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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 students are going to do a role-play.

Students 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 students are going to write instructions to use bilingual dictionaries.

Students 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 students are going to create a conversation about likes and dislikes.

Students 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





Unit 1

SOCIAL LEARNING ENVIRONMENT:
Family and Community

COMMUNICATIVE ACTIVITY:
Exchange views of a community service.

SOCIAL PRACTICE:
Exchanges associated with specific purposes.

FINAL PRODUCT:
Role-play

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Recognize topic, purpose, and intended audience. - 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 speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.). - Notice language register. - Exchange experiences. 	<ul style="list-style-type: none"> • Listen and revise conversations about community services.
Focus	<ul style="list-style-type: none"> - Activate previous knowledge. - Anticipate general sense. - Clarify the meaning of words and expressions. - Distinguish the composition of expressions: types of sentences and modal verbs. 	<ul style="list-style-type: none"> • Get the general sense and main ideas.
Build	<ul style="list-style-type: none"> - Identify use of words and expressions that contain ideas (e.g. <i>if, then, and, because, etc.</i>). - Detect key words. - Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc. - Assess the use of own strategies. 	<ul style="list-style-type: none"> • Get the general sense and main ideas.
Achieve	<ul style="list-style-type: none"> - Select appropriate repertoires of words and expressions. - Determine language register according to intended audience. - Fluently take turns to speak. - Include relevant details and interesting information. - Formulate and respond to questions to ask for and give information. - Consult notes to remember information that is necessary to know. - Confidently and appropriately participate in brief conversations. - Monitor students' progress regarding an initial point. 	<ul style="list-style-type: none"> • Exchange information about community services.

**Fact File****Title:** Let's Go to Boulder

Summary: Boulder, Colorado, in the US is a small city with an important history that goes back to 1858. Little did the first Native Americans know that this area would become famous for its gold and silver mines. These treasures soon brought miners and their families to the area. After the gold and silver ran out, families stayed and established

many community services for residents and visitors. Boulder soon became a fun and delightful place to live and visit in summer and wintertime. Today, Boulder offers modern and traditional transportation, local food services that include the famous Farmer's Market, library, and entertainment services which keep children and adults equally happy. Like most cities in the world, Boulder has a "sister city," Ciudad Mante, Tamaulipas, in Mexico.

MEDIA RESOURCES**Pre-reading**

Write: *community services*. Elicit ideas and related words from students. Write them around the main topic to create a mind map. Ask: *What community service is most important?* Ask if there are any "strange" community services in their area. Give students some examples: People performing on the streets for entertainment, people cooking and serving it to the needy. Have students go quickly through the images in the text. Ask: *What community services do you think are available in Boulder?*

First Reading

Give students a bit of background information about Boulder, Colorado. Write a few key words on the board about this city in the US. Use information from the text. Elicit previous knowledge by asking: *Have you ever been in a place where most of the people ride on bikes?*

Have students sit in groups of four. Tell each team they will read a part of the text. Ask each team to write five facts about services in Boulder they find in their piece of reading. Have students from each team come to the front. First have students mention the facts they found and write them on the board. Then have other members of the same team read the text out loud as the rest of the class follows. Encourage students to ask and answer questions about the text they've just read.

Write *Let's Go to Boulder* on the board. Elicit three other titles from the students. Have students reflect on how the different titles could make the text different. Ask some students to mention what they think the text would be about with each of the four titles. Write key ideas from students under each title. Accept any idea because there are no right or wrong answers in this activity. Make sure students understand the difference between a narrative and an informative text. Invite students to guess which texts under each title would be informative and which narrative. Have students support their choices.

Second Reading

Ask students to identify in the text the facts and write on the board. Use prompts when necessary to elicit the information. Ask students to read the piece of text that supports their answers. Have students use a Venn diagram to contrast and compare Boulder to their hometown. Then have students compare and contrast Boulder to its sister city, Ciudad Mante.

Have students work in groups of four to predict what Ciudad Mante is like and in how many ways it is similar to Boulder. Ask students to look for specific information about Boulder's sister city similar to the one in the original text. Encourage students to focus on community services in both cities. Ask: *What community services are available in Boulder? Which ones in Cd. Mante?* Elicit answers from students. All answers should be supported. Encourage students to mention the sources of information they used. Have each team write similar information about Ciudad Mante. Have students use the text on Boulder as a model text. Give each team a section of the text to research and write on. Invite volunteer students from each team to read the text they produced with their team.

Activities Answer Key

1 1 T 2 T 3 F 4 F 5 T

2 1 RTD 2 Rocky 3 Farmer's organic
4 Downtown

3 1 b 2 a 3 b 4 a 5 b

4 1 Transportation, recreation, food, library,
entertainment. 2 Answers may vary. 3 Answers
may vary.

Achievement:

- Listen and revise conversations about community services.

Teaching guidelines:

Offer your students a variety of activities with which they can:

- Recognize topic, purpose, and intended audience.
- 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 speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).
- Notice language register.
- Exchange experiences.

Material:

- Class CD

Class 1

Warm up

Use students' previous knowledge to create a friendly atmosphere in the classroom. Introduce yourself to students pointing to yourself and stressing the fact that you are a teacher and you work in a school. Say: *Teaching is a community service.* Then ask: *What community services are there in your neighborhood?* Elicit answers (*supermarket, library, veterinarian, hospital, playground, etc.*). Point out the importance of community services in your neighborhood.

Stage 1: I explore**1 Work in pairs. Look at the illustration and say who works in your school.**

To activate the students' previous knowledge, describe in general, a school and the people who work in it. Include the words: *school bus, library, office, students, janitor, teacher, principal, secretary, librarian* in your description. Elicit any new vocabulary. Ask for volunteers to describe the places and the people that work at their school. Ask: *What do we do at the library? Who works there?* Invite students to work in pairs and discuss the different descriptions about their school.

Have students open their Student's Book to page 7 and look at the illustration. In their same pairs, tell students to describe the illustration. Afterwards ask them to compare the description about their own school with the illustration.

Answers may vary.

Stage 2: I think**2  Work in pairs. Listen to the conversation and discuss what it is about.**

For students to recognize topic, purpose, and intended audience write *Community Services* on the

board. Make a brainstorm about the topic and write the related words students come up with. Clarify that a community service is a job done by a person or group of people that benefits others.

Tell students they are going to listen to a conversation. To recognize speakers' actions ask them to be aware of what the speakers do (knocking on the door, asking questions, adjusting volume etc.). All these actions will support the meaning of the conversation. Play the Class CD. Tell students to discuss, in pairs, what the conversation is about. Ask students if they think the register of the conversation is formal or informal. Have them discuss what the difference is.

Answers may vary.

3  Listen again and circle the correct option.

To help students distinguish intonation and attitude in each speaker play the Class CD again. Guide them so that they see how speakers' actions such as paraphrasing and making questions can support meaning. To recognize topic, purpose, and intended audience give students some time to circle the correct options. Play the Class CD again for students to check their answers. Ask them to compare them with a classmate.

Answers: 1 in a school office 2 the principal's secretary 3 her address 4 nearby 5 secretary's expression

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

Have students open their Student's Book to page 8. Play the Class CD once again. Have students take notes and write the expressions used for the greetings and farewells. Ask students to detect contextual clues (knocking on the door, someone typing on a computer, etc.). Ask them to discover where the conversation is taking place. Ask: *Where are they?* (school, office), *How do you know?* (because

of the background noises like typing sounds and knocking on door.) Now, have students identify different forms of communication. Invite them to concentrate only on Fabiola and the secretary. Ask: *Are they having a telephone conversation?* (No, they are face to face.) Ask students to determine what the register is. Have students answer the questions individually. If necessary, play the Class CD one more time. Have them exchange books with a classmate to compare and check their answers.

Answers: 1 formal 2 Possible answers: Come in, please. Good morning. Can I help you? What's your name, please? Thank you very much for your help. You're welcome. Goodbye.

Teaching Tip

Peer correction is a classroom technique where students correct each other rather than the teacher doing this. It is a useful technique as students can feel less intimidated being helped by others in class. It also allows the teacher to check what the rest of the class knows. Asking students to agree or disagree with their classmates' answers is a way of promoting peer correction among students.

Analyze

5 Label the expressions as Formal or Informal. Tell students to close their books. To help students notice language register draw a three-column table on the board and label the columns *Expressions / Formal / Informal* respectively. Under *Expressions* draw two rows and label them *Greetings* and *Farewells*. Ask students to draw this table in their notebooks and write some expressions for both formal and informal greetings and farewells. Model an example and in the *Greetings* row write *How are you?* in the formal column and *Hi!* in the informal column. Have them work in pairs and add other examples they can remember. Have volunteers come to the board and complete the table using their own examples. Have students think about the following questions: *Are formal and informal language the same? Are they different? Which one do you use with friends? Which one do you use with the school principal? Which one is for family members?* Ask students to open their Student's Book to page 8. Ask volunteers to read the expressions for each category out loud. Tell students to notice the difference and label the expressions. Make sure students understand what they have to do. Check answers as a class.

Answers: 1 Formal 2 Informal

Class 2

Warm up

Say hello to several students. Ask students to greet each other. If necessary, explain *How are you? I'm fine thanks!* Have them shake hands and make eye contact as they greet each other. Remind students that this is how people greet each other in English-speaking countries.

Stage 3: I do

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

Randomly assign students to groups by counting off (using numbers one to six) and grouping them according to number. Read out loud the six categories of characters in Activity 6 and have each group match their number to the character, for example: Group 4 members represent *friends* while Group 6 members represent *principals*, etc. On the board write different combinations of numbers and have these groups interact and determine the way they should speak with each other. For example, on the board write: 2-3-4; 6-5-1; 5-4; 6-3; 2-1. Model an example of an interaction for the 2-3-4 combination and tell students you will represent a *teacher* (from group 2) and then ask a secretary (from group 3) and a *friend* (from group 4) to come to the front and practice greeting each other using a formal or informal manner depending on the register required. Try to have fun with this activity and then have students write their answers. To confirm answers call on students.

Answers: 1 I 2 F 3 F 4 I 5 F 6 F

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

Ask students to open their Student's Book to page 9 and observe the photo. Have them say who they think is the girl (a student) and who they think is the woman in the picture (a teacher). Ask: *What are they talking about? Is the conversation formal or informal?* (It is formal). Elicit several possibilities: *a school problem, looking for something, asking personal information.*

Tell students to get into pairs. Have one student read the sentences in the first column while the other student reads the second column. Have them match the questions with the answers to make a conversation. Tell students to read the whole conversation individually. Ask them to reflect on how information is organized. The scaffolding process nurtures how to organize information

to form a coherent conversation. Ask students to look at the different sentences and decide which expressions come first, second, and at the end of the conversation.

Answers: 1 b 2 c 3 a 4 e 5 d

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


Ask students about the conversations they have read or heard so far. Ask: *Can you remember a formal conversation? Can you remember an informal conversation?* Ask students to give examples they remember.

Have students look for details in the illustration and describe what they see. Elicit vocabulary from the image. Ask students to read the conversation individually without answering. Tell students to pair up and complete the conversation with expressions from Activity 7. Have the class compare and check their answers. Finally, ask them to practice the conversation in pairs but changing the underlined information so that it is true for them. Give an example: *What's your name?* Patricia, I'm in class 1A.

Answers: 1 Can I 2 please 3 What's 4 I'm
5 Thank you 6 welcome 7 Bye!

Stage 4: Ready!

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

Have students open their Student's Book to page 10. Draw their attention to the mind map in Activity 9. Ask a volunteer to read out loud the topic of the mind map (Community Services) and the example given (Library). Ask: *What kind of service does the library offer?* Then ask pairs to think of other valuable services that communities provide. Give an example and on the board write: *garbage collectors*. Explain briefly that this community service not only keeps areas clean and sanitary. Have pairs complete the mind map with other examples of community services. Tell students mind maps are useful resources to organize many different kinds of information. Walk around the class and give help. Check answers by asking four volunteers to write different answers on the mind map. You can use this activity as Portfolio evidence for the final product. 

Suggested answers: Firefighters, doctors, police, paramedics, park rangers, ambulance drivers, museums, zoos, hospitals, community centers, animal shelters, homeless shelters

Intercultural Note

The use of a library is for reading, studying, and learning. Show politeness and concern for others when you visit a library by following the library rules such as keeping your voice as low as possible, not eating and not using your cell phone, and taking care of the library property and of the material you borrow. You can also use virtual libraries that are online. Some are free and sometimes you may need to pay a fee. Encourage students to check the virtual libraries referenced in the bibliography on page 192.

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.

Working in the same pairs, have students discuss the answers they wrote in their recently completed mind map. Read the instructions for Activity 10 out loud. Walk around the room and confirm with each pair which service they have chosen to talk about. Guide students with some questions such as: *Who works there? What service do they offer?* Allow enough time for pairs to answer. Ask a volunteer to share their response with the whole class.

Answers may vary.

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

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding the idea of language register and how to use it (formal vs. informal). Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of when they will try to be more formal in the future.

Answers may vary.

Achievement:

- Get the general sense and main ideas.

Teaching guidelines:

Guide your students for them to be able to:

- Activate previous knowledge.
- Anticipate general sense.
- Clarify the meaning of words and expressions.

- Distinguish the composition of expression: types of sentences and modal verbs.

Material:

- Class CD
- Colored pencils



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Class 1

Warm up

Have your students stand up behind their seats. Ask a student to spell a word. The student next to him / her should spell a word that begins with the last letter of the word given. The game continues until a student is unable to provide a word or makes a mistake. When this happens, the student is out of the game and must sit down. You can play for as long as you consider appropriate or until there is a winner. The last student standing will win the game. You may want to suggest students use vocabulary from the previous lesson. Make sure all words are understood by students.

Stage 1: I explore**1 Look at the illustration and answer the questions.**

Ask students to open their Student's Book to page 11. Have them look at the illustration and as a whole class describe it. To anticipate general sense of the illustration, point to different people in the image and ask students why they think the people are there. While they describe the image write some key words on the board (hospital, doctor's appointment, fever, nurse, x-rays, toothache, stomach ache, cast, wheelchair, etc.). Discuss, in general terms, what it is like to go to the doctor or to the hospital. Ask: *Who has been to a doctor's office? Who has been to a hospital?* Elicit answers. Invite students to share their personal experiences with the vocabulary used in this activity and the previous lesson. This will help them increase their awareness of the language, and will prepare them to develop writing skills. Have students read and answer the questions individually. Check answers as a whole class.

Answers: 1 hospital waiting room 2 A doctor / Medical attention 3 receptionist, nurse, paramedic

Stage 2: I think**2 Match the word to the description.**

To activate previous knowledge ask students to cover with their hands the right column and read out loud the words in the left column. If necessary, model pronunciation and have students repeat after you. Point to each word and ask if they know the meaning. If students hesitate, provide a sentence so that they can infer the meaning by understanding the context. You can ask some students to provide examples of their own to ensure the meanings are understood clearly. Tell students to uncover the second column. Read the instructions and make sure students understand what they have to do. Have them compare and discuss the answers with one of their classmates.

Answers: 1 b 2 a 3 d 4 c

Extra Activity

Elicit health vocabulary from the students. They now have a good word selection and can use it in different written or oral contexts. Ask students to go back to the previous activity and choose some vocabulary words to illustrate in their notebooks with colored pencils. After some minutes, ask them to share their illustrations. This will especially help visual and spatial (picture smart) students learn, understand, and remember new vocabulary. Have volunteers describe their illustrations. You can later use them to decorate the room.

Time: 15 minutes

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

Ask students to work in pairs. Tell them to pay close attention to the picture. Give them some minutes to describe what is going on in the image. Elicit key words from the students as you point to your "throat" and mime pain as you say *I have a sore throat*. Ask students to imagine a conversation between the doctor and the patient. Write the following questions on the board while they are talking: *What is wrong with him? What do you*

think the conversation will be about? Elicit answers. Remember to go around the room listening to them talk. You may intervene to correct sentence structure or use of vocabulary but do allow for peer correction to take place. Take notes on some of the most common mistakes and address them while discussing the answers to the questions as a group. Ask students to justify their answers by pointing out specific details. Do not check their answers yet.

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

Give students a bit of background information on what they will hear. Elicit some ideas about what doctors do to take care of their patients. Mention that it is normal that doctors sometimes become patients. Have students reflect on this and give them some examples. Tell students you will play the recording to check their answers to the previous activity. Play the Class CD twice. When they listen to the recording for the first time, they should focus exclusively on the act of listening. Afterwards, ask them to check whether their answers are correct or not. Choose students (or have them volunteer) to read their answers out loud. If possible ask some specific questions such as: *What was the treatment the doctor suggested? Was the doctor alone with the patient?* etc. Elicit answers.

Answers: 1 His throat is sore. 2 possible treatment

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

Ask students to sit in groups of four. Ask them to share medical experiences. Doing this scaffolding activity will help them work on the next activities. Ask students to read the sentences with both options. Play the Class CD again so that they can choose the correct option for each one.

Ask the class to share their answers and discuss the other options. You can ask the students questions such as: *What kind of injuries require the patient to visit the doctor again in a month? What kind of doctor specializes in toothaches? Why do we use thermometers?* Allow students time to think and possibly write their answers. Encourage students to share and compare what they write with a classmate.

Answers: 1 sore throat 2 prescription pad
3 twice a day 4 at the pharmacy 5 next Friday

Teaching Tip

When organizing groups of students you may want to use different strategies. You may want to take into consideration the following options: abilities, interests, hobbies, performance, etc. For example, weaker and stronger students can work together so they can help each other.

All grouping strategies are good as long as you have a language target. Remember putting students in groups makes them speak and practice the language they are learning. By having students work together you will increase their comfort zone while using English. A comfortable and happy student will learn better and faster.

Class 2

Warm up

Ask students to stand next to their places. Explain that everyone will exercise a little before the class begins. You can show them a warm up routine. Have them move their heads in circles, arms up and down, legs up and down, move feet in circles, hips in circles, etc. Have them breathe deeply. Think of the song "Head, shoulders, knees, and toes" and have students help you create a routine while naming different body parts. This activity is meant to relax students and remind them of vocabulary words that refer to their bodies.

Analyze

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

Ask students about the different manners in which we communicate. To distinguish the composition of expressions, ask: *Do we talk to different people in the same way? What differences can you identify between talking to a teacher or a classmate?* Tell students to open their Student's Book to page 12. Have them read the words in the box and the sentences below. Give them some minutes to complete the sentences on their own and then go over the answers with the whole class. Ask them to recognize the difference in register from one word to another. Point out the modal verbs *can* and *could* and have students volunteer to produce sentences of their own in different registers and with a variety of verbs. Write key words on the board to elicit production.

Answers: 1 requests 2 could 3 can
4 possibilities

Stage 3: I do**7 Complete the conversations using *could* or *can*.**

Write on the board the words *could* and *can*. Elicit examples of requests using these words. Make sure students understand there are different types of sentences that use these words: requests and possibilities.

Ask students to read the conversation and complete them with the modals *can* or *could*. Then ask students to get into groups of three to compare and discuss their answers. Finally, have different groups read their answers out loud. If students disagree, encourage them to justify their answers by addressing the different register of each conversation.

Answers: 1 *could, could* 2 *can, can, can*

Stage 4: Ready!**8 Write your own formal and informal conversations using *can* and *could*. Use Activity 7 as a model.**

Work as a class brainstorming formal (at the school library, with a police officer) and informal situations (with friends, with their brother or sister) they can write their conversations about. Tell students to work with the classmate sitting next to them. Give them some minutes to prepare the conversation using Activity 7 as a model. Refer them to the previous pages in their book to review expressions. This activity will help students develop critical thinking skills to discriminate between formal and informal situations and language. When time is up, ask some pairs to come to the front and role-play their conversations.

9 Read the article and answer the questions.

Ask students to open their Student's Book to page 14. On the board write: *Limitless Doctors* vocabulary: *belief / medical services / vaccinate / facilities / peace prize*. Ask: *What do you think is Limitless Doctors? What do these vocabulary words mean?* Elicit answers and direct students to go to the Glossary on page 24 to clarify the meaning of words. Have students read the article independently and answer the questions. Confirm answers as a class.

Answers: 1 It is from Mexico 2 Many doctors and nurses from different countries work with them. 3 They provide free medical services. They vaccinate children. They operate on people where there are no hospitals.

Intercultural Note

There are many organizations that hire volunteer doctors every year to work in communities where clean water and health services are not available. Medical volunteers who speak several languages are very valuable. In our country there are many organizations that help isolated villages have health services.

10 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?

On the board write: *KWL = Know / Want to Know / Learned*. Explain that the KWL letters stand for the concepts of Know, Want, and Learned. Guide students to the KWL chart in Activity 10 and explain that this is to help them organize their research. Have students work individually and select a community service similar to Limitless Doctors. (If students have trouble identifying a similar service, suggest local community services, such as the firefighter or police departments.)

First, have students write the community service topic they will research in the KWL box of Activity 10 (for example, your local hospital). Now ask them to complete the first column and write what they *know* about the topic. Then, in the middle column tell them to write at least three questions they *want* to know about this service. Remind students that both these columns should be completed before doing the research on their topic. If possible, allow some time to do some basic research and have students write in the third column. You can use this activity as Portfolio evidence for your final product.

Answers may vary.

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

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding strategies to understand main ideas of articles. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what they will try next time to understand main ideas better in the future.

Answers may vary.

Achievements:

- Get the general sense and main ideas.

Teaching guidelines:

Guide your students for them to be able to:

- Identify use of words and expressions that contain ideas (e.g. *if, then, and, because*, etc.).
- Detect key words.
- Determine the structure of conversations: opening, body and conclusion, and the

sequence of enunciation: description, instruction, etc.

- Assess the use of own strategies.

Material:

- Pictures of firefighters from the 18th, 19th, 20th, and 21st centuries
- Tape
- White sheets of paper

Class 1**Warm up**

Before students come into the classroom, write on the board: *My Favorite Things*. As they come into the room, ask students to write at least one of their favorite things on the board. Write your own favorite thing too (you can include favorite color, activity, day of the week, superhero, number from 1-10, etc.). Tell them that they will have 5 minutes to go around the classroom asking their classmates what their favorite things are. The goal is to find someone who shares three items on the list as quickly as possible. Once they do, they must take a seat next to each other. Ask: *Is there something we all like?*

Stage 1: I explore**1 Work in pairs. Look at the picture and answer the questions.**

Ask students to name some professions that help the community (police officer, doctor, construction worker, teacher, nurse, etc.). Make a list on the board and discuss the importance of those jobs. This will activate student's previous knowledge on the topic and will set the mood for the lesson. Tell students they will work in pairs with the person from the warm-up activity. Have them open their Student's Book to page 15. Ask them to look at the picture carefully and identify who are these people. Give students a few minutes to discuss and answer the questions. Walk around the class monitoring and helping students if necessary.

Answers: 1 firefighters 2 put out fires, provide help during accidents, rescue people and animals in trouble, etc.

Intercultural Note

Brainstorm with your students facts about firefighters and their evolution in history. You can show them pictures from the 18th, 19th, 20th, and 21st centuries to elicit language and build interest. Write

on the board: *Did you know that ...* Ask students to take notes. Read the following facts to them: *Did you know that the first female firefighter recorded in history was Molly Williams, in New York City, back in 1815? Firefighting in Chile is an honor. So if you want to volunteer as one of the group you must be willing to go through hard training and to pay a monthly fee.*

Stage 2: I think**2 Read the conversation. Then label its parts with words from the box.**

Write these words on the board: *body, closing, opening*. Have volunteers come up and number each in the order in which they occur. (opening – 1, body – 2, closing – 3). Once several students have written numbers conclude as a group on the correct order.

Have students read the instructions and make sure they know what to do. Ask volunteers to read the fragments that belong to the conversation out loud. Ask them to compare the information each part communicates to the intended audience. They must determine the appropriate sequence (opening, body, and conclusion). Pair up students. Have them detect and analyze the key words or expressions that characterize each segment. Ask students to label the parts of the conversation with words from the box. Finally, to determine sequence of enunciation, have students identify examples of descriptions, instructions, etc., and justify their answers. Point out the difference between a description and an instruction. A description is a statement about what someone or something is like; and an instruction is a statement of something that must be done, often given by someone in authority.

Answers: 1 closing 2 opening 3 body

3 Check (✓) the correct answer.

Have students remember what the main idea of a text is. Elicit several examples referring to stories they all know and can easily identify.

Tell students to get into groups of five. Ask them to role play the conversation in Activity 2. Tell

them one can read the part of the teacher, the other can play the firefighter and the other three can be the students. Encourage them to use the appropriate tone and intonation. Also tell them to adopt the appropriate attitude. After they read, ask students to read and answer the question. Give them a few minutes to discuss their answer. Have them compare their answers with other peers.

Answer: 2

Analyze

4 Read the sentences and answer the questions.

To identify the use of words and expressions that connect ideas, have students read the first sentence. Elicit what this means. Do the same with the other two sentences. Write the following words on the board: *if, then, because*. Ask four volunteers to come to the front and write an example with each one. Ask: *How do their meanings differ? When and how do we use each word?* Have students read their sentences out loud and elicit the word that indicates a reason (*because*), describes a cause and effect, or what is true in a specific context (*if ... then*), or gives advice on what to do in a specific scenario (*if*).

Notice the word "then" just adds emphasis to the sentence. Make sure students learn how to use the words: *if, then, because*. Ask students to complete the activity and check answers as a class.

Answers: 1 because 2 if 3 if ... then

Stage 3: I do

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

Have students open their Student's Book to page 16. Tell students you need their advice or opinion on a series of topics regarding community services. Ask them to justify their advice and have them identify use of words and expressions that contain ideas (e.g. *if, then, and, or because*). Write the words on the board. Have the students work in pairs to complete the sentences. After some minutes elicit the answers from volunteers.

Answers: 1 If 2 If, then 3 because 4 If ... then 5 because

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

Read the instructions out loud for Activity 6. Model the answers and write on the board the heading *Community Parks* and below it write these examples:

1 *Park grass is typically kept short because people play sports or have family picnics and celebrations there.*

2 *If citizens think a park is unsafe, then they might not use it at all.* 3 *If you want your dog to play outside safely without a leash, go to a dog park.* Ask students to follow the model sentences on the board and do Activity 6 in groups of three and write about a different community service. Walk around the class and guide students to use these expressions correctly to connect ideas. Allow enough time to complete the activity. Check answers by calling on teams to read their responses. their responses.

Answers may vary.

Class 2

Warm up

Have students write what community worker they like the most on a sheet of paper. Give students a piece of tape and have them stick this paper on their clothes where it is visible to everyone. Have the first student in a line mention out loud what they are and what they do for the community. For example: *I'm a doctor. I help sick people.* The second student to speak will have to mention what the first one said and then mention who he / she is and his / her duty. For example: *Pedro is a doctor. He helps sick people. I am a firefighter. I rescue people.*

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

Have students work with a classmate. Call on a student to read out loud the questions in the yellow Information Chart.

Tell them one partner will be student A and the other partner student B. Ask them to underline the vocabulary that they do not understand and encourage them to try to guess the meaning according to the context. After reading the texts, have pairs complete the information chart by asking each other all of the questions about the job in their texts. Elicit answers from some pairs to make sure they understand what is needed.

Answers: 1 traffic officer / garbage collector
2 on the street / on the street 3 uniforms with reflective coats / protective overalls and gloves

Extra Activity

Read the following text out loud. Tell students to pay close attention to interesting facts. Ask them to identify new words and their meaning.

"When trash is taken to a landfill, it is almost certain that it will end up sealed in the ground. This means that the trash that ends up there is not likely to decompose because natural elements are not able to find their way into the ground to help disintegrate it. If the trash is burned the ashes can sometimes be used to make roads! Due to the enormous amounts of trash that are disposed of every day, both alternatives have a negative impact on the environment. It is necessary to consider the importance of reducing our environmental footprint by reducing the amount of garbage we produce and through other techniques such as recycling."

Ask students to give their own opinion on this text using *if, then, and, or because*. By doing this you will make them aware of language usage and environmental issues.

Time: 15 minutes

Stage 4: Ready!**8 Choose a community job and describe it with expressions from the box.**

Have students open their Student's Book to page 18. Ask volunteers to read the words and expressions from the box one by one. Write the example on the board and encourage them to create another example. Make sure students select an appropriate repertoire of words and expressions. Ask students to choose one community job that interests them and write their job description. Remind them to pay close attention to determine language register according to the intended audience.

Teaching Tip

Skimming and scanning are reading techniques used to identify information within a text. You scan through a dictionary to find the words beginning with a specific letter instead of reading each page. Scanning helps to find something quickly. Skimming will help students find general ideas or information in texts but not any details. Teach students these very helpful techniques to make their reading more efficient.

9   p.23 Work in pairs. Prepare questions about the community job you chose. Ask each other your questions and write your answers.

Get students into pairs and try to combine them so that the partners have different job descriptions. Ask a volunteer to read the instructions. Refer students to the Information Chart from Activity 7 to activate prior knowledge about what questions to ask each other. Tell them it is important to learn how to take turns to speak and interact in a question and answer situation. After students have completed Activity 9, have partners share constructive criticism and peer correction with each other. Emphasize a positive approach and celebrate their effort. You can use this activity as Portfolio evidence for your final product.

Answers may vary.

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

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding reading strategies to understand main ideas of information. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what strategy worked best and how.

 MEDIA RESOURCES

Answers may vary.

Achievement:

- Exchange information about community services.

Teaching guidelines:

Provide information and help students to learn how to:

- Select appropriate repertoires of words and expressions.
- Determine language register according to intended audience.
- Fluently take turns to speak.
- Include relevant details and interesting information.

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

Material:

- Class CD
- White sheets of paper
- Colored pencils



p. 5

Class 1

Warm up

Invite students to sit close to their friends. Tell them you are going to whisper a secret sentence to one of them. Have a volunteer come up and give an example. The volunteer student must whisper what he / she heard from you and should pass the *secret* on until everybody has heard it. The last student to hear it will come to the board and write the *secret sentence*. Make sure everybody understands what the game is all about before starting. Use this Warm-up game to practice language from the previous lesson. For example: *Firefighters rescue people and animals*.

Stage 1: I explore

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

Ask students to open their Student's Book to page 19. When the students are ready, tell them you will play the Class CD twice. The first time students listen to it they should focus on understanding what is being said and the main idea that is expressed. It is not necessary to provide additional guidelines at this time. Before listening to the recording a second time, tell students to focus on the community services, places, and people mentioned. Ask them to take notes. Elicit their answers and discuss some of the things mentioned as this will activate their previous knowledge since students are encouraged to identify the views provided in the song, and complement them with their own thoughts and opinions. Have students sing along with the recording. Make sure they have fun singing in English.

Answers: 1 4

Stage 2: I think**2 Read the poster and answer the questions.**

Ask students to first look at the poster and then have them identify what it about. Write the word *poster* on the board. Ask: *What kind of language do we usually find in a poster? What are posters for?* (A poster is a large printed picture or notice that you stick to a wall or board, usually to advertise something.)

Ask students to read the text in the poster individually. Tell them to use a dictionary if they find a word they don't know or understand, or refer students to the Glossary on page 24 to clarify the meaning of words. Have students read the questions below the poster and answer them. This will help them identify the main elements in the text.

Answers: 1 It is about the Oakville Community Center and everything you can do there.

2 Thursday morning you can find a yoga class for young moms. 3 Senior citizens can take dance sessions and eat lunch for \$5 every Wednesday.


4 Children under three are taken care of; youngsters can go do their homework there. 5 Free medical advice, games (chess, dominoes, etc.), exercise classes, free Internet service after 5 o'clock.

Extra Activity

Tell students they will make their own posters to promote community services. Ask them to choose one community service. Have them write many words and ideas about it as a brainstorm. Explain that this will help them with their writing. Invite students to create a poster using the information from the brainstorming activity. Tell them they can also illustrate it. When they have finished tell students to stick the poster to the wall or board.

Have students walk around the room and vote for the best piece of work.

Time: 20 minutes

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

Draw students' attention to the illustration on page 20. Ask them to collaboratively describe the image. Talk about the information in the illustration. Talk about how an image can give information and ideas through key words, colors, and phrases. Then tell your students they will listen to a conversation between a girl and a park keeper. Ask them to look at the information card and play the Class CD. Students complete the information. Check the answers with the class. Have each student compare and check their answers with another classmate.

Answers: 1 At 9 o'clock every morning.
2 There's a play area for small children with swing and slides. There's a sand box too. There's an open air swimming pool and there's a cycle track. And there's a ramp for skateboarding.
3 At 9 o'clock at night.

Analyze

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

In this activity, students will be able to select appropriate repertoires of words and expressions. Invite them to read the questions carefully, analyze the language in context, and reflect on the use of the structure and its function. Have them work in pairs to compare the function of these questions. Ask: *When do we usually ask these questions?* Give them some time to label the questions and when they are done have them compare their answers in groups of four (two pairs get together).

Before moving on, ask them to think about other structures they know that might help them offer help, ask for help, or ask for details. This will help students understand how certain words and expressions are used.

Answers: 1 AD 2 AH 3 AD 4 OH
5 AH 6 OH

Stage 3: I do

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

Invite students to think about their community. To choose from a repertoire of pertinent words and expressions, ask: *Do you know any community centers? Have you ever been there? What kind of activities can you carry out there?* Tell students to use

these questions to brainstorm about community services. Elicit vocabulary from the students and write the words and ideas on the board. Have students open their Student's Book to page 21. Elicit from the students the kind of language they will be using. As a teacher, determine the register of the discourse according to the addressee. Make students aware of the language they are using and why they are using it.

Tell students to read the instructions. Make sure they understand what to do. To formulate and respond to questions to ask for and give information have students choose from a variety of pertinent words and expressions to give and find information. Finally, ask for volunteers to read their expressions out loud.

Answers may vary.

Remember

Next class students will need colored pencils.

Class 2

Warm up

Tell students you will mention a letter and they will have to tell you as many words as they know that begin with this letter related to previous classes. Write the words on the board. Use this Warm-up activity to review vocabulary. Words that were used in previous activities count as double!

Then write *Community Center* on the board and divide it in three columns. Divide the group into three teams and ask each one to choose a leader. The leaders will stand up with a marker, each in front of a column. Tell them that they have to write as many words that begin with the letter you will provide related to the topic. The rest of the team can help by giving them ideas or by writing them on a piece of paper for them to see. Set a time limit. The team that writes the most words wins.

Stage 4: Ready!

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.

Have students open their Student's Book to page 22. Call on a student to read the instructions out loud. Invite them to look at the list of words in Activity 6. Ask them to sit in groups of four or five members and determine what information is the most important to help them learn about a

community service. Guide students to remember how to formulate and respond to questions to ask for and give information. Help them activate previous knowledge and write question prompts on the board: *who / what / when / where / how / why*. Ask groups to determine which words in Activity 6 will help them find out the specific details and interesting information about a community service, and which ones are not so relevant for them (for example, activities for senior citizens). Have students circle their answers and discuss how they can support them. Check answers as a class.

Answers may vary.


Extra Activity

Invite students to create their own posters for a community service on a white sheet of paper. Tell them to include relevant and interesting information about the community services, such as days and hours open. They can use colored pencils to illustrate the poster with creative and attractive images. You can use the poster to decorate the classroom.

Time: 10 minutes

Teaching Tip


Brainstorming is an effective way to generate ideas around a topic. There are no set rules and brainstorming is usually the first step to encourage learners to freely express themselves. Eliciting phrases or spare words can become an excellent way to guide students into creative thinking. Students can then organize their brainstormed material and include relevant details and interesting information in a well-organized manner. Later this will lead to clear oral or written production.

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

Have students work in pairs. Ask them to read out loud the questions and answers in the speech bubbles. Have them practice the sentences several times to make sure they focus on how confidently and appropriately they participate in the conversation. Go around the room listening to their conversation. Intervene when necessary. Encourage students to create their own questions, offers, or requests so that their classmates provide an appropriate answer. Have them compare the register of the different questions they ask and how this affects the register of the response. Make

sure students participate confidently and appropriately in brief conversations.


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

Ask students to reflect independently on this lesson and focus on the three questions in Activity 8 regarding strategies to exchange information in English. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what strategy worked best to exchange information. 

Answers may vary.

Class 1

MEDIA RESOURCES

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

Ask your students to open their Student's Book to page 23. Have each student get out their notebook and go back and collect the portfolio activities they created throughout Unit 1. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include a list of community services (Activity 9, page 10), a table of information about community service (Activity 10, page 14), questions and answers (Activity 9, page 18), and a conversation (Activity 7, page 22).

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

Class 2

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.**

Open a class discussion and have them choose the community service they find the most appealing or interesting. Encourage students to choose different professions to enrich a group discussion. Ask them to analyze and justify their choice. Then tell your students they will participate in a role-playing activity based on their knowledge. Encourage your students to remember how exciting it can be to put yourself in somebody else's shoes. If you have Internet access have students use the Internet to research more about community services close to you.

In pairs have students personalize their work and select a service in your community. Then have them prepare a conversation using the elements they practiced in the portfolio examples they collected in Part 1 and the class discussion. Guide them to use questions and answers in their conversation. Ask pairs to include some elements of what they expect this role would be like such as: dangerous, challenging, or physically or intellectually demanding. If they had the opportunity to interview someone in that particular

line of work, what questions would they ask and what answers might they expect? Tell pairs they have some minutes to rehearse their role-play. Rehearsing will reassure them and will allow them to focus on other aspects of public speaking such as pronunciation, body language, volume, speed, intonation, etc.

2 Present your conversations to the class and listen to their conversations. Identify questions similar and different to the questions you asked.

Put pairs in larger groups of six to eight students and have them present their conversations to each other. On the board write: *speakers / listeners*. Tell the groups that when a pair is presenting, they are the speakers, and the rest of the group members are the listeners. Remind the listeners that they have a job to find questions similar and different to the questions they asked in their personal conversation. Call on random listeners to state their results as you walk around the classroom supervising the conversations.

PART 3 Assessment

In the Student's Book, you can use the following activities on page 23 to assess your students' progress.

Achievements and Product

1 Answer the questions about your performance in the lessons.

In this unit you can assess students' achievements by having them go through the lessons and answer the questions about their own performance. Monitor and check.

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.

You can assess your students' ability to exchange views about community services in this section. Students can reflect on the role-plays they presented and write their conclusions in their notebooks.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- You can use the suggested Assessment Instrument on page 36 to define different criteria to grade.
- You may also go to the Exam on page 37 to globally assess your students' listening skills and knowledge about formal and informal language.

Rubrics

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 "Excellent."
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs improvement

Notes:

Student's name _____ Date _____

1  Listen to the conversation and answer the questions. (5 points, 1 each)

- 1 What is Fabiola's complete name?

- 2 How old is Fabiola?

- 3 When was she born?

- 4 Where does she live?

- 5 What is her telephone number?

2 Write the sentences in the correct column. (4 points, 1 each)

Could you help me, please? You can take a lollipop. What's new? Nice to meet you.

Formal	Informal
1	3
2	4

3 Match the word to its meaning. (6 points, 1 each)

- | | |
|--------------|---|
| 1 syrup | a) To give a person protection against a disease |
| 2 fire truck | b) The vehicle firefighters drive |
| 3 put out | c) Someone who is receiving medical treatment |
| 4 nurse | d) It means to extinguish the fire |
| 5 vaccinate | e) Someone who is trained to care for sick and injured people |
| 6 patient | f) A liquid medicine that you take to cure a cough |

4 Use *if*, *then*, or *because* to fill in the blanks. (5 points, 1 each)

- 1 _____ you feel sick, 2 _____ go to the doctor.
- 3 I'm going to call 911 _____ there is a fire.
- 4 _____ you want to send a letter, go to the post office.
- 5 Firefighters turn the siren on _____ there's usually a lot of traffic.