / say goodbye to your friends?* Elicit answers and write them on the board. Encourage students to use English. Guide the students to notice that the speakers are friends. Point out the greetings and farewells.

**Answers:** Infer or deduce the meaning of words I don't know, identify cognates, and key words, such as read the part of the conversation that answers Sam's question: *Can I take out books?*

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

Ask students to close their books. Explain that they are going to listen to the conversation in Exercise 4 again and tell you whether Sam can take books out of the library.

Tell students to open their Student's Books to page 12. Read the instructions out loud. Have volunteers read the sentences out loud. Have students read the conversation again and answer individually. Monitor. Have volunteers say the answers.

Write the following expressions from the conversation on the board: *Hey, What's up? Nothing much / Thanks, man. / Any time! Catch you later.* Ask students if they can use those phrases with everyone, and whether both girls and boys use them. Encourage them to say why or why not. Elicit more formal equivalents: *Hello, How are you doing? Thank you. Goodbye / See you later.* Encourage students to match the phrases in their notebooks. Let students compare answers with a partner. Remind students that they should use expressions that are appropriate for their intended audience.

**Answers:** 1 T 2 F 3 F 4 T 5 F

### CLASS 2

**Warmer:** Greet your students. Say: *Hey! What's up? Hello, (name).* Have them reply to you in the same way. Ask: *Is it OK if I greet you like that?* Let them express their opinions. Write the heading *Informal* on the board. Ask: *Do you remember the expressions we listened to yesterday?* Elicit the expressions and write them on the board.

### Figure out

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

Ask students to open their Student's Books to page 12. Draw their attention to the underlined words in the conversation in Activity 4 and point out that these words are called connectors. Write: *What are connectors?* on the board and elicit ideas from the class. Draw a connected chain on the board and explain that a connector is a word that joins (or links) ideas. Ask volunteers to write the underlined connectors (*and, then, if, because*) on the board, and explain that they each have different uses or functions. Point out that

functions explain why someone says something, for example, to give instructions (Read the conversation), or to give a reason (because), etc.

Have volunteers read the functions out loud. To model the exercise, ask *Which connector adds more information?* Have students find the example sentence in the conversation. Then tell students to read the conversation in Activity 4 individually to find the connector that corresponds to each function. Have them compare answers with a classmate.

**Answers:** 1 and 2 then 3 if 4 because

Ask students to read information in the Language box. To make sure students can distinguish the composition of the expressions to link ideas, have them reflect on the sentences in the conversation that include connectors.

Language

## Practice

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

To identify the use of the connectors in this exercise, write incomplete sentences on the board using the connectors (e.g. I will drink water because ...). Have volunteers complete the sentences orally. To determine sequence of statements, ask students: *Which word gives additional information? Which one introduces a condition? Which one shows sequence? Which one shows a reason or cause?* Read the instructions out loud. Clarify any vocabulary questions. Monitor and help. Let them compare answers with a partner. Elicit the answers.

**Answers:** 1 because, and 2 then 3 If 4 then 5 If, because

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

Read the instructions out loud. Put students in pairs. Tell them to read each conversation and discuss with their partner what it is about. Have them write their answers in their notebooks. Put two pairs together to compare their answers. Elicit where they think each conversation takes place (at a medical clinic, at an Internet café). Remind students of the importance of using expressions that are appropriate for the situation. Refer students to the Glossary on page 23 to clarify the

meaning of words. Elicit some of the informal expressions used in the conversation in Activity 4, and then have students highlight some of the more formal expressions in the conversations in Activity 8: *What can I do for you? / Good evening / Thank you very much / Can I help you? / Please let me know.*

**Answers:** **First conversation:** about a medical problem **Second conversation:** about using the printer.

## STEP 2

### 9 Work in pairs. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of the Final Product. Put them in pairs. Tell them to go to page 12 and 13 of their Student's Books and review their answers to Exercises 4 and 8 of Lesson 2. Then have them share the strategy they used to answer those exercises. Ask them to open their Student's Books to page 20 and read what they wrote for STEP 1. Tell them to discuss with their partner what their conversation for their Final Product will be about, using the project they chose. Monitor the discussions and encourage them to use English. Finally, have them write on page 20 of their Student's Books what they have decided their conversation will be about. Elicit their answers as a class. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

### 10 Work in groups. Discuss the questions.

Divide the class into groups of four. Remind them that they used a specific strategy to figure out what the conversations in Lesson 2 was about. Ask them to brainstorm a list of two additional strategies they could use to know what a conversation is about, and then discuss if they could use those strategies with other types of texts.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

Get the main idea.





- Activate previous knowledge.
- Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).
- Assess use of own strategies.
- Anticipate general sense.
- Distinguish the composition of expressions: types of sentences and modal verbs.
- Formulate and respond questions to ask for and give information.
- Identify use of words and expressions that contain ideas (e.g. if, then, and, because, etc.).

**CLASS 1**

**Materials:** Class CD.

**Warmer:** Greet your students. Explain that you are going to try to give an explanation while students make noise. Ask a small group of students to make noise as you try to explain what students will do in the lesson. Increase your volume as the noise increases. Next, say one sentence as fast as you can, then one sentence slowly. Ask students to stop making noise. Tell students that, in the next exercise, they will discuss why you changed your volume and speed, and how this affects listeners.

**Activate**

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

Ask students to open their Student's Books to page 14. Have students work in pairs. Tell students to discuss why you used different volume and speed in the Warmer. Encourage them to reflect on the situation as you were speaking. Monitor and help. Encourage students to use English. Have volunteers share their ideas.

**Possible answers: Louder:** loud background sounds  
**More slowly:** accent

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

To activate previous knowledge, ask students: *What's a native speaker? Have you ever met one? Was it easy to understand him / her?* Elicit students' answers. Encourage them to use English. Ask them to open their Student's Books on page 14. Have a volunteer read the instructions out loud. Ask them to read the conversation individually. Refer students to the Glossary on page 23 to clarify the meaning of words. Have a volunteer read the sentences below the text out loud. Clarify the meaning of words and expressions

students may not know. Let students compare answers with a partner. Have volunteers share their answers.

**Answers:** 1 F 2 T 3 T 4 F 5 F

**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.

Ask students to look at the conversation and find the expressions to open and close the conversation. Ask: *Is the conversation formal or informal? Where is Ingrid? What background sounds do you think you will hear?* Elicit answers. Put students in pairs. To recognize actions that support meaning, have students read the conversation and predict the changes in intention, volume, and speed. Refer students to the Glossary on page 23 to clarify the meaning of words. Elicit predictions. Read the instructions out loud. Have a volunteer read the phrases from the box. Play the Class CD. Monitor as students check their answers. Let students compare answers with a partner. Play the Class CD again for students to confirm or complete their answers. Have volunteers share their answers. Ask students: *Were the intentions, volume, and speed of the conversation similar to your prediction?* Elicit answers.

**Answers:** 1 (fast and unclear) 2 (high volume), (explain) 3 (clarify), (confirmation)

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

Read the instructions out loud. Have students work with a new partner. Ask students: *What information does Becky want to confirm? Why does Becky use a high volume to speak? What information does she explain?* Encourage them to use the correct intention, volume, and speed when practicing. Tell students to switch roles. Have volunteers perform the conversation for the class.

## Figure out

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

Put students in groups of four. Ask students to discuss the following questions: *What do you do when background sounds do not let you hear properly? What do you do when you are not sure about an instruction you received? What do you do when a person speaks fast and you do not understand?* Monitor and help. Read the instructions out loud. Have a volunteer read the sentences. Monitor as the students match the information. Let students compare answers with a partner. Have volunteers read the answers out loud. In order to help students assess their own strategies, ask: *Have you used these strategies to help you communicate? Do you use a different strategy as an aid to communicate in English?* Ask volunteers to share their answers.

**Answers:** 1 b 2 c 3 a

Have a volunteer model a conversation with you. Ask him / her to ask you: *What's your name?* Answer: *My name is Silvia* (soft voice). Ask him / her to say: *Silva?* Answer: *No, Silvia* (increase the volume). Ask students: *What was the problem?* Elicit students' answers. Draw students' attention to the Skills box and have a volunteer read it out loud. Ask students: *What is a communication breakdown?* (when communication fails) *Why does this happen? How can you avoid communication breakdown?* As a class, discuss the questions. Monitor and help. Have volunteers share their answers.

Skills

▼ **Next class:** Class CD. Make a copy for each student of a *Find Someone Who* handout with the following questions: *Have you used an opening / closing expression with a friend recently? Have you ever done volunteer work? Would you like to study at the Into English Language School?*

## CLASS 2

**Materials:** Class CD, a copy for each student of the *Find Someone Who* handouts you made.

**Warmer:** Greet your students. Give out a copy of the *Find Someone Who* handout to each student. Divide

the class into groups. Explain that students have to interview their group members with the questions in the handout. Clarify that when a group member answers with a positive answer, the interviewer writes down the name of that person. Students must interview group members until they have written at least one name next to each question. Set a time limit of 5 minutes. Read each question and ask students who answered affirmatively to raise their hands.

## Practice

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

Ask students: *Would you like to study at the Into English Language School?* Tell students to pretend to go there. Ask them: *What information would you like to know before going there?* Put students in pairs. Encourage them to use English. Elicit students' answers. Ask students to open their Student's Books to page 15. Read the instructions out loud. Explain to students that they are going to look quickly at the text and then match the headings to the paragraphs. Read the headings in the box and ask them: *What can help you anticipate the general sense of each paragraph before you read it?* Monitor as the students do the exercise individually. Let students compare answers with a partner. Have volunteers share the answers. As they say the answers ask: *Which words or graphic elements helped you get the correct answer?* Refer students to the Glossary on page 23 to clarify the meaning of words.

**Answers:** 1 Transportation 2 Medical Services  
3 Accommodation 4 Internet Services

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

Ask volunteers to read the questions out loud and have another student say the paragraph number where they can find the answer. Write *campus, catch, schedule, accommodation, walk-in, free* on the board. Have students use their bilingual dictionaries and the Glossary on page 23 to clarify the meaning of each word. Point out that the word *café* originated from the French word for coffee. Explain that some words borrowed from other languages retain their accents (for example, *résumé*), but others do not.

Divide the class into groups of four and have them number off from 1-4. Tell them to read the paragraph that corresponds to their number in order to re-tell the information to their classmates. Encourage them to use English. Then ask students to read the four paragraphs and answer the questions. Have volunteers share their answers with the class.

**Answers:** **1** You can take the 009 bus or 2B bus. **2** You can go to a walk-in clinic or call the school emergency number. **3** You can stay in a local accommodation or a hotel. **4** You can go to the local library or an Internet café.

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

Write *questions / Exercise / in / the / 7 / Read* on the board and ask students to quickly write the sentence in the correct order. Allow them one minute to do this. Remind students that they just unscrambled a sentence. Refer them to the sentences in Exercise 7 and ask volunteers to read them out loud. Then tell students to unscramble the questions. Model the activity. Read the answer for question 1 in Activity 7 and have a volunteer read the question. Write it on the board. Suggest that students refer back to the answers to be able to formulate the correct question.

Elicit the question words: *Where* and *What* and write them on the board. Ask students to tell you the word that comes after the question word: *can*. Remind them that it is a modal verb and it comes after the question word. Elicit other modal verbs: *should*, etc. Explain that they are different from other verbs like *play*, *sing*, etc. because they never change their form. Ask students to find the modal verbs in the paragraphs. Clarify that *may* expresses a degree of possibility, *should* expresses a recommendation or advice, and *can* expresses ability, possibility, or permission.

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

Divide the class into pairs. Remind them about the community service projects on page 8 of their Student's Books. Tell them to choose one of the projects and write one question to know more information about it. Remind them that the question should start with the phrase *What / When / Where can you ....* Have some volunteers write their questions on the board.

If you have Internet access tell children to go to the website and choose one of the programs. Otherwise,

provide others resources. Explain that they are going to write three questions to know more about one of the programs, based on the model they wrote. Monitor and help.

## **STEP 3**

### **10** **Work in pairs. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Have students open their Student's Books to page 20.

Explain to students that this is STEP 3 of the Final Product. Divide the class into pairs and have them read what they wrote for STEPS 1 and 2. Once they remember that they chose a project to help their community and decided what their conversation for their Final Product will be about, tell them that now they will write five questions for their conversation on page 21. In order to do that, have them go back to page 16 of their Student's Book and read their answers for Exercise 8. Explain that they can use them as a model to write their five questions. Have them write and answer the questions on page 21. When they have finished, have them take turns reading the questions and answers out loud. Explain that in this way, they can notice any mistakes or detect something that cannot be understood. Tell them to make any corrections. Have students read the question in the Now I Can feature and discuss their answers in groups.

## **Reflect**

### **11 Work in groups. Discuss the questions.**

Ask students, in their groups of four, to reflect on how they used intonation, volume, and speed to ask and answer the questions in Exercise 10. Point out that when we are stressed or excited, we tend to speak very fast, and it is important to speak at a steady rate in order to communicate appropriately.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

Get the main idea.

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- Select appropriate repertoires of words and expressions.
- Include relevant details and interesting information.
- Determine language register according to intended audience.
- Determine the structure of conversations: opening, body, and conclusion, and the sequence of enunciation: description, instruction, etc.

- Consult notes to remember information that is necessary to know.
- Formulate and respond questions to ask for and give information.
- Confidently and appropriately participate in brief conversations.
- Fluently take turns to speak.
- Monitor their progress regarding an initial point.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. On the board, draw a Tic-tac-toe grid. In the squares write the words: *may, accommodation, can, if, and, then, because, volunteer, and community service*. Ask: *Have you ever played this game? Do you know its name in English?* (Tic-tac-toe) Write the name on the board. Divide the class into two groups. Ask: *Do you know the rules?* Have one groups be Xs and the other be Os. Tell each group to choose a representative. Explain that the representative has to choose a square and make a sentence using the word written inside. If the sentence is correct, the representative can draw his / her group's letter. If the sentence is incorrect, the other group has the chance to correct the sentence and draw its letter. Set a time limit to answer. The first group to get three Xs or Os in a line (across, down, or diagonally) wins.

## Activate

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

Ask students to open their Student's Books to page 17. Hold up your Student's Book. Point to each picture. Elicit a description for each picture. Ask students: *Who are they? What are they doing? Why do you think that person is there? Is there a (theme park) in your community? Are there (homeless people) in your community? Does your community take care of (the environment)?* Encourage students to use English. Read the instructions out loud. Explain to students that they are going to look at the pictures and check (✓) the people, places, or situations in their community that need help. Monitor and help as the students work individually. Let students compare answers with a partner. Tell them to discuss and share answers. Have

volunteers share answers with the class. Ask students: *Why do you think that (the elderly) need help?* Elicit answers.

**Answers:** Answers may vary.

## Identify

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

Divide the class into groups of four. Ask them to share the three people, places, or situations they checked in Exercise 1. Have a volunteer write one on them on the board.

Elicit some activities students can do for it and write their ideas on the board. Ask students *How can you help (the environment)?* Write two or three ideas on the board, for example, plant trees. Then explain that they are going to brainstorm four activities they can do for each one of the situations they checked. Refer students to the Glossary on page 23 to clarify the meaning of words.

**Answers:** Answers may vary.

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Write the following headings on the board:

*Environment, Elderly, Homeless.* Ask students: *Would you do community service for the environment, the elderly, or the homeless?* Have a class vote to answer the question. Tell students to vote only once. Write the number of students who voted for each type of community service on the board. Have some volunteers share the reasons for their answers.

Read the instructions out loud. Put students in pairs. Explain to them that, with their partners, they are

going to make a list of people or situations that need help in their community. Explain that students will determine where and how to help the people or situations they identify. Copy the table to the board. To model the exercise, have a volunteer read the sample answers and copy them to the board. Monitor and help as the students work with their partner. Have students share their answers with the class.

**Answers:** Answers may vary.

## Figure out

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain that we open and close conversations in specific ways both formally and informally. For example, if someone says *What's up?* you can infer that it is an informal conversation. If, on the other hand, the conversation starts with *Hello!* Do you think that intonation is important? it will be more analytical and formal. Write *Hello!*, *See you later*, and *You're welcome* on the board. Tell students that you are going to say something, and they are going to choose the appropriate response. Say *Hi!* and have students say the correct response (*Hello!*). Then say *Thanks* and elicit *You're welcome*. Finally, say *It was good to see you* (See you later).

Divide the class into pairs and tell them to read the openings and closings and write I for the informal or casual ones and F for the formal ones. Remind them that we use more formal language when we don't know a person or when a younger person talks to an adult.

**Answers:** 1 F 2 F 3 I 4 F 5 I 6 I 7 I 8 F

► **Next class:** For every four students in your class, make a set of strips of paper: six strips with words from the unit (e.g. environment, elderly, homeless, board games, animal shelter, elderly care home) and six strips with their meanings.

## CLASS 2

**Materials:** strips of paper you made.

**Warmer:** Greet your students. Put students in groups of four. Give each group a set of strips of paper with words and meanings. Make sure that the strips are mixed up. Explain that students have to match the words to the meanings. Give them five minutes to match the words to their meanings. Monitor. Elicit the answers. Ask students to write the correct words and meanings in their notebooks for future reference. Encourage them to write a sentence to illustrate the meaning of each word.

### Optional Exercise

Tell students to open their Student's Books to page 18. Ask: *Do you remember the conversations you read yesterday? Who are the speakers? What do the speakers want?* Elicit answers. Put students in pairs. Have them practice performing the conversations. Encourage them to use appropriate intonation, pronunciation, volume, and speed.

**Time:** 5–10 minutes


## 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 for each. You can use Activity 4 as help.

Tell students to read the conversations quickly and underline the names of two places and two activities (elderly care home, play board games; post office, send a package). Elicit the answers. Read the instructions out loud. Tell students they are going to read the conversations in order to identify if they are formal or informal. Point out that they need to consider the following clues: names of the participants and key words. Refer students to Glossary on page 23 to clarify the meaning of words. Monitor as students read and answer individually. Divide the class into small groups and have them share their conclusions and discuss what clues they used to reach that conclusion. Ask them *What is the relationship between the speakers? How could you tell if the conversation was formal or informal?*

Next, tell students to individually complete the conversations with appropriate expressions and get back together in their groups to share their answers. Remind them to look at Activity 4 for suggestions. Have volunteers read the completed conversations out loud. Encourage them to use appropriate intonation, volume, and speed.

**Answers: Conversation 1:** F **Conversation 2:** What can you do? **3** Thank you **4** You are welcome **5** Hey / What's up **6** Thanks **7** Anytime!

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Instruct students to review the questions on page 16 of the Activity Book. Write *What can you ...*, *When can you ...*, and *Where can you ...* on the board as a reminder.

Divide the class into groups. Tell them to choose one of conversations on page 18 and add three more exchanges with questions and answers before the closing. Remind them to use either formal or informal language, according to the conversation they chose. Tell them to use appropriate repertoires of words and expressions. Have them refer to the Glossary on page 23. Monitor and help as the students write questions and answers.

**Answers:** Answers may vary.

**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.**

Read the instructions out loud. Put students in pairs. Tell them to take out their notebooks and write the complete conversation from Activity 5, using the opening and closing, and the three questions and answers from Activity 6. Before pairs practice their conversations, ask *What kinds of problems can we avoid when we use correct pronunciation, speed, volume, and intonation?* Have students discuss the question with their partner. Elicit answers and write them on the board. Remind them to use strategies like adjusting volume (to show the most important part of a question or answer), using appropriate intonation (to differentiate between a question and an answer), and speed (to avoid speaking too fast or too slow). Have volunteers come to the front and act out their conversations for the class. Ask students to tell you if they can perform the conversation better after practicing. Encourage other students to share their observations and provide feedback. Monitor and help.

## STEP 4

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 4 of the Final Product. Put students in pairs. Have students read what they wrote for STEP 3 on page 21 of their Student's Book. Based on those questions, have them determine if their conversation is formal or informal. Review the concept of a conversation with an opening, a series of exchanges with questions and answers, and a closing. Then, have them go to page 18, Exercise 5 and choose from there a formal or informal opening and closing for their conversations. Suggest them to include communication problems, so they can use the strategies they learned in the unit. For example, repeating if someone cannot hear something. Then tell them to take turns practicing the conversation with their partner, exchanging roles. Remind them to speak clearly, adjusting volume and speed. Set a time limit for students to practice. Finally, put two pairs together and have them take turns acting out the conversation while the other pair gives respectful feedback. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**9** **Work in groups. Discuss the questions.**

Ask students, in their groups of four, to discuss whether they have more formal or informal conversations every day. Have them list some examples. Then have them think if they always include an opening and a closing in their conversations.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

Exchange information about community services.

# Final Product


Student's Book pages  
20–21

## Conversation Role-Play

### CLASS 1

**Materials:** student's notebooks, pens or pencils.

#### STEP 1

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud for students. Have students go back to page 10 and ask them: *Do you remember what you did for the first step of the product in Lesson 1?* Elicit students' answers. Encourage students to participate and share what they remember.

Have students go to the Product page, STEP 1 and read what they wrote for this step. Ask some volunteer students to read out loud the project they chose. Then put students in pairs different to the ones they previously worked with, and tell them to justify their answer. When they finish, have students share the reasons why they chose that project as a class.

**Answers:** Answers may vary.

#### STEP 2

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Have a volunteer student read the instructions out loud. Have students go back to page 13 and ask them: *Do you remember what you did for the second step of the product in Lesson 2?* Elicit students' answers. Encourage students to participate and share what they remember.

Put students in pairs. Have them take turns reading out loud the main idea for their conversation. When they finish, encourage them to take turns providing feedback. Suggest them to make any correction to what they wrote. Remind them that the purpose of providing feedback is to learn from the mistakes we are not able to detect. Finally, have students share the main ideas for their conversations as a class.

**Answers:** Answers may vary.

#### STEP 3

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud for students. Have students go back to page 16 and ask them: *Do you remember what you did for the third step of the product in Lesson 3?* Elicit students' answers. Encourage students to participate and share what they remember.

Put students in pairs and have them read the five questions and answers they wrote. When they finish, have them share some of their questions and answers with the class. As they are saying them, make subtle corrections to the intonation of questions. Make sure it is clear for them that questions are said differently from answers, just as in Spanish.

**Answers:** Answers may vary.

### CLASS 2

**Warmer:** Greet your students. Write on the board *Conversation*. Ask a volunteer student come to the front and write on the board the answers that his or her classmates give him / her. Tell them that they are going to brainstorm everything that comes to mind when they read or hear the word *conversation*. When students finish brainstorming their ideas, ask students to make a graphic organizer in their notebooks or on sheets of paper. Set a time limit of 5 minutes and when students finish, have them stand up and walk around sharing their graphic organizers with other partners.

**Suggested Answers:** speakers, opening, closing, formal, informal, turns of participation, etc.

#### STEP 4

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

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

## Student's Book pages

20–21

Have a volunteer student read the instructions out loud. Have students go back to page 19 and ask them: *Do you remember what you did for the fourth step of the product in Lesson 4?* Elicit students' answers. Encourage students to participate and share what they remember.

In pairs, have students take out or go back to their conversation and circle the opening and the closing. Ask them to read the conversation and to make sure that their partner chose a formal or informal opening and closing, and that it is coherent with the rest of the conversation. Then have them practice the conversation so they can, on the next step, choose a speaker and feel comfortable presenting it.

**Answers:** Answers may vary.

### **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. Practice saying it.**

Put students in pairs and have them choose their turns of participation and write their names for each intervention. They can use their real names or use any other name they like. Then have them practice their conversation a couple of times until they feel comfortable to present it to the class. Monitor students and provide help as needed.

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

Depending on the amount of students in the class, have students role-play their conversation in front of other pair or pairs or in front of the class. Encourage them to be respectful and supportive with their partners.

Tell students that before starting presenting the conversation in front of the class, they must introduce themselves and say what their conversation will be about. Remind them that they have this information in Exercise 2 of the Product, in case they need it.

Let them rehearse the conversation as much as time allows or until you see that they feel comfortable presenting it.

### **STEP-6**

**7 Discuss in groups.**

Have students discuss the questions in their Student's Books: *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?* Ask different students to read the questions out loud and make sure they understand them. Then, encourage them to exchange ideas, opinions, and experiences. When they finish, answer the questions as a class.



Title	What Teenagers Do Around the World	Author	Laura Blumenthal
Type of text	Narrative	Characters	David King, Wayne Le, Michaela Rosas



**Summary** This story is about David King, a 13 year old who was nominated for the 2018 Youth Community Service Awards. He arrives to the ceremony and wants to meet all the nominees. First, he meets Wayne Le, and then Michaela Rosas, and each one of them tells him about their projects that got them nominated. David talks about Seniors Connect, which helped senior citizens set up social media profiles to be in touch with other people. Then Wayne talks about e-Quality, which consists on taking discarded computers in the US to people in Vietnam. And finally, they meet Michaela, who talks to them about Bake & Share, which consists in baking cupcakes and use the profits to build water wells. Finally, the story ends showing the winners for the 2018 Youth Community Service Awards.

### First Reading

Greet students and put them in pairs. Ask students to open their Readers to page 4. Read the title and the pre-reading questions out loud. Tell students to discuss and answer the questions. Put students in groups. Have them take turns sharing their answers with their partners. Then have students read the chapter individually. Encourage them to use the Glossary on page 17. When students finish reading, ask volunteers to summarize the chapter as a class.

Ask students to open their Readers to page 43. Read the instructions for Exercise 1 out loud. Ask students to choose the correct answer. Monitor. Tell students to read the chapter individually and underline the evidence for their answers in the chapter. Monitor. Let students compare answers with a classmate. Elicit answers as a class.

Read the instructions for Exercise 2 out loud. Ask volunteers to read the sentences out loud. Have students scan the chapter to find the answers to the questions. Elicit answers.

### Second Reading

Greet your students. Ask students to retell the story. Help them by asking questions such as *Who are the characters? What is it about? Who does David meet first? Who does he meet second? What happens at the end?* Then write the key moments that students mention as they retell the story in order. Then have one student read the information on the board and ask them to find

in their Reader the evidence to each one of these moments.

Read the instructions for Exercise 3 out loud. Ask volunteers to read the questions out loud. Tell students to skim the text in order to find the answers. Suggest that they underline the evidence for their answers.

Read the instructions for Exercise 4 out loud and make sure students know what to do. Help students complete the table in groups of four. Then check answers as a class.

#### Reader Answer Key

- 1 1 b 2 a 3 a 4 a 5 b
- 2 1 SC 2 BS 3 SC 4 BS 5 SC 6 EQ 7 EQ 8 BS
- 3 Answers may vary.
- 4 Answers may vary.

## Lessons

**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.**

Have students go back to Lesson 1, Exercise 7 and have them remember what they answered to those questions and write them on the board. When they finish telling you their answers, wrap up by pointing out the importance of developing a strategy when learning. This becomes a tool that we can use and apply to different situations, not only to learning English.

**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.**

Have students go back to Lesson 2, Exercise 10 and have them brainstorm what they answered to those questions. Guide a discussion and have students share their strategies and their experiences using them.

**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?**

Have students go back to Lesson 3, Exercise 11 and have them describe to you what intention, volume, and speed are. Have them tell you how they use each in Spanish and provide examples. Then have them share the answers they gave to those questions in Lesson 3 and guide a class discussion to contrast the use of intention, volume, and speed in Spanish and English and write a conclusion on the board.

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

Write on the board the word *tone*. Have students brainstorm all the ideas they relate to that word. Then ask them to share a time when using the wrong tone lead them to a communication problem. Then have students go back to Lesson 4, Exercise 9 and remember their answers to the two questions. Then have them share their answers and get to a conclusion for each.

## Final Product

**5 Use your answers to STEP 6 on page 21 to write a summary about your development.**

Have a volunteer student read the instruction out loud. Tell students to go back to STEP 5 in their Product and to read and review what they did in that step. Then tell them to individually write a summary using the information they discussed with their partners. Prompt the activity. Tell students to write their summary and to reread it once they have finished it in order to make any necessary correction to it. Finally, have them share their summary to another partner.

## Conclusion

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

Read the instruction out loud. Tell students to write down what they consider they can improve. Monitor and provide help. Since this can be a sensitive activity, encourage students to notice that knowing our mistakes is a great way to improve in any aspect of life. Tell students that they are going to write how they will work out those things they need to practice more. Monitor and promote respect. Have some volunteers share their answers with the class, and to give tips for their classmates in order to help them improve their development.

## Evaluation Rubric

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

### Instructions:

- 1 Determine and list the criteria to be graded and write them in the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with the “Excellent.”
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs Improvement

### Notes:

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