



Student's
Book

1

Come Together



Manuel
LUNA

Adriana
DEL PASO



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Estimada alumna, estimado alumno:

El Cuaderno de actividades que tienes en tus manos es el resultado del esfuerzo que realizan el gobierno federal, los gobiernos estatales, las maestras y los maestros para garantizar que todas las niñas, los niños y los adolescentes que cursan la educación básica en nuestro país cuenten con materiales educativos para construir su aprendizaje, y con ello alcanzar una educación de excelencia.

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En el marco de la Nueva Escuela Mexicana, la equidad y la calidad son premisas de la educación. Este libro forma parte de los materiales educativos que se ofrecen para que, con el trabajo diario de maestras, maestros, autoridades y familias, alcances el máximo logro de aprendizaje y el fortalecimiento de los lazos entre tu escuela y tu comunidad.

Este libro ya es tuyo; es un regalo del pueblo de México para ti.

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Come Together Student's Book 1

Diseño e ilustración D.R. © Macmillan Publishers, S.A. de C.V. 2018
Texto D.R. © Manuel Luna y Adriana Del Paso 2018
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Primera edición 2019
Primera reimposición 2019
Segunda reimposición 2020
Tercera reimposición 2021

Gerente Editorial: Elisa Pecina
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Concepto de portada: Berenice Gómez
Diseño de portada: Ana Castillo, Berenice Gómez
Fotografías de portada: ©Depositphotos, Shutterstock.com
Ilustraciones de portada: Antonio Rocha, Shutterstock.com
Concepto de diseño: Berenice Gómez, Mónica Pérez
Diseño y formación: Deyanira Ballesteros, Jorge Luis Pérez
Ilustraciones: Alejandro Córdova, ©Depositphotos, Samantha G. R., Humberto García, Enrique Gil, Nora Millán, Manuel Molohua, Luis Montiel, David Nieto, Carlos Ortega, Axel Rangel, Marco Antonio Reyes, Abigail Ríos, Antonio Rocha, Ismael Serrano, Shutterstock.com, José Torices, ZP Studio
Fotografías: a katz / Shutterstock.com p 182; CarGe / Shutterstock.com p 17; ChameleonsEye / Shutterstock.com p116 (2); Christian De Araujo / Shutterstock.com p 118; ©Depositphotos pp 15, 60, 81, 97, 110 (2), 114 (2), 150, 172, 183; ©Depositphotos/Foto-VDW p 103; ©Depositphotos/SharpShoole p 161; ©Depositphotos/zhuovskoy p 115; Gary Paul Lewis / Shutterstock.com p161; Getty Images México p 160; Latin Stock México p 24; Lowe Llaguno / Shutterstock.com pp 113, 123; N center / Shutterstock.com p 8; Photo Stock pp 41, 126, 143; Quetzalcoatl1 / Shutterstock.com p 171; Raimundo79 / Shutterstock.com p 111; Ritu Manoj Jethani / Shutterstock.com p 111; Shutterstock.com pp 5 (3), 6, 7, 8 (6), 9, 10, 12, 14, 17 (6), 19, 20, 25 (2), 28, 29, 30, 36, 38, 42 (12), 43, 45, 47, 48 (2), 49 (4), 50, 53, 55 (2), 56, 58, 59 (2), 60 (2), 62, 68, 75, 76 (3), 79 (6), 82, 83, 84, 85 (5), 90, 92, 93 (2), 94, 95 (3), 97 (6), 98 (2), 99 (3), 100, 102 (5), 103 (3), 104, 109, 110 (7), 112, 113 (4), 115, 116 (2), 118, 127, 132, 140, 141, 144, 145, 146, 147 (2), 150, 151, 152, 153 (2), 161 (4), 163, 164 (4), 165, 172, 184, 185 (2), 186 (2), 187, 190, 191; Stefano Ember / Shutterstock.com pp 174, 175; Svetlana Bykova / Shutterstock.com p 170; svc / Shutterstock.com p 119; Zoran Karapancev / Shutterstock.com p 164

ISBN: 978-607-473-658-8

Macmillan Publishers, S.A. de C.V.
Insurgentes Sur 1457, Piso 25 y 26, Insurgentes Mixcoac,
Alcaldía Benito Juárez, C.P. 03920, Ciudad de México, México.
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mx.elt@macmillaneducation.com

www.grupomacmillan.com
www.macmillan.com.mx
www.macmillanenglish.com

Miembro de la Cámara Nacional de la Industria Editorial Mexicana
Registro Núm. 2275

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Impreso en México

Este libro se terminó de imprimir en mayo de 2021 en los talleres de Compañía Editorial Ultra, S. A. de C. V. Centeno 162-2, Col. Granjas Esmeralda, Iztapalapa, C. P. 09810, Ciudad de México, México.

2025	2024	2023	2022	2021
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Welcome to *Come Together 1!*

Come Together is a secondary course that gives you the opportunity to interact with English in different contexts that involve production and interpretation of oral and written texts in different learning environments. Your Student's Book contains ten units that will help you participate competently and autonomously in the use of English.

Features

Come Together 1 offers special features to help you through your learning process:



Every time you see this Class CD icon, listen carefully. Make sure you understand the activity before you listen.



This icon appears two times in each unit, in Lessons 2 and 4. It means it is time to use your Reader to extend your knowledge on the topic of the unit.



When you see this icon, it means the exercise can be included in your portfolio to keep evidence of your progress.



When you see this glossary icon, use the glossary at the end of the unit to learn new words.



When you see this icon, it means the exercise promotes the use of technology.



This box highlights important information that helps you develop critical thinking and intercultural skills.



This bookmark shows practical editing marks that you can use to edit your texts.



This box focuses on contents related to the proper use of English.



When you see this instruction, it means the activity is a sub-product that will help you build up your Final Product.



The Now I can feature is a self-assessment instrument for you to reflect on what you've learned at that point of the lesson.

To reflect on your performance go to page 124.

When you see this instruction, it means it is time to go to the Self-assessment page to reflect on your performance.

In the lesson, you will make a productive task (sub-product) that will lead you to a Final product. You will use the lesson work as a model for your Final Product. Therefore, you will build up knowledge step by step.

Lessons

STEP 1 Work in groups. Follow the instructions.

- Use the information from Section 2 to choose a human body system that interests you.
- Read the reference materials you found in Section 4. Pay attention to the right and factual components from Section 2.4. Why do you understand it by now? Consult Section 2 to remember what these components tell you about it etc.
- Use your ideas for human body systems you chose using the reference materials you found in Section 4. Write your notes on page 124.

Now I can Reflect on the questions and explain.

1. Was the information you learned in this lesson useful to find the best reference material?
2. What others strategies were useful to find the best?

To reflect on your performance go to page 124.

Review and understand information about the human body systems.

Final Product

Final Product
Notes about a Human Body System

STEP 1

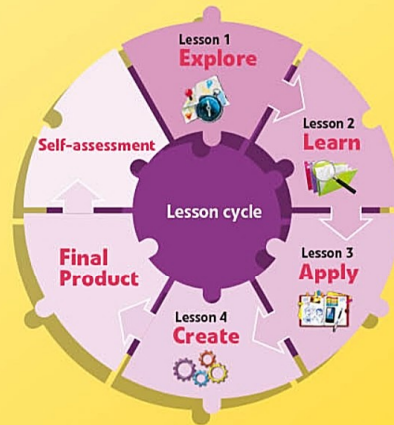
1. Work in groups. Write notes about the human body system you chose in Section 2 on page 124.
2. Use the information from Section 2 to find a human body system that interests you.
3. Read the reference materials you found in Section 4. Pay attention to the right and factual components from Section 2.4. Why do you understand it by now? Consult Section 2 to remember what these components tell you about it etc.
4. Use your ideas for human body systems you chose using the reference materials you found in Section 4. Write your notes on page 124.

Learning Steps

Each unit is divided into four different lessons that will guide you through the social practices of the language and communicative activities. They will help you progress from a first contact and analysis of the learning objectives to different ways of practicing them that will prepare you to produce your own oral and written texts.

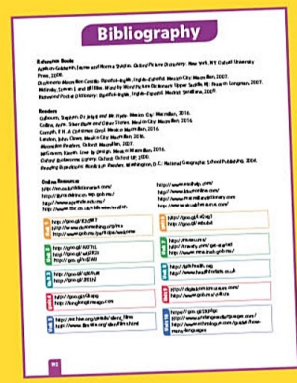
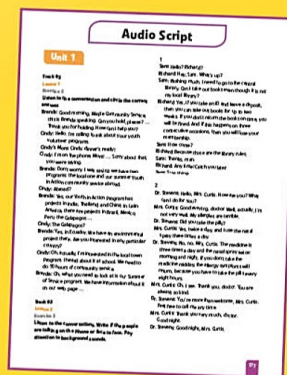
Learning Cycle

This course will stimulate your interest in understanding how the language works and in collaborative skills. In every lesson you will follow an assisted learning cycle.



- Activate** Exercises to activate your previous knowledge.
- Identify** Exercises to help you identify the models of language to be used in the lesson.
- Figure out** Exercises to help you understand how language works.
- Practice** Exercises to help you practice the new knowledge presented before.
- Reflect** Exercises to help you self-assess reflect on your learning process.

Your Student's Book also includes a *Glossary* at the end of each unit, the complete *Class CD Audio Script*, and a *Bibliography* section with useful resources to support your learning.



Everything is ready and set to start. Have a good learning experience with *Come Together 1*.

Unit 1



Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with specific purposes.

Social Practice of the Language:

Exchange views of a community service.

By the end of this unit you will role-play a conversation about community service projects:

To do so, you will:

- listen and revise conversations about community service projects.
- get the main idea.
- exchange information about community service projects.

Discuss in groups:

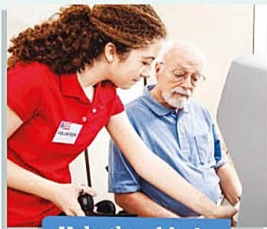
- What community service projects do you know?



Explore

Activate

- 1 Work in groups. Look at the community service projects, read the titles, and say two activities you think teenagers do in each program.



Help the elderly



Recycle together



Collect and donate



Plant oxygen

2  Listen to the conversation and circle the correct answer.

- | | |
|--|--|
| <p>1 Brenda is
a) at home.
b) in an office.
c) at school.</p> <p>2 Cindy is
a) at home.
b) in an office.
c) at school.</p> <p>3 Brenda and Cindy are talking
a) face to face.
b) on the phone.
c) on the Internet.</p> | <p>4 Brenda and Cindy
a) are student and teacher.
b) don't know each other.
c) are daughter and mother.</p> <p>5 When they talk about programs in other countries, Cindy sounds
a) surprised.
b) bored.
c) happy.</p> <p>6 The purpose of the conversation is to
a) go to a particular country.
b) obtain information.
c) apply for a job.</p> |
|--|--|

Background sounds and a person's tone of voice can transmit relevant information to help you understand a conversation.

Skills



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

- | | |
|--|---|
| <p>1 Underline cognates.</p> <p>2 Circle words you know.</p> | <p>3 Highlight key words you need to know so you can understand the main ideas.</p> |
|--|---|

Brenda: Good morning, Maple Community Service, this is Brenda speaking. Can you hold, please? ...

Thank you for holding. How can I help you?

Cindy: Hello. I'm calling to ask about your youth volunteer programs.

Cindy's Mom: Cindy, dinner's ready!

Cindy: I'm on the phone, Mom! ... Sorry about that, you were saying.

Brenda: Don't worry. I was saying we have two programs: the local one and our summer Youth in Action community service abroad.

Cindy: Abroad?

Brenda: Yes, our Youth in Action program has

projects in India, Thailand, and China. In Latin America, there are projects in Brazil, Mexico, Peru, the Galapagos ...

Cindy: The Galapagos?

Brenda: Yes, in Ecuador. We have an environmental project there. Are you interested in any particular country?

Cindy: Oh, actually, I'm interested in the local town program. I heard about it at school. We need to do 50 hours of community service.

Brenda: Oh, what you need to look at is our Summer of Service program. We have information about it on our web page ...

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

- 1 What does Cindy want to know about? _____
- 2 What is Brenda's answer? _____
- 3 What program is Cindy interested in? _____
- 4 Why is she interested in that program? _____

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

How can I help you? Brenda, Cindy, and Mom Good morning and Hello I'm calling to ask about...

Opening	→	
Offer help	→	
Ask for information	→	
Speakers	→	

6 STEP 1 Work in pairs. Follow the instructions.

- Look at the community service projects on Exercise 1, page 8 and think of three more.
- Take a minute to think about your community. Discuss with your partner which projects your community needs and write them on page 20.
- Together with your partner, choose one project which you are interested in.

What strategies to listen and revise conversations about community services did you learn in this lesson?

7 Work in groups. Discuss the questions.

- 1 What can you do to deduce the meaning of a word you don't know?
- 2 Do you think it is important to know the meaning of all the words to understand a conversation?

To reflect on your performance go to page 22.

Listen and revise conversations about community services.

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

a



Library

b



Local medical clinic

c



Movie theater

d



Internet café

e



Hair salon

f



Sports center

2 Work in pairs. Classify the places from Exercise 1 according to their type of service. Discuss which services from the table exist in your community.

Services	
Information and Entertainment	Personal Appearance and Health

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

Conversation 1: _____

Conversation 3: _____

Conversation 2: _____

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

Sam: Hello? Richard?
 Richard: Hey, Sam. What's up?
 Sam: Nothing much. I need to go to the central library. Can I take out books even though it is not my local library?
 Richard: Yes, if you take an ID and leave a deposit, then you can take out books for up to two weeks. If you don't return the books on time, you will be fined. And if this happens on three consecutive occasions, then you will lose your membership.
 Sam: How come?
 Richard: Because those are the library rules.
 Sam: Thanks, man.
 Richard: Any time! Catch you later.
 Sam: Sure thing.



1 What did you do to find out what the conversation is about?

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

- 1 One condition to take out books is to leave a deposit. ___
- 2 You lose your membership after five late returns. ___
- 3 Sam knows how to get to the central library. ___
- 4 *What's up* is an informal greeting. ___
- 5 *Catch you later* is a formal way to say goodbye. ___

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

- 1 To add more information or connect ideas: _____
- 2 To help to sequence information: _____
- 3 To introduce a condition: _____
- 4 To provide a reason or cause: _____

Connectors like *if*, *and*, *then*, and *because* are very useful to link ideas.

Language

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

- 1 If you need to print, please let me know, because there is only one printer _____ people take turns.
- 2 If you show your ID and leave a deposit, _____ you can check out books for up to two weeks.
- 3 _____ you don't take the books on time, you will be fined.
- 4 If this happens on three consecutive occasions, _____ you will lose your membership.
- 5 _____ you don't take the medicine midday, the allergy symptoms will return _____ the pills' effect will end after eight hours.

Figure out

Practice

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

Dr. Stevens: Hello, Mrs. Curtis. How are you? What can I do for you?

Mrs. Curtis: Good evening, doctor. Well, actually, I'm not very well. My allergies are terrible.

Dr. Stevens: Did you take the pills?

Mrs. Curtis: Yes, twice a day, and I use the nasal spray three times a day.

Dr. Stevens: No, no, Mrs. Curtis. The medicine is three times a day and the nasal spray twice: morning and night. If you don't take the medicine midday, the allergy symptoms will return, because you have to take the pills every eight hours.

Mrs. Curtis: Oh, I see. Thank you, doctor. You are always so kind.

Dr. Stevens: You're more than welcome, Mrs. Curtis. Feel free to call me any time.

Mrs. Curtis: Thank you very much, doctor. Good night.

Receptionist: Hello. Can I help you?

Boy: Yes, thank you. I need to use the Internet.

Receptionist: You can use computer six. If you need to print, please let me know.

Boy: Why?


Receptionist: Because there is only one printer and people take turns.

Boy: Oh! I see.


Receptionist: If you need anything else, let me know.

Boy: Thank you.



9 STEP 2  **Work in pairs. Follow the instructions.**

- Read and review your answers for Exercise 4 and Exercise 8 and discuss which strategies were useful for you to know what a conversation is about.
- Go to page 20 and read the brainstorming you did and the project you chose with your partner in STEP 1.
- Write down the main idea for your conversation about the project you chose in STEP 1 on page 20.


Which strategies did you learn in this lesson to understand the main idea of a text?

10 Work in groups. Discuss the questions.

- 1 Which strategies did you use to know what the conversations are about?
- 2 Do you think you can use those strategies with other type of texts?

To reflect on your performance go to page 22.

Get the main idea

Apply

Activate

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



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

Becky: Good morning. Into English Language School, this is Becky speaking. How can I help you?

Ingrid: Hello? My name is Ingrid Bruner. I'm at the airport. How do I get to the campus, please?

This information is not on your web page.

Becky: No, it isn't, because we do airport pickups. 1 _____

Ingrid: Sorry. Can you speak louder, please? There is a lot of noise here.

Becky: I was saying, we have airport pickups ... 2 _____

Ingrid: Sorry, I don't understand, airport what?

Becky: There is someone waiting for you outside the terminal. They will be holding a sign with your name. 3 _____

Ingrid: So, if I go outside the terminal, someone is waiting for me there? 4 _____

Becky: Yes. If you need anything else please call again. 5 _____

Ingrid: Thank you.

Becky: You're welcome.

1 The caller is a native speaker of English. _____

2 The caller is at the airport. _____

3 The receptionist speaks quickly at first. _____


4 The caller takes a taxi from the airport. _____

5 The caller understands everything the receptionist says. _____



RECORDING
AZ
p.23

Identify

3  **Write the phrases from the box in the correct place to describe the intention, volume, and speed of the conversation in Exercise 2. Listen to check your answers.**

(confirmation) (clarify) (fast and unclear) (high volume) (explain)

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

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

- | | |
|---------------------------------|---|
| 1 You speak louder when | a) you want to make sure you are understanding. |
| 2 You speak more slowly when | b) a person cannot hear you. |
| 3 You ask for confirmation when | c) a person does not understand you. |

Strategies like adjusting volume (speaking louder or softer) or speed (speaking more quickly or more slowly) can help you avoid communication breakdowns.

Skills

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

Medical Services Internet Services Transportation Accommodation

The screenshot shows a web browser window with the URL 'www.intoenglishschool.education...'. The website header includes 'Intro English Language School' and navigation buttons for 'Home', 'Services', 'News', and 'Contact'. The main content area is titled 'Services for the Student Community' and contains four distinct service boxes, each with an icon and a numbered label:


- Box 1:** Icon of a red octagonal 'BUS' sign. Text: 'If you are staying on campus, you can catch the 009 bus to Chinatown Station. From there you can walk to the city center or catch the 2B bus to Smith Street. For information about other bus routes, schedules, and prices, you can ask at the library or click [here](#). Check schedules regularly because they may change.' Label: 1
- Box 2:** Icon of a stethoscope. Text: 'If you feel sick or need a doctor, you can go to one of the walk-in clinics listed [here](#). You should call the clinic before you go, as some clinics are closed on weekends. In case of an emergency outside of clinic hours, you can call the school emergency number: 1-800-INTOENGLISH.' Label: 2
- Box 3:** Icon of a green key. Text: 'If you don't want to stay on campus, you can find alternative accommodation. However, the school does not provide this service. You can find information about local accommodations and hotels [here](#). There aren't many options, so you shouldn't leave it for the last minute.' Label: 3
- Box 4:** Icon of a blue Wi-Fi symbol. Text: 'If you are at school, the Internet service is free. However, if you need to use the Internet outside of school hours, you can go to the local library. Click [here](#) to see the map and directions. You can also go to one of the many Internet cafés, but you may have to wait and pay for the service.' Label: 4

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


- 1 What buses can you take to go to the school campus? *You can take the 009 bus and the 28 bus.* _____
- 2 What can you do in case of a medical emergency at night? _____
- 3 Where can you stay if you don't sleep in the school campus? _____
- 4 Where can you go if you need Internet services out of the school? _____

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

- 1 obtain information / can you / about bus routes and schedules? / Where / *Where can you obtain information about bus routes and schedules?* _____
- 2 if you / What / can you do / feel sick? _____
- 3 stay on campus? / if you don't want to / What / can you do _____
- 4 if you need to / can you do / What / use the internet outside of school hours? _____

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

- 1 _____
- 2 _____
- 3 _____

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

- Read what you wrote on STEPS 1 and 2 on page 20.
- Use as a model the questions you unscrambled in Exercise 8 and write five questions and answers related to the project and main idea of the conversation you chose in STEPS 1 and 2 on page 20.
- Write your answers on page 21.
- Take turns reading them out loud with your partner and correct any mistakes.




How did knowing the main idea of a conversation help you to write your questions and answers?

11 Work in groups. Discuss the questions.

- 1 Do you use intention, volume, and speed when you talk?
- 2 Do you think that intention, volume, and speed are important in a conversation?

To reflect on your performance go to page 22.



Get the main idea

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



trash in the streets



trash in the parks



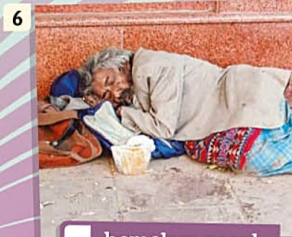
medical clinic



water supply



public transportation



homeless people

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

Blank lined area for brainstorming activities for the first selected item.

Blank lined area for brainstorming activities for the second selected item.

Blank lined area for brainstorming activities for the third selected item.