

**English
Connect**
Teacher's Guide



Macmillan Education
Aidee Armenta
Isabella Burman
Prohibida su descarga y venta

Module

1

Lesson	Achievements	Contents
1	Listen to and revise dialogues about community services.	<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.
2	Get the general sense and main ideas.	<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. • Detect key words. • Assess the use of own strategies.
3	Get the general sense and the main ideas. Exchange information about community services.	<ul style="list-style-type: none"> • Activate previous knowledge. • Anticipate general sense. • Determine the structure of dialogues: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.). • Assess the use of own strategies. • Select appropriate repertoires of words and expressions. • Determine language register according to intended audience. • Include relevant details and interesting information. • Formulate and respond questions to ask for and give information. • Consult notes to remember information that is necessary to know.
4	Exchange information about community services.	<ul style="list-style-type: none"> • Identify use of words and expressions that contain ideas (e.g., <i>If, then, and, because, etc.</i>). • 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 questions to ask for and give information. • Consult notes to remember information that is necessary to know. • Confidently and appropriately participate in brief dialogues. • Monitor their progress regarding an initial point.

Social Learning
Environment:

Family and community

Social practice

Exchange views of a community service.

Communicative activity

Exchanges associated with specific purposes.

Macmillan Education

Prohibida su descarga y venta

Student's Book pages 11-13

Learners will ...

...listen to and revise dialogues about community services.

You will ...

...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 forms 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.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 25.
- Use the Assessment Tool on page 27 of this guide to assess students' performance throughout the module.

Materials:

Construction paper cards

Class 1

Lead-in

Put students in small groups and give them time to familiarize themselves with the book. Ask them questions like: *What sections does your book have? Where is the Glossary?* Go through the Contents table together. Write the lead-in question from page 10 on the board. Draw their attention to the phrase "community services" and elicit the services learners know of or have heard about in their town. Make a list on the board. Arrange the class in small groups of three or four learners. Ask them to discuss the question. To demonstrate the activity, you can share your own answer with the class. Go around the classroom to monitor their work and help with any vocabulary they need. Then, elicit their ideas as a class.

them describe what they see and predict what places are shown in the pictures. Ask: *What can you see? I can see some kids with their backpacks. Where do you think they are? At school. Do they need an ID card for school? Yes. Do the same with the rest of the pictures. Tell students that an ID or identification card contains your picture and personal information. Other examples of ID cards are driver's license or voter's card. Elicit their answers. Arrange the class in pairs, and go around the classroom while they work. Then, elicit their answers as a class.*

Suggested answers: a. Most learners have a student ID card. b. You can use it to support identity not only for school purposes. Learners can also use it to get in museums for free, get a discount or pay reduced transport fares.

**Set**

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

This stage will enable learners to activate previous knowledge about services and any language they know related to the context of the lesson. Have students open their books to page 11. Point to the pictures. Have

**Start**

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

In this stage, learners will be guided to notice language features but also social and cultural aspects that can affect the use of the language. Have students open their books to page 11. Draw learners' attention to the photo. Ask: *What do you think is happening? Do you think*

the boy in the photo is angry or happy? Why? Elicit their answers. Then explain they are going to listen to a conversation between a boy and a secretary and confirm the previous questions. *Is the boy angry? Yes he is. Why? He lost his ID card.* Allow learners to read the questions and options in silence. Elicit their answers. Play the CD one more time and have students select the most appropriate answers individually. Then, they can compare answers in pairs. Play the recording again if necessary. Elicit answers as a class.

Answers: a. They are at school. b. Because he wants a new ID card. c. Frustrated but polite.



Ask learners if they have ever been in a similar situation to the one in the conversation in Activity 2. Ask them how socially acceptable his reaction was and elicit their ideas. Draw learners' attention to the box. Say: *We can get frustrated when we experience situations we cannot control. When we are in these situations, we need to learn to control our emotions and adopt a positive attitude. If we do this, people will help us.* Alternatively, write these sentences on the board and ask learners to read them. Ask learners to discuss the questions in small groups. Allow them to work independently while you go around the classroom monitoring their work. You may need to help them with unknown vocabulary to convey their ideas. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



with three different students each time. Play the CD and have students do the task. Allow learners to compare their answers in pairs before checking with the class. Play the recording again if necessary. Alternatively, you can elicit answers orally.

Answers: a. 3 b. 7 c. 4 d. 1 e. 5 f. 6 g. 2

Wrap-up

Have learners take turns to act out the conversation in Activity 2. Refer them to the audio script on page 11. Ask them to focus on the tone of their voice when asking and answering questions to show the speakers' attitude. To do this, you can demonstrate the activity with a learner. Go around and monitor.

Teaching Tips

Write on construction paper cards each of the questions learners learned in this class (*What's your name, What's your last name?, What's your date of birth?, Where were you born? What's your address, What's your zip code?*) and bring them for the next class.

Class 2

Lead-in

Arrange the class in groups depending on the number of learners. You may decide to group them as they are seating in rows or rearrange chairs to form groups of four or five. Draw a hangman on the board and elicit the rules (teams take turns to pick a letter from the alphabet until they guess the word or phrase). The first team guessing the word or phrase gets a point. To activate the language, learners will be using in this class, use the following words: *birth, address, zip code*; or phrases such as: *date of birth, say that again.*

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

Tell learners they are going to listen to the conversation again but this time to focus on the questions and answers. Ask learners to read them to get familiarized with the language and recognize them within the conversation. Ask some three volunteer students to come to the front in a row and ask them the first question, so each of them come up with a different answer: *What's your last name? Garcia, Romero, Perez.* Do the same with the rest of the questions and

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

Have students open their Student's Books to page 12.

Lesson 1

Before you give instructions for this activity, write the two examples on the board. Model the question and elicit the type of intonation (rising or rising-falling). Then, tell them they will listen to the questions to practice saying the questions out loud by following the direction of the arrows; rising the voice like the arrow going up or rising it and letting it drop like the other arrow. Alternatively, have students put their thumbs up for the raising questions and down for the raising-falling intonation. Pause the track after each question to help learners identify the pattern and practice.

Ask learners to look at the school ID card and the blank spaces, elicit the questions they need to use. Have students notice the use of *his* in all questions. Say *What's his name? What's his last name? What's his address? , etc.?*

Answers: a. Secundaria Técnica del Bajío
b. González Gómez c. Daniel d. 27/04/2003
e. 14 f. León g. 477 78 92 45 h. 264
i. Independencia Street j. 37207 k. León



Have learners tell you which of the questions in Activity 4 we can use to clarify the meaning of something or to have people repeat what he or she said because we didn't pay attention or understood. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Share

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

Explain to the class that for each module, they will prepare a product that will be developed step by step in each lesson. Tell the class that the product for this module is Role-playing a dialogue at a community service. Elicit what type of community services they can find in their city or town. Then, draw their attention to the student ID card on this page. Ask them to go to page 23 where they will find a similar ID card. Tell the class they will take turns to ask and answer questions to complete the card with their personal information. Write a yes / no question and a wh-question on the board. Have students notice that, as they are going to use their personal information, they will be using the possessive adjective *your* in all questions. Model the activity with a volunteer. Say *What's your name? , What's the name of your school? Etc.*

Have learners work in pairs. Ask several learners to introduce their classmates briefly. Remind them to use *his* or *her* accordingly.

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



5 Complete the dialogue with questions from Activity 4.

Draw learners' attention to the example and ask them to complete the questions. Then, ask learners to compare answers in pairs. Have students act out the conversation in pairs. You can model the role play with two volunteer students.

Answers: a. your last name? b. what's your name? c. What's your date of birth? d. When were you born? e. your f. Can you say that g. What do you h. Do you know

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.

This activity will tell you how well learners can cope with the elements from previous activities. Arrange the class in pairs. Draw learners' attention to the box with words/phrases. Ask: *Is the ID card of a boy or a girl? It is the ID of a boy. How do you know? Because it says Daniel.*

Teaching Tips

Paste the cards with the conversation questions you prepared in advance, facing down on the board. Have a volunteer go to the front and open up one card. Have the student answer that question using *his* or *her* personal information.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 1.

Student's Book pages 14-16

Learners will ...

...get the general sense and main ideas.

You will ...

...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 expressions: types of sentences and modal verbs.
- detect key words.
- assess the use of their own strategies.

Assessment

- Have students evaluate themselves by answering the self-assessment section in the student's book on page 25.
- Use the assessment tool on page 27 of this guide to assess students' performance throughout the module.

Materials:

Color pencils or markers

Class 1

Reader – Community Unity

**First Reading**

Put learners in pairs. Ask them to open their Readers to the cover pages 4-5. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write them on the board. Ask them to read the chapter. Have them answer the First Reading activities. Monitor and help.

Answers: a. police service b. health care center c. public transportation d. waste collection

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

Divide the board into 4 columns and write the words *public transportation, waste collection, health care center, police service*.

Have different students come to the board and write the words you say under the correct column. Introduce the meaning of each word by miming the actions or drawing pictures. Say *subway, bus, taxi (public transportation), hospital, clinic, medical center (health care center) garbage truck, garbage collector, sweeper (waste collection) police patrol, police officer, police headquarters (police service)*.

Ask students to match the public services with their definition. Check as a class. Ask learners to copy this activity and illustrate it either with cut-outs or drawings, and keep their work in their portfolio binder.

Answers: a. Waste collection b. Public transportation c. Health care center d. Police service



1 Work with a partner. Listen to the sounds and match them to a public service.

Write a-d in the boxes.

Remember that the purpose of this stage is to activate any previous knowledge learners may have and that may help them go through each stage and activity. Have students open their Student's Books to page 14. Draw learners' attention to the photos. Ask learners to think of sounds they can hear in these places. Then, tell them they will listen to different sounds to identify the community service where these can be heard. Play the CD to have learners do the matching activity. Play the recording again, pausing it to elicit their answers.

Start

3 Listen to the conversation. Circle True or False.

In this stage, learners are introduced to the language they will focus on later. To facilitate listening comprehension, check the following words: *injury, hurt, knee, fill out* and *borrow*. Then, tell learners they will listen to a conversation to decide if the statements are true or false. This activity focuses on specific details. Tell learners to identify specific words. Let learners read the statements. Play the CD and ask *Where are they? What happens? Who is hurt?* Elicit answers. Play the CD again and have them decide if the statements are true or false. Play the CD a third time for students to check. Then ask students to compare their answers in pairs.

Answers: a. False b. True c. False
d. True e. False

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

Draw learners' attention to the questions on the left. Tell them they will listen to the conversation again but this time they will focus on the speaker's intention when asking the questions. Before playing the CD, model each question miming the corresponding actions with the correct intonation (take a pen from a student's desk) as you ask *May I borrow this pen?* Have the student answer Yes or No. Have different volunteers to role play the questions as you did.

Answers: a. 2 b. 3 c. 1



Arrange the class in small groups to discuss the questions in the box. Have them think strategies they used while listening to identify relevant information: listen to key words, pay attention to questions asked and answered by the speakers, take notes, use context to infer the meaning of a word. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Wrap-up

Arrange learners in small groups to discuss these questions: *Have you or someone you know ever been in a similar situation to the one in the conversation? If so, when and what happened?* Monitor their work. Take notes on the language they produce. Ask learners to share their ideas with the class. Then, use your notes to give feedback on the language: write the language they produced on the board and ask learners to identify mistakes. Elicit corrections with the class.

Class 2


Lead-in

On the board, make a table with three columns with these headings: *waste collection, police service, health care center*. Group learners in small groups and ask them to discuss briefly about the services on the board, e.g., what services they provide, the people who work there and the sounds you can hear, then elicit ideas from the group and write an example under each category on the board.

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

Have students open their Student's Books to page 15. Tell learners they will listen to a conversation associated to a public service. Ask them to read the questions in silence to anticipate the type of information they may hear. Play the CD once and ask: *How do people in the conversation sound? Are they nervous, worried, etc? Why?* Elicit answers. Play the CD again and have students answer individually. Then, ask them to compare their answers in pairs. Elicit answers as a class.

Answers: a. A police officer and a citizen (a man). b. The police officer is at the station (Second District Station) and the man is outside his house. c. The man needs help: he came back from work and his front window is broken. d. He thinks someone might be inside. e. He believes his dog is missing and could be hurt somewhere. f. He might be worried.
g. Because he sounds nervous.

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

Explain to students that a modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, make and offer or a request. Write the following examples on the board: *May I go to the bathroom? Can I help you? I could go to the party. I might be late for school.* Have different students come to the front and underline the modal verb in each example. Elicit from them the function of each. *May* (request), *Can* (make an offer) *Might* and *Could* (express possibility). Tell the class they will listen to the conversation again but now they will focus on specific questions or statements. Draw their attention to the examples and ask them to read them in silence before you play the CD. Tell them it will be useful to identify the speaker's intention to select a modal verb in the box. Play the CD for learners to answer. Elicit answers with the class.

Answers: a. can b. might c. could d. may



Draw learners' attention to the box. Ask them to discuss the questions in the box using their answers in Activity 6. Monitor their work. Help if learners find it difficult to reflect on the use of modals. To check, write the examples in Activity 6 on the board. We use *may*, *can* and *could* to ask for something or make a request. We use *can*, *may*, *might* or *could* to express possibility. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Language

Write the word *modals* on the board. Ask learners what they are useful for. Draw learners' attention to the box. Ask them to read about modals and tell you if they thought the same. Ask for some examples.




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


For this activity allow learners to work individually. Tell the class they are now going to fill in the gaps in a short conversation using a modal verb. Ask them to first read the conversation to get the general idea and identify the speaker's intention. Refer students to the Glossary on page 170 to clarify the meaning of words. Then, ask them to complete the conversation. Go around the classroom while learners do the activity individually. Have learners compare their answers in pairs. Elicit answers with the class.

Answers: a. can b. could c. may/can
d. might e. can/may f. can



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

Arrange the class in pairs. Ask them to read the conversation in Activity 7 and answer the questions. Let them notice that the questions listed are very similar to those they've answered in previous activities. Let them work in pairs while you go around the classroom to monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

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

Remind learners the product for this module: Role-playing a dialogue at a community service. Then, ask the class to go to page 23. Let learners continue working with a partner to write down the questions they have identified in the dialogue in Activity 7. Ask them to write other questions they can use in dialogues at a community service. Go around the classroom and monitor their work. To check, ask learners to compare their questions with another pair. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 2.

Student's Book pages 17-19

Learners will ...

- ...get the general sense and the main ideas.
- ...exchange information about community services.

You will ...

- ...provide information and help students to learn how to:
 - activate previous knowledge.
 - anticipate general sense.
 - determine the structure of dialogues: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.).
 - assess the use of own strategies.
 - select appropriate repertoires of words and expressions.

- determine language register according to intended audience.
- include relevant details and interesting information.
- formulate and respond questions to ask for and give information.
- consult notes to remember information that is necessary to know.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 25.
- Use the Assessment Tool on page 27 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Write the following words on the board: *flyers, brochures, pamphlets, posters, bulletin boards, advertisements*. Ask learners if they have ever seen any of these used by public services. Elicit from learners what they are used for (to reach the community and offer their services, for example).

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

Tell learners they will listen to the first part of the conversation to check their answers to the questions in Activity 1. Play Part 1 of the track once and ask learners to compare their findings in pairs. Ask learners if they need to listen to the conversation again before eliciting answers. If not, check answers with the class.

Answers: a. No, they don't. b. In a library.
c. How to join the library to borrow books (in this case, about frogs).

Set

1 Look at the picture. Discuss with a partner.

Have students open their Student's Books to page 17. Draw their attention to the picture and ask them what they can see. Ask *Who are they?*, *Where are they?* *Is the first time they see each other?* *How do you know?* Elicit answers *A group of kids, a librarian and a girl; in a library, Yes, because she is asking for information.*

Ask learners to look at the questions they will discuss in pairs. Ask them to work with a partner to answer the questions. Then, allow learners to compare answers with another pair or learners before checking with the class.

Answers: a. No, they don't. b. In a library.
c. Answers will vary.

Start

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

Draw learners' attention to the flyer. Have students tell you what the purpose of a flyer is and where they can see it (to promote an event, give information about a service, at schools, sports clubs, cultural centers, etc.). Tell learners they will listen to the second part of the conversation and complete the missing information. Ask learners to read the flyer very quickly to anticipate the information they may hear. Elicit some ideas. Refer

students to the Glossary on page 170 to clarify the meaning of words. Ask *What type of services can we find in a library?* Provide some examples *free internet, book loans, reading clubs, computer courses, etc.* Play the CD. Allow some time for students to do the task. Play the CD again and have them check their answers. Then ask *What services does Morelos Public library offer? What other services does it have? What are the opening hours?* Have volunteer students answer. Write the answers on the board.

Answers: a. our collections b. Computer
c. Free d. talks e. Saturday f. 7

Wrap-up

Arrange the class in groups of three or four. Then, draw learners' attention to the flyer and services offered. Write these questions on the board: *Would you like to join the library? Why? Why not? What services do you find useful? Which courses would you like to take and why? Who else in your family or group of friends might want to join? Why?* Ask learners to discuss the questions. Go around the classroom and monitor their work. You can take notes on the language they produce to give some feedback on the language after giving some feedback on the activity. Ask learners to share their ideas with the class. Then, write five to seven samples on the board (the language they produced) and ask learners to identify mistakes. Elicit correction with the class.

Class 2

Lead-in

Greet the class and show learners the flyer in Activity 3 with books closed. Elicit any information learners remember about the conversation between the girl and the librarian. Ask them if the girl was polite with the librarian and the general tone of the conversation. Ask them if the language in the conversation was appropriate or not.

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

Have students open their Student's Books to page 18. Have them notice expressions in each column. Have volunteer students read them out loud. Ask *Where do you hear expressions to offer help?* *At restaurants, shops, reception desks, etc.* *Where or when do you use expressions to ask for information?* *At sports or cultural centers (to get information about an activity), at department stores, (when buying things), etc.* Do the same with the expressions to give information. Play the CD and have students underline the expression they hear in the conversation.

Play the CD again and ask learners to compare their answers in pairs. Then, ask them to work in pairs to discuss which of the two expressions in each column is more polite.

Answers: Underlined: b b a b b
More polite: b b a b b



Arrange the class in small groups and ask them to discuss the question in the box. They will identify the options in the first and last boxes but encourage them to add any other expressions they know. Ask them to identify which expressions are more polite. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



5 Complete the dialogue using expressions from Activity 4.

For this activity, ask learners to work individually to complete the gaps in the conversation with an appropriate expression from Activity 4. Make sure learners also identify the degree of politeness to complete the conversation appropriately. Go around the classroom monitoring their work. Ask learners to compare their answers in pairs before eliciting answers with the class. Alternatively, have students act out the conversation.

Answers: a. Hello b. can I c. I'd like d. You need to bring e. Thank you again!

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

Explain to the class that this activity will help them develop their final product: Role-playing a dialogue at a community service. Ask learners to go to page 24 where they will find a similar format to organize the questions and answers in a dialogue. Copy the graphic organizer on the board to demonstrate the activity later. Draw their attention to the instructions and read them with the class. Then, ask them to look again at the flyer in Activity 3 on page 17. Ask them to imagine they are going to ask a librarian about the services and courses at the Morelos Public Library. Draw their attention to the format you previously copied on the board and tell them that Student A is the librarian and Student B the person asking for information. Ask *How can we offer help?* Have students use the expressions in Activity 4: *Can I help you? Do you need some help? How can I help you?* Elicit from students expressions to ask for and give information and to end a conversation.

Give learners time to write questions and answers to create a dialogue. Ask them to check if their dialogue has an opening, a body, and a closing. Monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

larger groups (of six to eight learners each) and ask them to present their dialogue to their group. To give feedback, ask two or three learners to report the information they asked. Then, write five to seven samples of the language they produced on the board for learners to identify mistakes and correct them. To do this, you can elicit correction as a whole-class activity.

Teaching Tips

For next class, prepare some street signs that express prohibition such as NO parking, NO photos, NO cellphones, NO food, NO running.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 3.

Media Resources

Print or photocopy the *Asking for and giving information*. Useful Vocabulary flashcards for students to plan their conversation. Give each pair a set of flashcards.

Share

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

Let learners rehearse and then present their dialogue to the class. Alternatively, you can arrange the class in

Student's Book pages 20-22

Learners will ...

- ...get the general sense and main ideas.
- ...exchange information about community services.

You will ...

- ...provide information and help students to learn how to:
 - identify use of words and expressions that contain ideas (e.g., *if, then, and, because*, etc.).
 - 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 questions to ask for and give information.
- consult notes to remember information that is necessary to know.
- confidently and appropriately participate in brief dialogues.
- monitor their progress regarding an initial point.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 25.
- Use the Assessment Tool on page 27 of this guide to assess students' performance throughout the module.

Materials:

Street signs

Class 1

Reader – Community Unity



Second Reading

- Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

prevented and what can we do in case of an emergency like that. *If there is an earthquake, go out of the place where you are and reach a safety point.*

Answers: Natural disasters: earthquake, volcanic eruption, hurricane, flood.

Man-made disasters: car accident, house fire.



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

Arrange the class in groups of three or four for this activity. Draw learners' attention to the illustrations and ask them to discuss which ones are natural and which are man-made disasters.

Ask students if they have been in a situation like these. Ask *Have you ever been in an earthquake/car accident/ flood/ hurricane? Yes, last month there was an earthquake. How did you feel? What happened?*

Discuss as a class which of these events can be



Encourage students to answer the questions in the box. Then have them share their experience with their peers not only for class purposes but also to promote collaboration. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



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

Tell learners they will listen to a radio talk show. If the concept of radio talk show is not familiar, explain these are radio programs in which a host and a guest talk about any relevant topic depending on the type of

radio show and listeners' interests. Play the CD and elicit from students the general idea of the show. What's the show about? Provide some options for students to answer: *car accidents, a fire, floods, etc.* Elicit the correct answer: *a fire*. Have students look at the statements and check the ones that are true. Play the CD again and have students do the task. Then check answers as a class.


Answers: c

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

Learners will listen to focus on more specific information. Draw learners' attention to the pamphlet. Ask them to read the text before playing the CD and anticipate the information they may listen. Tell students to take notes as they listen, focus on keywords and facts and use context to infer the meaning of unknown words. Play the CD once and have students take notes on facts or keywords. Play the CD again to have learners complete the pamphlet. Ask them to compare their answers in pairs before checking with the class.

Answers: a. family b. passports c. birth certificates d. numbers e. clean water f. important documents g. bag

4 Look at these sentences and answer the questions below.

Write the words: *must, must not, have to, and should* on the board. Explain that modals *must* and *have to* are used to express an obligation. Provide examples *At school, students have to wear a uniform. You must arrive at school on time.* Tell students that the difference between these two is that *must* is more personal and *have to* imposed by others, in this case, the school. Continue with the modal *must not* that expresses prohibition. Place the street signs you prepared in advanced on the board and elicit the places where they can see that sign. Say *If you see this sign  it means you must not park in here.* Do the same with the rest of the signs and write the sentences under each picture. Explain that we use *should* to give advice. Say *If you have*

a headache, you should take some aspirin. Have students answer the questions. Check answers as a class.

Answers: a. You must have a plan; You must not forget important documents; You have to prepare a fire survival kit; It has to include blankets and important documents. b. You should store your family's numbers in your cellphone, and memorize them.

Language

Write the word *modals of obligation* on the board. Ask learners what they are useful for. Draw learners' attention to the box. Ask them to read about modals of obligation and tell you if they thought the same. Ask for some examples.

Wrap-up

Have learners work in groups of three or four to give their opinion about the suggestions on the pamphlet. Then, ask them to discuss if the plan can be used for other type of disasters from Activity 1. You can take notes on the language they produce to give them some feedback after the activity. Ask learners to share their ideas with the class. Then, write five to seven samples on the board. Elicit correction with the class.

Class 2

Lead-in

Arrange the class in groups of three or four. Ask learners to make a list of measures they can take to be prepared for disasters. Then, rearrange the class in larger groups to share their ideas and decide when these actions can be taken. Example: *keep important documents in a safe place – earthquake, volcanic eruption, house fire.* Monitor their work. Elicit their ideas with the class.

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

Have students open their Student's Books to page 21. Remind them the use of the modal verbs *must* and *have to* to express obligation, *must not* to express prohibition and *should* to give advice. Write on the board: *In the case of an earthquake you _____ take the elevator.* Elicit the answer (*must not*). Explain to students that if they take the elevator they will be in danger. Write more examples for students to complete.

Ask students to complete the sentences. Elicit answers orally. Finally, ask learners to write two more suggestions/obligations.

Answers: a. must / and b. have to/because
c. should

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

In this stage students practice using the language and the strategies developed in the lesson.

Choose a public service (*subway*). Draw a spider graphic organizer with what the service *has to offer*, what the people using it *should* do and what people offering the service *must* do. Encourage students to come up with ideas to complete the organizer. Ask *What does the subway has to offer? It has to offer cheap fares, and cover different routes. What should people do when using the subway? They should wait for people to come out before entering the wagon. What must a subway driver do? He must open and close the doors.* Have students complete the cards in pairs. Help them if necessary. Finally, have students share their work.

Answers may vary.

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

Have learners work in pairs. Model the activity with the subway. Tell them to imagine they are going to ask for the services the subway has to offer (routes, commuting stations, student discount, handicapped facilities, etc.).

On the board, write questions to offer help (*How can I help you?*), make a request (*Can you tell me how to get a student discount?*), express possibility (*You can get a student discount if you bring your school ID.*), make a request again (*Can you fill out this form?*), and ask for permission (*Sure, Can I use your pen?*). Have students write the questions for student A and B. Tell students they can use the ones on the board as a model.

Ask learners to write questions for each category. Encourage learners to check previous lessons. Monitor. Help learners when necessary.

Answers may vary.

Share

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

Remind learners of the product for this module: Role-playing a dialogue at a community service. Ask them to go to page 24 and draw their attention to the steps suggested. Ask learners to read them in silence and check understanding. Then, ask them to continue working in pairs and decide who will start the conversation. Have learners perform the conversation twice so that they exchange roles. Monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.



Use the box as a reminder of the language learners can use or exploit when preparing the conversation in Activity 8. Remind learners that knowledge can be integrated and used to write and then role-play a conversation. Ask them to go back to Lessons 1, 2, and 3, and check if there are any other expressions they can use. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 4.

Student's Book pages 23-24

Materials: Props to use while role-playing the conversation

Class 1

1 By this stage, learners will have interviewed a classmate to ask and answer questions about personal information and fill in an ID card. Ask the class which questions they can use to ask for personal information. Elicit some questions and write them on the board. Then, arrange the class in pairs and ask them to prepare a list of useful questions in their notebooks. Go around the classroom to monitor and help learners if necessary. To check, have learners compare their list with another pair of students.

2 By now, learners have already prepared a list of useful questions they can use to ask for and give information about services at a public library. Have them discuss which other questions they may need in case they wanted to know about other services to add them to the list. Go around the classroom and continue monitoring their work.

3 By this stage, learners have used the organizer and have filled it with useful expressions to ask for different information. Copy the graphic organizer on the board. Ask the class if the questions or expressions they have already gathered are complete or if they can add any other useful expressions to the organizer. Elicit their ideas and write them on the board under the appropriate heading of the organizer. Invite the class to copy any new questions or expressions to their organizer if these were not considered when they filled it in. Monitor their work. Ask learners to exchange their work with another classmate. This will promote collaborative work. Remind them of being polite when helping others.

4 By this stage, learners have role-played a dialogue at a public library already. Therefore, it's time for them to reflect informally on their performance. Ask the class how they felt asking and answering information at a public library and which questions they used to ask for information about services.

CONCLUSIONS

5 Tell the class they will now work in groups to answer the questions and discuss. Draw their attention to the questions and ask them to read them in silence. Then, ask them to write their answers in their notebooks and then share their answers with their group. Monitor their work.

Class 2

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students to role-play a dialogue at a community service of their choice. Students should now make their own decisions, use language and strategies learnt during the module, and collaborate showing positive attitudes when creating their new dialogue and presenting it to the class.

Arrange the class in pairs. Ask them to open their Students Books to page 24, Activity 6. Ask them to read the directions and elicit what they have to do. Elicit which of the activities they did in lessons 1 to 4 and product steps 1 to 4 they could follow in order to plan their dialogue. Ask learners to make decisions about these steps and make their own notes. Monitor and help students with any questions and doubts they may have. Alternatively, ask students to compare and share ideas with another pair of students when they have written the skeleton of their new dialogue.

7 Have learners perform their dialogue to the class. Alternatively, arrange the class in groups of six to eight so that learners perform their dialogue to their classmates. Make sure learners watch and listen to their classmates attentively and respectfully while you go around monitoring their work.

Self-assessment page 25

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

Student's name _____

Date _____

1.  Listen to the conversation and circle the correct answer.

(4 points, 1 each)

- a. Where is Gustavo?
 1. At the doctor's office 2. At school 3. At the police station
- b. What is the problem?
 1. He needs a new ID card 2. His ID card is damaged 3. His ID card is ready
- c. How does the secretary sound?
 1. angry 2. helpful 3. rude
- d. How does Gustavo sound?
 1. frustrated and angry 2. frustrated but polite 3. frustrated and rude

2. Complete the conversation with the words from the box.

(10 points, 1 each)

can shouldn't and but mustn't
 should must because can thank

Natalie: Why does it hurt, Doctor?

a. _____

Doctor: Well, (1) _____ you hurt the ligaments in your ankle.

Ice packs will help with the swelling.

Natalie: So, will the pain go away if I take the medicine?

Doctor: Yes, of course it will.

Mrs. Winston: What (2) _____ we do if it continuous to hurt?

Doctor: She (3) _____ take one more pill. She (4) _____ rest

b. _____

tonight. She can go out tomorrow, (5) _____ only if she uses crutches.

Natalie: (6) _____ I go fishing tomorrow?

Doctor: Well, you can get on the boat (7) _____ then stay seated. But,

you (8) _____ try to fish.

Mr. Winston: Natalie! The doctor already explained that you

(9) _____ move too much.

Mrs. Winston: (10) _____ you very much for your help, doctor.

c. _____

Doctor: You are welcome. Call me at any time if you need anything.

3. Read the conversation again and label it with the words *Body*, *Closing*, and *Opening*.

(6 points, 2 each)