



# English Connect

Student's Book

1



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# Module



Social Learning  
Environment:

## Family and community

### *Achievements:*

- Listen to and revise dialogues about community services.
- Get the general sense and main ideas.
- Exchange information about community services.

### *In this module, you will...*

- exchange views of a community service.
- exchange associated with specific purposes.

The final product of this module will be... a role-play!

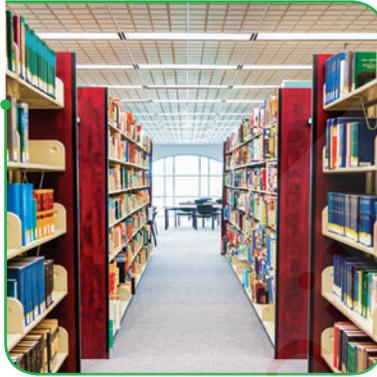
### *Lead-in*

What do community services mean to you?

# Lesson 1

## Getting a new student ID card

1 Work with a partner. Name the places. Then answer the questions.



- Do you have a student identification card (ID card) with your picture on it?
- What do you use it for?

2 Listen to the conversation. Check (✓) the best answer.

- Where are they?
  - They are at school.
  - They're talking on the phone.
- Why is the boy speaking to the secretary?
  - Because he wants a new student ID card.
  - Because his card has a mistake that needs to be corrected.
- How does the boy sound?
  - Frustrated but polite.
  - Frustrated and rude.



**Start**

- When do you get angry or frustrated?
- What do you do in these situations? Are you rude or polite?
- What behavior is unacceptable?

3 Listen to the conversation again. Match the questions to their answers.

- What's your last name?
- And your name?
- What's your date of birth?
- Where were you born?
- What's your address?
- Do you know your zip code?
- Can you say that again, please?

- Here, in Los Sauces.
- Sure. 07890.
- Díaz.
- April 28, 2002.
- 22 Durango Street.
- Yes, it's 07890.
- Gustavo.

4 Listen and repeat. Pay attention to the intonation on the recording by following the direction of the arrows.

- a. What's your address?
- b. What's your last name?
- c. And your name?
- d. Do you know your zip code?
- e. What's your date of birth?
- f. So, where were you born?
- g. Can you say that again, please?

Voice goes up and down

Voice goes up

Which question can we use when the meaning of something is not clear?



5 Complete the dialogue with questions from Activity 4.

**School secretary:** What's (a) \_\_\_\_\_?

**Student:** Zamudio.

**School secretary:** And (b) \_\_\_\_\_?

**Student:** Anna.

**School secretary:** (c) \_\_\_\_\_?

**Student:** October 16, 2003.

**School secretary:** So, where

(d) \_\_\_\_\_?

**Student:** In Puebla.

**School secretary:** What's (e) \_\_\_\_\_ address?

**Student:** (f) \_\_\_\_\_ again, please?

**School secretary:** What's your address?

**Student:** (g) *What do you* \_\_\_\_\_ mean?

**School secretary:** The place where you live.

**Student:** It's 47 La Paz Street.

**School secretary:** (h) \_\_\_\_\_ your zip code?

**Student:** Let me think. It's 72160.



6 Work with a partner. Take turns asking and answering questions from Activities 4 and 5 to complete the student ID card. Use the personal information from the box.

27/04/2003 14 León 477 78 92 45 González Gómez  
 Independencia Street León 37207 Daniel  
 Secundaria Técnica del Bajío 264

## ID CARD



a. Name of school:

b. Last name:

c. First name:

d. Date of birth:

e. Age:

f. Birthplace:

g. Home phone number:

**ADDRESS**

h. Number:

j. Zip code:

i. Street:

k. City:

7  **PROCESS** Work in pairs. Interview your partner to complete a new ID card on page 23.



To reflect on your performance go to page 25.  
 Listen to and revise dialogues about community services.

# Lesson 2

## Different types of public services

Chapter 1

Set

- 1  Work with a partner. Listen to the sounds and match them to a public service. Write a-d in the boxes.



public transportation



police service



waste collection



health care center

Start

- 2 Work with a partner. What do public services do for us? Write a public service from Activity 1 in the correct space.

Public service

What they do for us

- a. waste collection : a service that takes away organic and inorganic waste.  
b. \_\_\_\_\_ : a service that helps people get from one place to another.  
c. \_\_\_\_\_ : where people go to see a doctor and receive medical services.  
d. \_\_\_\_\_ : a service that protects people from crime and helps keep the peace.

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**3** **05 Listen to the conversation. Circle True or False.**

- |  |      |       |
|--|------|-------|
| a. The speakers are talking on the phone.                | True | False |
| b. The conversation takes place in a health care center. | True | False |
| c. The teacher is hurt.                                  | True | False |
| d. The injury looks serious.                             | True | False |
| e. The receptionist won't lend her pen to the teacher.   | True | False |



**4** **05 Listen to the conversation again. Match the expressions to the speaker's intention.**

- |                                  |                       |
|----------------------------------|-----------------------|
| a. How can I help you?           | 1. Ask for permission |
| b. Could you fill out this form? | 2. Offer help         |
| c. May I borrow your pen?        | 3. Ask for something  |

- How do you understand the main idea of what you listened to?
- What did you do?

**5** **06 Work in pairs. Listen to the conversation and answer the questions.**

- a. Who are the speakers? \_\_\_\_\_
- b. Where are they? \_\_\_\_\_
- c. Why is the man calling? \_\_\_\_\_
- d. What does the police officer suspect? \_\_\_\_\_
- e. What does the man suspect? \_\_\_\_\_
- f. How does the man feel? \_\_\_\_\_
- g. How do you know how the man feels? \_\_\_\_\_

**6** **06 Listen to the conversation again and complete the sentences with modal verbs from the box.**

may   can   could   might

- a. What \_\_\_\_\_ we do for you?
- b. Someone \_\_\_\_\_ be inside.
- c. He \_\_\_\_\_ be hurt somewhere!
- d. \_\_\_\_\_ I have your address, sir?



**Language**

Use **could** / **might** to express possibility.  
 Use **can** to make an offer.  
 Use **may** to make a request.



- What modals are used to make an offer or a request?
- What modals express possibility?



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7 Complete the conversation using the modal verbs from Activity 6.

**Secretary:** Hello. How (a) can I help you?

**Brenda:** I'd like to join the sport center.

**Secretary:** Sure. (b) \_\_\_\_\_ you fill out this form?

**Brenda:** (c) \_\_\_\_\_ I borrow a pen?

**Secretary:** Certainly.

**Secretary:** Do you know about the services we offer at the center?

**Brenda:** Well, I know you offer swimming lessons.

**Secretary:** That's right. We have swimming lessons in the morning from Monday to Friday. We also have karate and basketball classes. You (d) \_\_\_\_\_ be interested in those too.

**Brenda:** Mm... Not really. (e) \_\_\_\_\_ I have a brochure or a calendar of activities?

**Secretary:** Sure. Here you are.

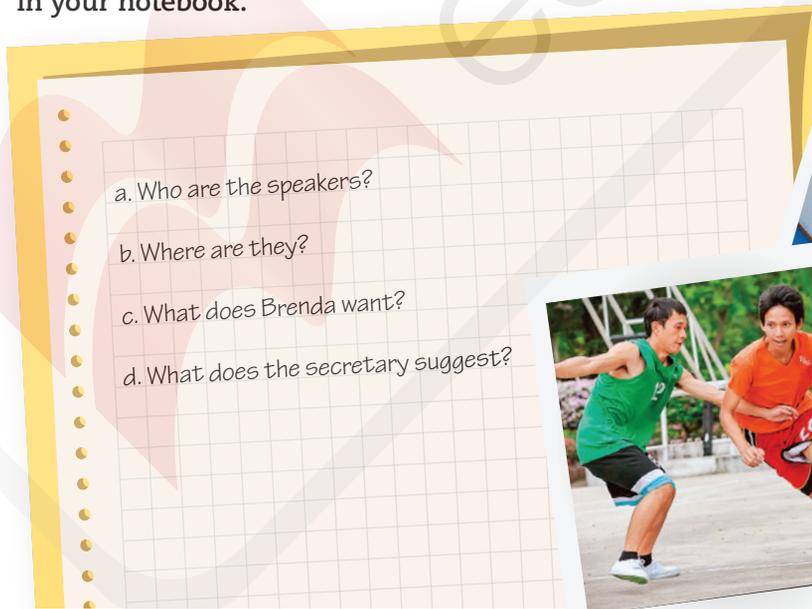
**Brenda:** When (f) \_\_\_\_\_ I start?



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8 Work in pairs. Read the conversation in Activity 7 again and answer the questions in your notebook.



9 **PROCESS** Write on page 23 the questions from the conversation that helped you answer letters c and d in Activity 8.

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To reflect on your performance go to page 25. Get the general sense and main ideas.

# Lesson 3

## The modern public library

1 Look at the picture. Discuss with a partner.

- Do the people know each other?
- Where are they?
- What are they talking about?



2 Listen to the first part of the conversation and check your answers from Activity 1. Share with the class.

3 Listen to the second part of the conversation. Complete the flyer with the information you hear.



### Morelos Public Library

#### SERVICES

- Book loans from all (a) *our collections*  
(one or two-week loans)
- (b) \_\_\_\_\_ rooms
- (c) \_\_\_\_\_ Wi-Fi
- Book drop-off box (for after hours)

#### OTHER SERVICES

Come and join our free (d) \_\_\_\_\_  
with writers from our community!

When: Every (e) \_\_\_\_\_ at 4 p.m.

#### OUR COURSES

- Literacy for 3-6 year-old kids (start reading and writing!)
- Writing (children, teenagers, adults)
- Creative writing (children and teenagers)
- American and Mexican literature (adults)
- Short-story workshop
- Academic writing (college students and adults)
- Computer courses

#### OPENING HOURS

Monday to Saturday, 9 a.m. to

(f) \_\_\_\_\_ p.m.

Contact us: (783) 887 8892,  
moreloslib@publiclibrary.com

4  Listen and underline the phrases you hear. Identify which expression sounds more polite (MP).

**To greet someone:**

- a. Hey!
- b. Hello. MP

**To offer help:**

- a. Hey! Do you need some help?
- b. Hello. How can I help you?

**To ask for information:**

- a. I'd like to borrow books from this public library. Could you tell me what I need to do?
- b. I want to borrow books from this public library.

**To give information:**

- a. Bring an ID.
- b. You need to bring an ID.

**To end the conversation:**

- a. Thanks. Bye.
- b. Thank you!



- What expressions are used in the opening and closing of a conversation?



5 Complete the dialogue using expressions from Activity 4.

**You:** (a) Hello.

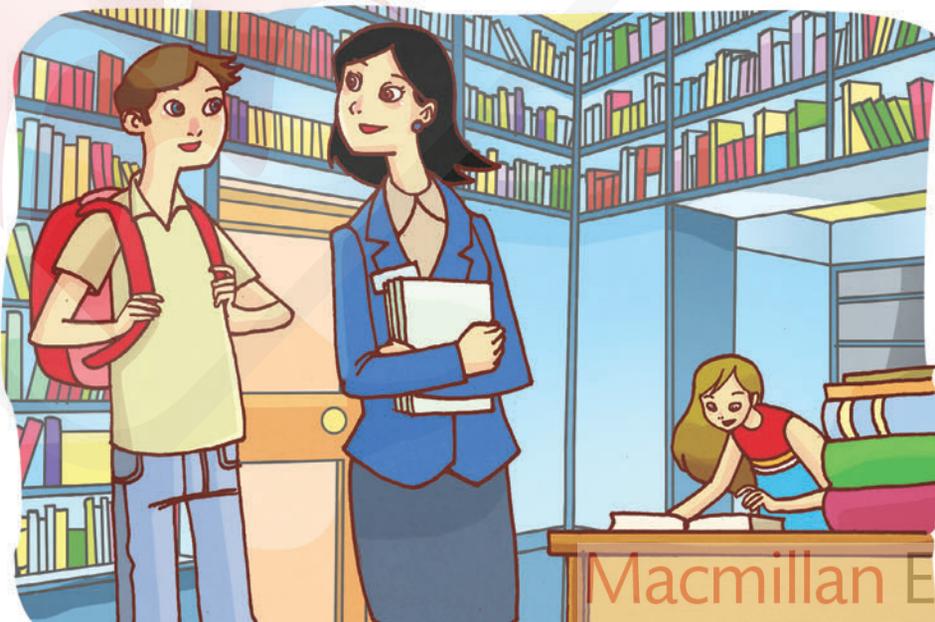
**Librarian:** Hello. How (b) \_\_\_\_\_ help you?

**You:** (c) \_\_\_\_\_ to join the public library.

**Librarian:** It is important to bring the following documents. (d) \_\_\_\_\_ your ID.

**You:** Oh, I see. (e) \_\_\_\_\_

**Librarian:** You're welcome. We're open until 7 p.m.



**6**  **PROCESS** Work in pairs. Complete the organizer on page 24 with a dialogue about the services at the a public library. Follow the instructions.

- Select appropriate phrases and make a dialogue using the Morelos Public Library flyer. Make notes in your portfolio.
- Check the dialogue has an opening, a body, and a closing.
- Write the final version in your notebook.
- Decide who starts and take turns to ask for and give information.
- Change roles and perform the dialogue again.

Student A	Student B
Greet:	Greet:
_____	_____
_____	_____
Offer help:	Ask for information:
_____	_____
_____	_____
Give information:	End the conversation:
_____	_____
_____	_____
End the conversation:	
_____	
_____	

**7** Rehearse the dialogue and present it to the class. Remember to speak slowly, clearly, and confidently.



• To reflect on your performance go to page 25.  
Get the general sense and main ideas.  
Exchange information about community services.

# Lesson 4

## Public safety

Chapter 1

Set

- 1 Work with a partner. Look at the pictures of natural and man-made disasters. Discuss what you can do in each situation.



earthquake



volcanic eruption



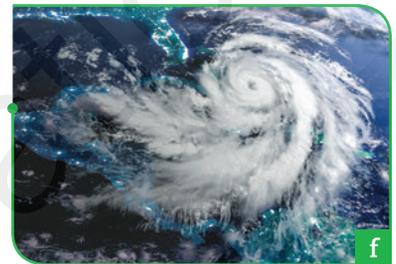
flood



car accident



house fire



hurricane

Start

- 2 You will hear a radio talk show. Listen and check (✓) the statements that are true.

- a.  This part of the show is about car accidents.  
b.  The purpose of this part of the show is to make teenagers scared of fires.  
c.  The show's main audience is teenagers.

• Have you ever been in a natural or man-made disaster?  
• What happened?  
• What did people do?

- 3 Listen again and complete the missing information. Look at the example.

## Public Safety



- You must have a plan!
- You should talk to your (a) family about how to get out of the building if there is a fire.
- You must not forget important documents, like (b) \_\_\_\_\_ and (c) \_\_\_\_\_, because you might need them.
- You should store your family's (d) \_\_\_\_\_ in your cellphone and memorize them.

## Fire Safety

- You have to prepare a fire survival kit. It has to include blankets, (e) \_\_\_\_\_ and (f) \_\_\_\_\_.
- Put everything in a (g) \_\_\_\_\_. Then keep it near the emergency exit.

4 Look at these sentences and answer the questions below.

1. You **must** have a plan!
2. You **must not** forget important documents.
3. You **should** store your family's numbers in your cellphone and memorize them.
4. You **have to** prepare a fire survival kit. **It has** to include blankets, clean water, and important documents.

**Language**

Use **have to** and **must** to express an obligation.  
Use **should** to give an advice.



- a. Which sentences express an obligation? \_\_\_\_\_
- b. Which sentence gives advice? \_\_\_\_\_

5 Complete the following sentences with modal verbs (**must**, **have to**, **should**) or an appropriate connector (**and**, **because**).

- a. In case of a hurricane... you must have a plan and share it with others.
- b. If you are at school, you \_\_\_\_\_ follow your teacher's instructions \_\_\_\_\_ they are trained to respond to an emergency.
- c. First, make sure you are safe. Then you \_\_\_\_\_ help others around.

6 Work in pairs. Choose a public service for a role-play. Complete the cards with information about the service.

Type of public service:

Public library

We offer:

\_\_\_\_\_  
\_\_\_\_\_

The person using the service should:

\_\_\_\_\_  
\_\_\_\_\_

The people offering the service must:

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7 Work in pairs. Write the phrases you are going to use in your role-play.

Student A	Student B
To offer help: <i>How can I help you?</i>	To make a request:
To express possibility:	To express possibility:
To ask for permission:	To ask for permission:
To make a request:	To offer help:

Share

8 **PROCESS** Follow the instructions to role-play the dialogue on page 24.



Prepare yourself for the presentation:

- Review your answers to the activities in Lessons 1 to 4.
- Check what you wrote in your portfolio too.
- Use some of the strategies you learned.



# Module 1 Connect

Final product: Performing a role-play about a community service

## PROCESS

1 Work in pairs. Interview your partner and complete the library ID card. Draw a picture.

### ID CARD



a. Name of school: \_\_\_\_\_

b. Last name: \_\_\_\_\_

c. First name: \_\_\_\_\_

d. Date of birth: \_\_\_\_\_ e. Age: \_\_\_\_\_

f. Birthplace: \_\_\_\_\_

g. Home phone number: \_\_\_\_\_

### ADDRESS

h. Number: \_\_\_\_\_ i. Street: \_\_\_\_\_

j. Zip code: \_\_\_\_\_ k. City: \_\_\_\_\_

2 Work in pairs. Write the questions from Activity 9, page 16. Then write similar questions and answers about services offered in a public library.

■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____
■	_____

# Module 1 Connect

Final product: Performing a role-play about a community service

- 3 Follow the instructions and complete the organizer from Activity 6, page 19 with a dialogue about services offered in a public library.

**Student A**

Greet: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Offer help: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Give information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End the conversation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student B**

Greet: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ask for information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End the conversation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 Follow the instructions to role-play your dialogue.

- a. Decide who is going to start.
- b. Practice your lines a couple of times.
- c. Change roles and perform the dialogue again.
- d. Show respect for your classmates.

## CONCLUSIONS

- 5 Answer the questions.

- a. Is it easier to improvise or to plan a dialogue before you perform it?
- b. Which expressions did you find more helpful?
- c. Which piece of advice helped you most to role-play your dialogue?

## CREATE

- 6 Work in pairs. Write a different conversation to ask for information about a community service in your neighborhood. Role-play in front of the class.
- 7 Watch and listen to others role-play their dialogues.

● To reflect on your performance go to page 25.

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### 1 Answer the questions.

#### Lesson 1

I learned expressions to express likes and dislikes.

- 1 In which other situations can you use the questions you learned to ask? \_\_\_\_\_  
\_\_\_\_\_
- 2 Did you learn a new question to ask for information? Which one? \_\_\_\_\_  
\_\_\_\_\_

#### Lesson 3

I learned to express likes and dislikes in formal and informal ways.

- 1 Why do you think it is important to greet a person when you begin a conversation? \_\_\_\_\_  
\_\_\_\_\_
- 2 What polite expressions did you learn to offer help? \_\_\_\_\_  
\_\_\_\_\_

#### Lesson 2

I learned how to share and ask information about likes and dislikes.

- 1 What words from this lesson are useful to express a possibility? \_\_\_\_\_  
\_\_\_\_\_
- 2 What questions did you learn to make a request or ask politely for something? \_\_\_\_\_  
\_\_\_\_\_

#### Lesson 4

I learned to organize topics to learn about the likes and dislikes of many classmates.

- 1 What words or expressions that your learned can help you make requests or ask your teacher for permission to do something? \_\_\_\_\_  
\_\_\_\_\_
- 2 Do you think you can give an advice now? What word would you use? \_\_\_\_\_  
\_\_\_\_\_

### Final product performance

#### 2 Discuss in groups.

1. Why did you choose the community service for your dialogue in Exercise 7?
2. How can it help planning questions when you go to a place to ask for information?
3. What did you like about this task?

### Set goals

#### 3 Reflect on your answers on this page. Make a list of things you can do to improve what was difficult to do in this module.

I can research about \_\_\_\_\_

I can practice \_\_\_\_\_

I can ask help for \_\_\_\_\_

Other \_\_\_\_\_