

UNIT



Information around us



Learning environment	Learning environment
<ul style="list-style-type: none"> Family and community 	<ul style="list-style-type: none"> Literature and games
Social practice	Social practice
<ul style="list-style-type: none"> Understand and convey information about goods and services 	<ul style="list-style-type: none"> Read and understand different types of literary texts from English speaking countries
Specific activities	Specific activities
<ul style="list-style-type: none"> Provide and understand information about performing a community service 	<ul style="list-style-type: none"> Read classic tales and write a short story based on them
Achievements	Achievements
<ul style="list-style-type: none"> Can identify subject matter, purpose and intended audience Can predict main idea from words and expressions similar to those in own language Can distinguish expressions during oral exchanges Can recognize the composition of expressions during oral exchanges Can produce expressions to provide information Can adjust volume and speed when constructing oral texts 	<ul style="list-style-type: none"> Can use known comprehension strategies Can recognize main idea from some details Can ask and answer questions in order to locate specific information Can express personal reactions to literary texts, using known oral expressions Can retell events using images Can organize sentences into a sequence of actions
Final product	Final product
<ul style="list-style-type: none"> Acting out of a dialog 	<ul style="list-style-type: none"> A big book
Warm up stage	Warm up stage
<ul style="list-style-type: none"> Exchange information on three advertisement services 	<ul style="list-style-type: none"> Match visual elements with the titles of fables
Building stage	Building stage
<ul style="list-style-type: none"> Identify type of request in a telephone conversation 	<ul style="list-style-type: none"> Participate in groups working on complete information about stories
Closure stage	Closure stage
<ul style="list-style-type: none"> Set up teams of classmates with the materials needed to act-out a dialog about providing a community service Choose a classmate to act-out a dialog about providing services Choose the community service about which information is to be exchanged Decide roles and turn-taking Create the sentences to provide and receive information Check that sentences are understood when spoken and listened to Practice pronunciation Perform the dialog 	<ul style="list-style-type: none"> Set up teams with everything needed to create a big book for lower grade students, based on a classic tales Select and read a classic story Determine which are the key events Create and arrange the sentences based on key events Check the sentences for grammar, spelling and punctuation conventions Put together and illustrate the big book Rehearse the oral reading of the text out loud and practice pronunciation Read the book out loud and donate it to students from the lower level of the primary section



★ GETTING READY

1 Work in pairs to answer these questions.

- a. Is learning English a good thing?
- b. What are the advantages of learning English?

2 Read about what the young people on this page say about this topic. Are there any coincidences with the ideas you mentioned in Exercise 1?



I'm 15 and I live in a small village in Ireland. I speak Irish Gaelic, but many people of my age only speak English. I think that English is important, but if we lose our language we'll lose part of our culture.



Learning English is a very good thing. Communication is much easier when everyone speaks the same language. These days, everything you find on computers is in English.



I live in the USA and I use English at school, but my mother tongue is Spanish. My parents were immigrants from Mexico, so we speak Spanish at home. For me, language is part of my identity.



My grandparents came here from Russia and when they arrived, they spoke no English. To get jobs, they had to learn and I think this is part of integrating into a new country.



CAN YOU FIX MY COMPUTER?

LESSON 1 AND LESSON 3 WILL HELP YOU TO PREPARE PROJECT 1:
the acting out of a dialog

Warm up stage



With activities 1 to 9 you will begin preparing the final product of Lessons 1 and 3, the acting out of a dialog.



American v/s British English



advertisement /
'ædvər'taɪzmənt



advertisement /
əd'vɜ:tismənt

Word Spot



The word *place* can be used to refer to a person's home.

Example: *How about studying at my place?*

BEFORE LISTENING

1 Look at the three computer repair advertisements. Which one would you choose if your computer crashed? Why?

MGSC Computer Services
Day or Night – computer repair
Call us at any time – fast, reliable,
reasonably-priced computer repair on the
phone or at your place.

☎ Call 08-9867895

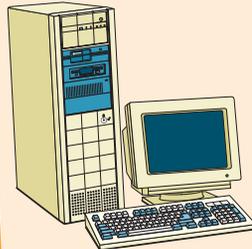


Call Simon PC Repair

Any PC problems? Give "Call Simon" a call.
No job too small.

Customers can be assured that their data and
details will remain private and secure.
Original spare parts, trained computer
engineers, own transport.

So call now – 345667 or 700-5672345



Technical Solutions PC Repair
Professional computer repair for
small and medium sized businesses.
Monday to Friday – 9 am to 6 pm
45, Garrison Street, Colchester
Tel 5678900



2 Read the words and form pairs of synonyms.

fix

laptop

opposite

respond

turn on

underground

energy

in front of

notebook

subway

answer

power

repair

switch on



3 Read the list below and decide which characteristics are the most important for you when you need a service. Rank them from 1 (very important) to 5 (not important).

- a. _____ Price.
- b. _____ Speed.
- c. _____ Location of business.
- d. _____ Professional qualifications.
- e. _____ Quality of materials.



LISTENING

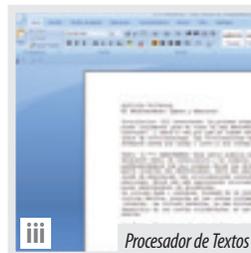
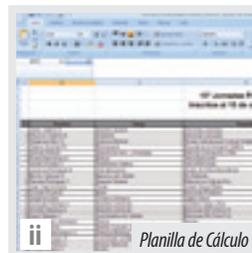
Please note that this conversation is in British English.

4 Listen to a telephone conversation. What is the person requesting?

- a. A favor.
- b. Information.
- c. A service.

5 Listen to a telephone conversation and choose one of the options.

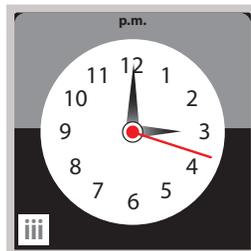
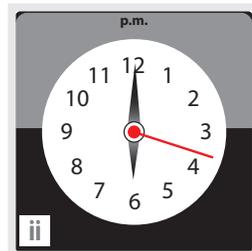
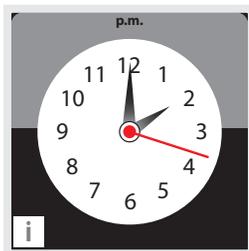
a. What kind of computer program does the client want to use?



American vs British English

-  subway
-  underground, tube

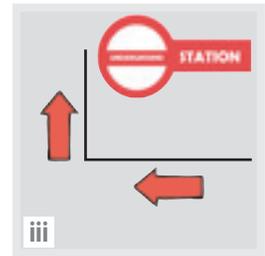
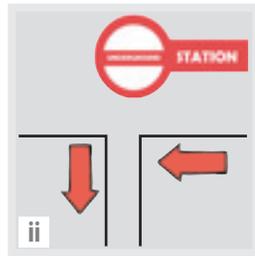
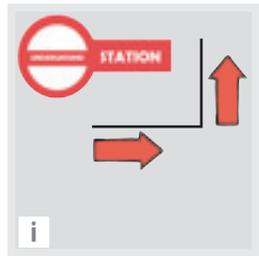
b. By what time must the client bring the computer to the shop?



c. Which is the Underground station nearest to the shop?



d. Which map corresponds to the directions provided by Stephen?



e. What is the location of the computer shop?

i



ii



iii



6 10 Listen again and fill in each gap with not more than two words.

Stephen's client lives in _____. Stephen is now fixing another computer, which he must get ready by _____ o'clock. The client is anxious because he has a _____ tomorrow and wants to work on the computer. They decide that the client will bring the computer to the shop. The client must get off at _____ and then turn _____. The client can get to the shop in about _____.



7 **10** Are these statements true, false or not mentioned?

- a. _____ The client has a problem with a laptop.
- b. _____ The client lives in the City.
- c. _____ Stephen is the owner of the computer repair shop.
- d. _____ Stephen cannot go to pick up the computer.
- e. _____ Stephen can fix the computer by six o'clock.
- f. _____ It will cost 50 pounds to fix the computer.

Word Spot



The City is Britain's financial and business center, in the oldest part of London.

8 **10** Who said the following, the client or the technician?

- a. _____ : I think it's the power source.
- b. _____ : Right in the City.
- c. _____ : Sure, no problem.
- d. _____ : That's a good idea.



AFTER LISTENING

9 With your partner, talk about the conversation you listened to and answer these questions.

- a. Is there any other information the client should request?
- b. How would you ask for it? Take notes in your notebook.

LANGUAGE SPOT



Modals to ask polite questions

1. Read these questions from the listening text.
 - a. Do you think you could fix it today?
 - b. Where do you live?
 - c. Where are you?
 - d. Could you bring the computer by 2 o'clock?
 - e. Can you give me the directions, please?
2. Compare questions **a.**, **d.** and **e.** with questions **b.** and **c.** and answer.
 - a. In which questions is the speaker requiring information?
 - b. Which questions are more polite?
3. Complete this general rule.

When we want to require information, a service, or a favor, it is better to use _____ questions.

To ask _____ questions we usually use modal verbs like _____.



10 **11** Listen and complete the polite questions in this conversation.

Rosa: _____ if Mrs. White is in the office today?

Assistant: Sorry, Mrs. White is not in at the moment.

Rosa: _____ telling me what time she is coming back?

Assistant: Yes, she will be back in about half an hour.

Rosa: I was wondering if _____ leave her a message.

Assistant: Of course you can leave her a message. Tell me.

11 In pairs, practice and role-play the conversation in front of your classmates.

12 Use these openings to write polite questions requiring information about a service. Choose ideas from the box.

- address of business
- working hours
- price
- conditions
- time required

i Can you tell me _____?

ii Would you _____?

iii May I _____?

iv Could you please _____?



Building stage

Activities 10 to 16 of this lesson will help you to create the final product.

Reflection Spot

- I can make polite questions. ☺ ☹
- I can ask for useful information about a service. ☺ ☹

13 Ask and answer the questions in Exercise 12 with a partner.

LET'S CHECK

14 Transform these commands into polite questions.

8 pts.

a. Tell me your name.

_____?

b. Give me your address.

_____, please?

c. Bring your computer at four in the afternoon.

_____.

d. Wait outside.

_____?

0 - 2 Keep trying!	3 - 4 Good!	5 - 6 Very good!	7 - 8 Excellent!
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