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Ready for Success



Macmillan Education
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Block 1

Getting Ready

Unit 1

Family and Community

Social Practice: Exchange views of a community service.

Product: In this unit you are going to do a role-play.

You will learn to ...

- listen and revise conversations about community services
- get the general sense and main ideas
- exchange information about community services

Unit 2

Academic and Educational

Social Practice: Write instructions to use a bilingual dictionary.

Product: In this unit you are going to write instructions to use bilingual dictionaries.

You will learn to ...

- select and revise bilingual dictionaries
- understand the use of textual components of bilingual dictionaries
- write instructions
- edit instructions

Unit 3

Family and Community

Social Practice: Exchange compliments, likes, and dislikes in an interview.

Product: In this unit you are going to create a conversation about likes and dislikes.

You will learn to ...

- listen to and revise likes and dislikes in an interview
- understand general sense and main ideas of conversations
- express compliments, likes, and dislikes in written conversations
- express compliments, likes, and dislikes in a conversation



1 Work in pairs. Look at the illustration and say who works in your school.

I explore



2 02 Work in pairs. Listen to the conversation and discuss what it is about.

It is about a girl and her mom, who ...

3 02 Listen again and circle the correct option.

- 1 The conversation takes place *at home* / *in a school office*.
- 2 The conversation is between Fabiola and *her mother* / *the principal's secretary*.
- 3 Fabiola gives *her address* / *the name of her primary school*.
- 4 Fabiola lives *nearby* / *far away*.
- 5 The *secretary's expression* / *mother's expression* indicates Fabiola lives near the school.

I think



4  Listen to the conversation once more and answer the questions.

- 1 Does the conversation sound formal or informal to you?

- 2 What is an expression in the conversation that makes you think that?

Analyze

5 Label the expressions as *Formal* or *Informal*.

Greetings	Farewells	Register
How are you? Good afternoon. Nice to meet you.	Goodbye. Have a nice day.	1 _____
Hi! What's new? How are you doing?	See you. Bye.	2 _____

Ido

6 Write F (Formal) or I (Informal) according to the way you should speak with these people.

- 1 little brother or sister _____
- 2 teacher _____
- 3 secretary _____
- 4 friend _____
- 5 librarian _____
- 6 principal _____



7 Match the questions and answers to make a conversation. What type of conversation is it?



- | | |
|---------------------------------------|---------------------------------------|
| 1 Good morning. Can I help you? | a) I'm in class 1C. |
| 2 Well, let me see. What's your name? | b) Yes, please. Where's my classroom? |
| 3 What class are you in? | c) Laura Díaz Luna. |
| 4 That's at the end of the corridor. | d) Goodbye! |
| 5 You're welcome, Laura. Goodbye! | e) Thank you very much. |

8 Complete the conversation. Then practice it in pairs changing the underlined words with information that is true for you.

Coach: Hello. (1) Can I help you?

Aaron: Yes, (2) _____. I'd like to register for the basketball team.

Coach: OK. (3) _____ your name?

Aaron: Aaron. (4) _____ in class 1B.

Coach: OK, I see. Let me check ... basketball practice for first grade is on Tuesday.

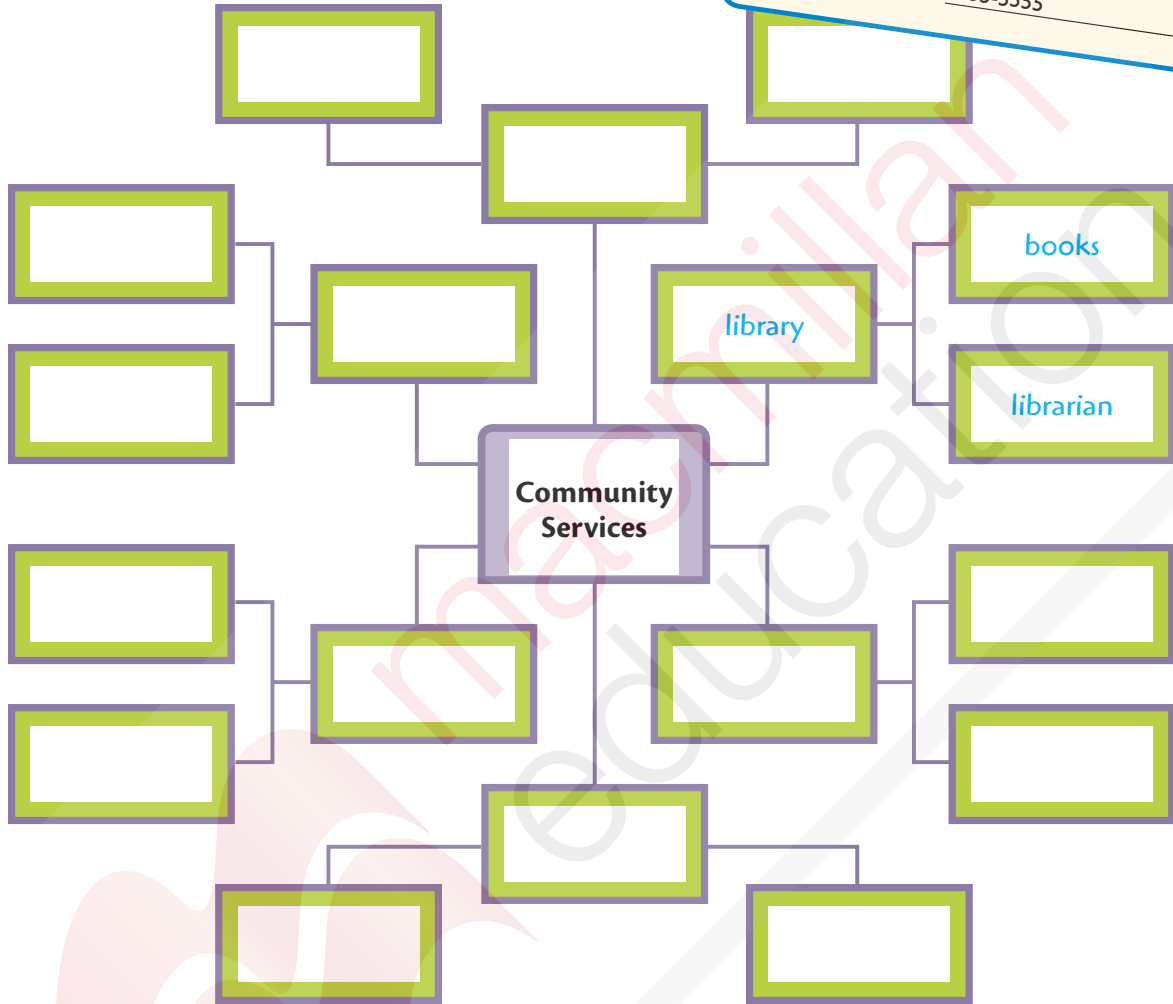
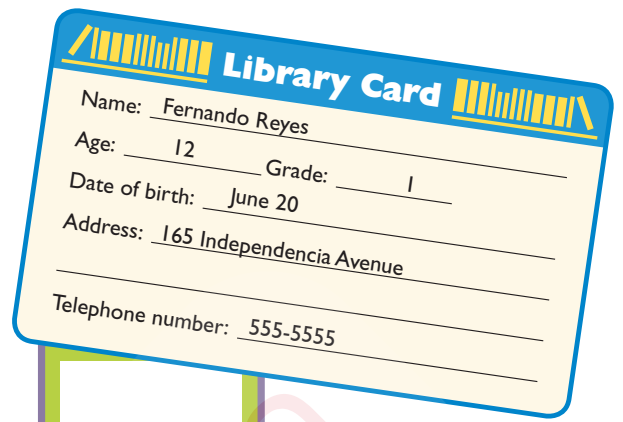
Aaron: Oh, (5) _____ very much.

Coach: You're (6) _____
Goodbye.

Aaron: (7) _____



9 **Work in pairs. Complete the mind map with all the community services that you know.**



10 **Work with your partner. Choose a service from the mind map above. Talk about the service, people who work there, type of activities, or services they provide.**

The people who work in libraries are ...

11 **Reflect on formal and informal language. Write your answers in your notebook.**

- 1 How do you distinguish between formal and informal language?
- 2 When is it important to be formal?
- 3 When will you try to be more formal in the future?





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I explore

1 Look at the illustration and answer the questions.



- Where are the people? _____
- What are they waiting for? _____
- Is anyone helping? _____

2 Match the word to the description.

- | | |
|----------------|---|
| 1 prescription | a) someone who is receiving medical treatment |
| 2 patient | b) a piece of paper that a doctor gives you that says what type of medicine you need |
| 3 nurse | c) a liquid medicine that you take to help to cure a cough |
| 4 syrup | d) someone who is trained to take care of sick or injured people, usually in a hospital |

3 Work in pairs. Look at the picture and discuss the questions.

- What is wrong with the boy?
- What do you think the conversation will be about?

I think it will be about ...



4  03 Listen to the conversation and check your answers in Activity 3.

5  03 Listen to the conversation again and underline the correct option.

- 1 Mark has a *toothache / sore throat*.
- 2 The doctor asks the nurse to bring a *thermometer / prescription pad*.
- 3 Mark has to take the syrup *once a day / twice a day*.
- 4 They can buy the medicine at *the pharmacy / the library*.
- 5 He has to see the doctor again *next Friday / next month*.



6 Read the sentences and complete the text with words from the box.

Mark, **can** you open your mouth, please?

Nurse, **could** you bring in my prescription pad, please?

Nurse, **could** you send in the next patient, please?

You **can** buy it in the pharmacy in the hospital or you **can** get it at your local pharmacy.

can could possibilities requests

- 1 When the doctor is talking to the nurse, he is making _____
- 2 When the doctor is talking to the nurse, he uses _____
- 3 When the doctor is talking to Mark, he uses _____
- 4 When the doctor says where they can buy the medicine, he expresses _____

7 Complete the conversations using *could* or *can*.

1 Formal

Yes, could you lend me a pen, please?

_____ you complete the form, please?

_____ you roll up your sleeve, please? OK. That's the injection done. You _____ take a lollipop now. _____ you close the door on your way out?

2 Informal

Sure, no problem.

8 Write your own formal and informal conversations using *can* and *could*. Use activity 7 as a model.


Formal

Three empty speech bubble boxes for writing formal conversations, arranged vertically within a yellow border.

Informal


Three empty speech bubble boxes for writing informal conversations, arranged vertically within a pink border.

9 Read the article and answer the questions.



Limitless Doctors

Limitless Doctors was started by a group of Mexican doctors to help people all over the world. They started with the belief that everyone, wherever they live, should have free medical services. Now there are many doctors and nurses from different countries working with them. They vaccinate children. They also operate on people even in places where there are no hospital facilities. In 2009 *Limitless Doctors* won an important peace prize.






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- 1 Where is Limitless Doctors from?

- 2 Who is part of Limitless Doctors?

- 3 What do Limitless Doctors do?

10  **p. 23** Complete the KWL chart about a community service similar to Limitless Doctors. Research the community service. Did you find all the information you were looking for?

Community Service:		
What I know about this service	What I want to know about this service	What I learned about this service

11 Reflect on understanding the general sense. Write your answers to these questions in your notebook.

- 1 What strategies do you use to understand main ideas?
- 2 Which of those strategies have not worked well for you?
- 3 What can you do next time to understand better?

1 Work in pairs. Look at the picture and answer the questions.

1 Who are these community workers?

2 What do they do?



I explore

2 Read the conversation. Then label its parts with words from the box.

body closing opening

1

Teacher: Thank you very much. That was very interesting, wasn't it, children? Goodbye.

Students: Goodbye! Thank you!

2

Firefighter: Hi kids. Welcome to our firehouse! We firefighters live on the second floor. If there's an emergency call, then we slide down this pole. We grab our helmets and fireproof coats from these hooks ...

3

Student 1: How often do you get emergency calls?

Firefighter: Oh, two or three times a day.

Student 2: What kind of emergencies are they?

Firefighter: Well, usually we put out fires, but sometimes we go to accidents, too. When we have our fireproof coats and helmets on we jump onto the fire truck and away we go. We turn the siren on because there's usually a lot of traffic and we have to get to fires fast.

Student 3: What equipment do you have on the fire truck?

Firefighter: We have ladders and fire hoses. Remember, if you have an emergency, call 911.



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3 Check (✓) the correct answer.

What idea is included in the conversation?

- 1 Students should make emergency calls to 911.
- 2 Firefighters need to use sirens to get to places fast.

4 Read the sentences and answer the questions.

If there's an emergency call, **then** we slide down this pole.

If you have an emergency, call 911.

We turn the siren on **because** there's usually a lot of traffic and we have to get to fires fast.

- 1 Which word introduces a reason? _____
- 2 Which word introduces a situation that may happen? _____
- 3 Which word indicates the result of a certain situation? _____

5 Work in pairs. Complete the sentences with *if*, *then*, or *because*. Then check your answers.

- 1 _____ **if** _____ you want to send a package, go to the post office.
- 2 _____ you want some medicine, _____ go to the pharmacy.
- 3 I'm going to the dentist _____ I have a toothache.
- 4 _____ there's a fire, _____ call 911.
- 5 Don't put the garbage out today _____ the garbage collectors don't come until tomorrow.

6 Write three sentences about a community service you know using *if*, *then*, and *because*.

- 1 **If you want to ...** _____
- 2 _____
- 3 _____



7 Work in pairs to talk about a community job. Follow the instructions to guide your conversation.

Instructions:
1 Look at the information chart. Think about the questions when you read your text.
2 One of you reads text A and the other reads text B.
3 Complete the information chart by asking each other all of the questions. You can choose another community job that you know.



Text A

Traffic officers coordinate the flow of traffic and they patrol the streets in police cars and on motorcycles. They check that drivers follow traffic laws. If not, they stop them and give them a traffic ticket. They also help people when there are car accidents. They wear uniforms at all times and have special reflective coats, so that drivers can see them in the dark.

Garbage collectors wear protective clothing and gloves because collecting garbage is dirty work. They go from house to house collecting our trash. They put it in the garbage truck. The garbage truck automatically compresses the trash to make room for more. Garbage collectors separate recyclable materials and they drive the garbage to a landfill or recycling plant.

Text B



Flip your book.



Information Chart

- 1 What is the job?
- 2 Where do they work?
- 3 What do they wear?

8 Choose a community job and describe it with expressions from the box.

Paramedics / Teachers / Architects provide an important service ... They save people / teach / design ...
 They also ... They work in a ... They wear ... They drive ... They need to ...
 Their special equipment includes ... They usually ... People like them because ...

Teachers provide an important service. They teach kids ...

9  **Work in pairs. Prepare questions about the community job you chose. Ask each other your questions and write your answers.**

Questions

Where do teachers work?

Answers

They work ...

10 Reflect on understanding main ideas. Write your answers in your notebook.

- 1 What new strategies did you use to understand main ideas?
- 2 Which strategy has worked the best for you?
- 3 Can you use these strategies for other subjects, such as civics? Why?



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I explore

- 1 04 Listen to the song about community services and check (✓) the places and people mentioned.



- 2 Read the poster and answer the questions.

I think

Oakville Community Center

Oakville is your local community center. There is something for everyone!

- We have yoga classes on Tuesday and Thursday mornings for young mothers.



- We provide child care services for children under three.



- Senior citizens will enjoy our senior dance session, followed by lunch (\$5 dollars per person) every Wednesday from 1 to 3 p.m.



- We offer chess, dominoes, and other board games for all ages.



- There are exercise classes every day. Bring your own exercise mat.



- We have free Internet services every afternoon Monday through Saturday from 5 till 8 p.m. Youngsters can come and do their homework here.



- A nurse comes every Friday evening to answer your questions and offer free medical advice.



Oakville Community Center is open every day from Monday to Saturday from 9 a.m. in the morning to 8 p.m. at night. Drop in any time and check out our facilities.



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- 1 What is the poster about? _____
- 2 What classes do they have on Thursdays? _____
- 3 What can elderly people do there? _____
- 4 What kind of activities do they have for young people? _____
- 5 What other interesting services do they provide? _____

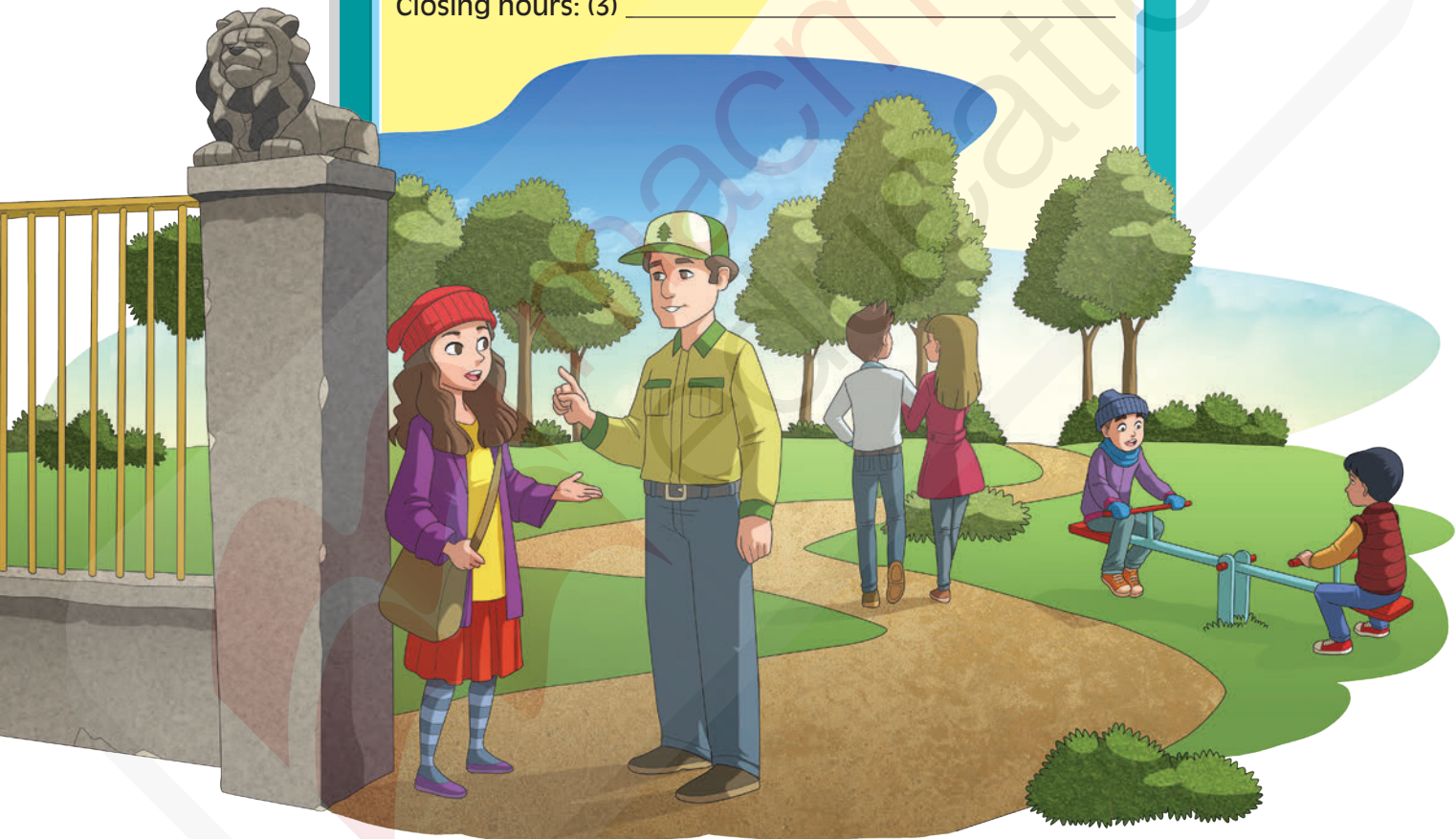
- 3  05 Work in pairs. Listen to the conversation and complete the information about the local park. Then check your answers with a partner.

Local Park

Opening hours: (1) _____

Facilities: (2) _____

Closing hours: (3) _____



- 4 Label the questions with OH (Offering Help), AH (Asking for Help), or AD (Asking for Details).

1 What facilities do you have? _____

2 Excuse me. Could you help me? _____

3 What time does it open? _____

4 Can I help you? _____

5 Can you help me? _____

6 What can I do for you? _____

5 Write the expressions and questions you use to find and give information about a community service.

1 To Start the Conversation



Blank lined writing area for step 1.

2 To Find Information



What facilities do you have?

Lined writing area for step 2, starting with the question "What facilities do you have?".

3 To Give Information



Blank lined writing area for step 3.

4 To End the Conversation



Blank lined writing area for step 4.

6 Circle the information that is relevant or interesting for you when talking about a community service. Discuss it in groups of four or five.

Community Services



7  Work in pairs. Take turns asking for and giving information about a community service. You can use this model for your conversation.

What's the name of your community center?

It's called Daniel Riviera Cultural Center.

What can you do there?

You can take guitar and painting classes.

What other services do they provide?

They provide library services for students.

8 Reflect on exchanging information. Write your answers to these questions in your notebook.

- 1 How easy or difficult is it for you to exchange information in English?
- 2 What strategy can you use to prepare for an exchange in English?
- 3 Ask a classmate about a good strategy and write it down.

PART 1  **Now you know ...**

- 1 how to make a list of community services, people, and activities involved.
Go to Activity 9, page 10.
- 2 how to research a community service and make a table with the information.
Go to Activity 10, page 14.
- 3 how to create questions and answers about a community service. **Go to Activity 9, page 18.**
- 4 how to have a conversation asking and answering questions about a community service. **Go to Activity 7, page 22.**

IT Tip

You can use the Internet to research more about community services close to you.

PART 2 Make it yours.

- 1 Work in pairs. Choose a community service in your community to research. Use the skills mentioned in the “Now you know ...” section to prepare a conversation about it.
- 2 Present your conversations to the class and listen to their conversations. Identify questions similar and different to the questions you asked.

PART 3 Assessment**Achievements and Product****1 Answer the questions about your performance in the lessons.**

- 1 When you listen to a conversation about a community service, how can you tell if it is formal or informal? _____

- 2 In a conversation about a community service, what do you say to ask for and give the information required? _____

- 3 Do your answers above explain how you performed in your role-play? Why or why not? _____

Social Practice

- 2 **In your notebook, write about how you exchange information about a community service and how you organize your ideas. Then write two things you need to improve next time you have a conversation about a community service.**

Glossary

address (n) – the name of the place where you live or work, including the house or office number and the name of the street, area, and town. It may also include a zip code

advice (n) – an opinion that someone gives you about the best thing to do in a particular situation

belief (n) – a strong feeling that something is true or real

compress (v) – to press or squeeze something so that it fits into a smaller space

corridor (n) – a long passage inside a building with doors on each side

facility (n) – something such as a room or piece of equipment that is provided at a place for people to use

fireproof (adj) – a fireproof object cannot be damaged by fire

form (n) – an official document that has spaces where you can put in information

garbage collector (n) – someone whose job is to collect trash

helmet (n) – a hard hat that you wear to protect your head

hook (n) – a curved piece of metal or plastic for hanging things on

hose (n) – a very long tube used for carrying water to a garden or a fire

landfill (n) – a large hole in the ground where waste from people's homes or from industry is buried

nearby (adv) – towards the inside of something

nurse (n) – someone who is trained to look after ill or injured people, usually in a hospital

once (adv) – a particular situation on one occasion only

paramedics (n) – someone who is trained to give medical treatment to people at the place where the accident has happened

patrol (v) – to move regularly around a place in order to prevent trouble or crime

pharmacy (n) – a shop where medicines are sold

pole (n) – a long, thin stick often used for holding or supporting something

prescription (n) – a piece of paper that a doctor gives you that says what type of medication you need

principal (adj) – the head of a school

put out (v) – to make something stop burning

reflective (adj) – able to reflect light

senior (adj) – older

sleeve (n) – the part of a piece of clothing that covers your arm

sore (adj) – painful and uncomfortable, usually as a result of an injury, infection, or too much exercise

syrup (n) – a sweet liquid that contains medicine

throat (n) – the area at the back of your mouth and inside your neck

toothache (n) – a pain in one or more of your teeth

traffic (n) – the vehicles that are travelling in an area at a particular time

traffic ticket (n) – a notice issued by a law enforcement official to a motorist or other road user, accusing them of breaking traffic laws

twice (adv) – two times

vaccinate (v) – to treat a person or an animal with a vaccine to protect them against a disease

youngster (n) – a child or a young person