



Teacher's  
Guide

2

# Come Together

Adriana

**DOPAZO**

Lorena

**PEIMBERT**

Luis Esteban

**PÉREZ VILLANUEVA**



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



# Come Together

Teacher's  
Guide

2

Adriana  
**DOPAZO**

Lorena  
**PEIMBERT**

Luis Esteban  
**PÉREZ VILLANUEVA**



Macmillan Education  
Prohibida su descarga y venta

# Unit

# 1

## Social Learning Environment:

Family and Community  
**Communicative Activity:**  
 Exchanges associated with  
 the environment.

## Social Practice of the

**Language:** Express  
 complaints about a product.  
**Final Product:** Role-Play of  
 a Complaint.

Student's Book		
Session	Activities	Pages
1	Opening	7–8
2–4	<i>Offer several examples of complaints and focus students' attention on what the speakers say and how they say it so they can:</i>	9–11
	• Analyze topic and purpose.	
	• Evaluate the effect of mode of communication (face-to-face or remotely).	
	• Contrast attitudes adopted by speakers.	
	• Detect ways to adjust speaking and listening.	
5–7	<i>Exchange and evaluate their own experiences and those of others.</i>	12–15
	<i>Model behaviors that you have adopted when listening to complaints and explain out loud the processes you followed to understand and respond to the complaints; invite your students to try said processes so they can:</i>	
	• Clarify the meaning of words.	
	• Infer general sense.	
	• Establish motive or reason for a complaint (e.g. <i>I bought this book but when I opened it I saw there were blank pages.</i> )	
8–9	• Compare expressions to propose solutions (e.g. <i>I would like a full reimbursement, I strongly demand a free replacement, etc.</i> ).	16–19
	• Classify, according to their meaning, expressions to convey emotions when speaking (e.g. disappointment: <i>I felt disappointed when the coffee maker didn't heat water</i> ; annoyance: <i>It was so delicate I couldn't even touch it, etc.</i> ).	
	• Evaluate their own behavior and that of others.	
	<i>Produce the need to rely on and use the knowledge and skills that students already have, about language in general and English in particular, so they can:</i>	
	• Choose relevant repertoires of words and expressions to make complaints.	
10–12	• Prioritize information that will be used in complaints.	20–21
	• Express motive or reason and formulate expressions to propose solutions.	
	• Use strategies to influence meaning and repair communication breakdown (e.g. <i>What I mean is... no, look, I don't know exactly the name, but it is the piece you use to...</i> ).	
	• Express complaints and make adjustments to improve fluency.	
10–12	Closure and Assessment	20–21

# Opening

To get students started, you could encourage them to review the three learning goals (Stage 1, Stage 2, and Stage 3) and the social practice to be achieved throughout the unit.

## Let's start together

You may ask the question out loud and elicit answers from several students. You might need to help them express themselves by providing the necessary vocabulary. You may want to start by sharing your own experience so students feel this is a safe environment to share their own.

## Initial Assessment

You may wish to explain to students that the purpose of this self-assessment is for them to be aware of the skills they already have before starting the unit. You can also explain that these skills will be needed to achieve the goals of this unit. Allow some minutes for groups to discuss and then ask students to individually mark the corresponding boxes.

## Planner

You may direct students' attention to the sections of this unit and invite them to read them. You can explain that planning the content of each stage is a way of knowing the steps they will go through to achieve their final goal. Checklists are a valuable tool to remember the important points of a task. They are also useful to evidence students' learning process and provide them with a sense of achievement when fulfilling their goals. Students should feel free to suggest other possible tasks as they work throughout the unit.

The image shows two pages from a textbook. The left page is the 'Unit 1' overview, featuring a puzzle graphic with four pieces representing Stage 1 (Listen and review complaints about products), Stage 2 (Interpret general sense, main ideas, and details), Stage 3 (Make oral complaints), and Social Practice of the Language (Express complaints about a product). Below the puzzle are sections for 'Social Learning Environment: Family and Community' and 'Communicative Activity: Exchanges associated with the environment'. The 'Opening' section includes the instruction 'Let's start together' and two numbered tasks: '1 Work in groups. Discuss and answer the questions.' and '1 Have you ever complained about something wrong with a product or service? Why?' and '2 How did you feel when making that complaint?'. A small photo shows a woman in a clothing store.

The right page is the 'Initial Assessment' and 'Planner'. The 'Initial Assessment' section asks students to role-play a complaint and check boxes for their readiness in four categories: 'I'm ready and I can help others.', 'I think I'm ready.', 'I might need help.', and 'I'm sure I will need help.'. The 'Planner' section lists tasks and evidence to be gathered in the unit, with a table showing sessions, sections, tasks, and pages.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	8
2	Development	<input type="checkbox"/> Choosing a product or service to make my complaint.	10
3		<input type="checkbox"/> Completing a card with information about my complaint.	11
4		<input type="checkbox"/> Sharing impressions about our complaints.	11
5		<input type="checkbox"/> Choosing the expressions to make our requests and offer solutions.	13
6	Development	<input type="checkbox"/> Sharing feelings and reactions about our complaints.	15
7		<input type="checkbox"/> Gathering information for our role-play.	17
8-9		<input type="checkbox"/> Writing questions that I can ask about the product or service.	17
10-11	Closure	<input type="checkbox"/> Organizing the information for our conversation.	18
		<input type="checkbox"/> Rehearsing our complaints.	20
12	Closure	Presenting my complaint to the class, and asking for feedback.	20
		Assessment.	21

Don't forget to come back and check (✓) your evidence.

1 Work in pairs. Read the conversations and discuss what people are complaining about.

#### Conversation 1

**Service assistant:** Hello! Customer services. What can I do for you?

**Billy:** I want to return a video game. It doesn't work.

**Service assistant:** What do you mean?

**Billy:** It doesn't load. The screen just stays black. I guess it is faulty.

**Service assistant:** Oh, I see. When did you buy it?

**Billy:** About two months ago.

**Service assistant:** That's too bad. We can only give you back your money if products are returned 30 days after the purchase. But we can replace your game.

**Billy:** That's fine. I don't want a refund, I just want to exchange the game, please.

**Service assistant:** OK then. I'll get you another one.

**Billy:** Great! Thank you very much.

#### Conversation 2

**Carlos:** Excuse me!

**Waiter:** Yes, sir. How can I help you?

**Carlos:** We waited a long time for our food. It's finally here but it is cold!

**Waiter:** I'm very sorry to hear that. I'll replace your dishes.

**Carlos:** No, thank you. I'm not paying for any of these!

**Waiter:** Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation.

**Carlos:** I don't think I can eat anymore. I'm too angry. Just bring me the check.

**Waiter:** Of course, sir. And again, my apologies.

A complaint is when you ask for a replacement, a refund, or other kind of compensation needed because a product or service does not work in the way you expected.

Skills



A: Carlos is complaining about his food.

B: Yes, the restaurant served something cold.



2 Work in groups. Now that you understand what the people are complaining about listen to the conversations and answer the questions together.

- 1 Which conversation is face to face?
- 2 Which conversation is on the phone?
- 3 How does the boy in Conversation 1 sound?
- 4 How does the man in the restaurant sound?
- 5 Who sounds rude?

To complain about a service or product that does not have good quality is your right as a customer. However, it is not necessary to be rude. Polite complaints will probably get you a more satisfactory solution.

Skills

## Skills Box

You can ask students to read the definition of the word *complaint*. It might be necessary to explain what a *refund* and a *replacement* are (*refund*: money that was yours that you get again, especially because you have paid too much for something or have decided you do not want it; *replacement*: something that takes the place or does the job of another thing).

## Exercise 2

It is suggested that students read the questions before listening to the audio to know what kind of information they will need to answer. It is important that they pay attention to the intonation and tone of voice to notice attitudes and emotions.

### Answers:

- 1 Conversation 2    2 Conversation 1  
3 Friendly / Polite    4 Upset / Angry / Impolite    5 The man in Conversation 2.

## Media Resources

Use Chapter 1 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 1 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

## Exercise 1

It is important students understand what type of information they need to identify in the conversations before reading them.

### Answers:

**Conversation 1:** Billy is complaining about a video game that is faulty.

**Conversation 2:** Carlos is complaining about cold food.

## Skills Box

You can help students realize that although they are not happy when they complain, they can still be polite and not make anyone feel bad or uncomfortable. Help them get to the conclusion that it is important to treat every person with respect and kindness.



## For your Final Product

### Exercise 3

You may explain to students this is the first step towards their Final Product. You can ask them to pair up to discuss and agree on a specific situation to role-play. Have them notice that the first thing they should decide on is the reason for their complaint and the way they are going to interact with the assistant. Students should answer the questions to define the main aspects of the situation.

You can refer them to the Reader to get additional examples, before they start preparing their complaint.

### Reader Box

You may invite students to open their Readers to pages 6 to 14 to learn about complaints. After reading, you could ask students some questions to check their understanding of the text.

### Exercise 4

This activity is for students to identify the specific problem Carlos experiences and the waiter's proposed solutions. After playing the audio, volunteers can share their answers with the class to check them. You could then elicit some common restaurant complaints. Always encourage students to speak in English and provide help with the vocabulary they need to express their ideas.

Stage  
1

**For your Final Product**


3 Decide on one product or service you would like to work with to make an oral complaint. Decide if you will prepare a telephone complaint or a face-to-face complaint.

What did you buy?  
A video game

Who did you talk to?  
Service assistant, telephone complaint

What did you buy?  
\_\_\_\_\_

Who did you talk to?  
\_\_\_\_\_



To learn more about complaints go to pages 6-14 in your Reader.

4 Read and listen to Conversation 2 again, underline the problem, and circle the solutions.

**Conversation 2**  
**Carlos:** Excuse me!  
**Waiter:** Yes, sir. How can I help you?  
**Carlos:** We waited a long time for our food. It's finally here but it is cold!  
**Waiter:** I'm very sorry to hear that. I'll replace your dishes.  
**Carlos:** No, thank you. I'm not paying for any of these!

**Waiter:** Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation.

**Carlos:** I don't think I can eat anymore. I'm too angry. Just bring me the check.

**Waiter:** Of course, sir. And again, my apologies.

When speaking, you can express different attitudes like being polite, calm, rude, or upset. Being polite and calm can be shown with proper and nice words and a soft tone of voice, while being rude and upset is usually reflected in bad words and a sharp tone of voice.

5 Work in pairs. Role-play the conversation in Exercise 4. Try to emphasize the attitudes in both speakers.

10 Family and Community

#### Answers:

**Problem:** The food took a long time to be ready and it is cold.

**Solutions:** To replace the dishes / To accept some dessert on the house

### Exercise 5

You may wish to point out that it is important to say the words *please* and *thank you* to sound polite and calm. It can be useful to monitor the activity, paying attention to students' pronunciation and changes in

tone of voice. Encourage them to sound real and use suitable body language.

### Skills Box

Before role-playing the conversation in Exercise 5, you could draw attention to the Skills box and model some sentences that show a polite and rude attitude for the class to identify how the tone of voice changes.

Stage 1

**For your Final Product**

6 Complete the card about your complaint taking into account what you know now.

My complaint is about a video game that doesn't work.

My attitude will be calm.

As a solution, I expect the store to exchange.

My complaint is \_\_\_\_\_

My attitude will be \_\_\_\_\_

As a solution, \_\_\_\_\_

7 **Work in pairs. With the information you wrote in Exercise 6, share your impressions about each other's complaints.**

I decided to complain about a video game because it didn't load. I will ask the store to exchange the game.



I want to complain about a cellphone in a store. I was very upset. The clerk was rude!

**Assessment - Think About Your Progress**

8 **Work with your partner from Exercise 7. Tell each other if you did the things on the list when you described your complaint.**

- Did you explain what the problem was?
- Did you share the solution they gave you?
- Did you describe your attitude?

If you had problems, review what you did in Exercises 4 and 5 and help your partner clarify doubts. If necessary, ask your teacher for guidance.

Unit 1 11

## For your Final Product

### Exercise 6

Students should now be ready for the second step of their Final Product. You can ask them to go back to the previous step to remember the situation they chose. You should explain that now they have to decide how they are going to sound (calm and relaxed, rude, or angry).

### Exercise 7

This activity is for students to exchange ideas and comments on the situations they chose. This can be a good moment for them to realize if they need to make changes to the chosen situation. You can have them read the example sentences before they interact with their partners. Volunteers can share their information with the class.

## Assessment - Think About Your Progress

### Exercise 8

This is a peer assessment activity where students evaluate the information their partners provided in the previous exercise to check it fulfills the requirements. Let pairs discuss and give each other feedback. You may draw students' attention to the box to promote collaborative learning by solving each other's doubts. Be ready to provide additional help by explaining the aspects students do not feel sure about.

### Media Resources

You can use the Poster Unit 1 from the Class CD to give students some ideas about products they can complain about for their final role-play. You can elicit the names of the clothing items and then brainstorm possible problems with them.

## Development

## Exercise 1

**03** It can be useful for students to read the three questions before they listen to the audio. This will prepare them for the kind of information they need to understand in order to answer the questions. Play the audio more than once, if necessary. Then you can invite volunteers to share their answers with the class.

**Answers:**

- 1** He is talking to a clerk in a store.  
**2** Yes, they are. **3** He feels upset at first, and then satisfied.

## Exercise 2

You can guide students to read the conversation. After having listened to it in order to get the general idea in the previous exercise, it is time to study the conversation carefully, in detail. Let groups discuss the questions before inviting some volunteers to share their answers with the class. If you see that students need help with vocabulary, you could refer them to the Glossary on page 22.

**Answers:**

- 1** He wants to return a CD because he doesn't like the band. **2** He offers Pepe a gift card for the value of the CD to pay for something else.  
**3** Yes, he is. Because he can use the gift card immediately.

## Development

- 1** **03** Listen to the complaint and discuss what is happening and who is participating. Use the questions as a guide.

- 1 Who is Pepe talking to?  
 2 Are they talking face to face?  
 3 How does Pepe feel?

- 2** Work in groups. Now that you understand what the complaint is about, read the conversation and answer the questions together.

Clerk: Good morning. Can I help you?

Pepe: Hi, I would like to return this CD. Can you take it back?

Clerk: I'm sorry to hear that. What is the problem with it? Is it damaged?

Pepe: Oh, nothing is wrong with it. It was a gift but I don't really like this band.

Clerk: I'm afraid it is against the store's policy to give a refund if the item is not faulty.

Pepe: That's disappointing. You are of no help!

Clerk: Let me see what I can do about it ... We could give you a gift card for the value of the CD. Then you can choose anything from the store with a similar price and pay with the card.

Pepe: Well, that's a better solution!

Clerk: Could you fill in this form, please? It won't take long.

Pepe: Can I use the card right now?

Clerk: Of course! You can use the card any time you want.

Pepe: That's perfect! Thank you!

Clerk: You're very welcome.



- 1 Why is Pepe complaining?  
 2 What solution does the clerk offer?  
 3 Is Pepe satisfied with the solution? Why?

**Media Resources**

You can use Poster Unit 1 for further practice. Students can think of a problem they could have with the clothing item they chose and propose solutions they could ask for or be offered.



**Toolbox**

Notice that the underlined expressions are used to make polite requests and offering solutions.

**Offering solutions:** We could give you a gift card.

**Requests:** Could you fill in this form?

When making polite requests and offers use the auxiliaries *can* and *could*. These auxiliaries always use a verb in simple form.

Remember that your tone of voice also helps you sound polite when you use these structures.

- Complete the table with examples of offers and requests from the conversation in Exercise 2.

Offers	Requests
We <u>could</u> give you a gift card.	Can I help you?

**For your Final Product**

- 3 You will start planning your role-play of the complaint you selected to work with in Stage 1. Choose the expressions to make requests and offer solutions during your role-play.

**Request:** Can you take back this video game?  
**Offer solution:** We could give you a refund or a gift card.

**Request:** \_\_\_\_\_  
**Offer solution:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Answers:**

**Offers:** Can I help you?, Then you can choose anything from the store., You can use the card any time you want. **Requests:** Can you take it back?, Could you fill in this form, please?, Can I use the card right now?

**For your Final Product**

**Exercise 3**

This activity can be used as portfolio evidence and be done on a sheet of paper, if you consider it necessary. You may want to point out that now they should decide what suitable expressions from the ones they learned in this stage they want to include in the conversation for their role-play. Have students read the examples provided and go back to the conversation in Exercise 2 and the Toolbox, if in doubt. It could be useful to monitor the activity by walking around the room and providing help if needed.

**Toolbox**

You could draw students' attention to the Toolbox so they can read it. Besides noticing the use of the verbs *can* and *could* in these expressions, students should be aware that our tone of voice is very important to convey the desired effect.

You can have students read the examples in the table before completing it to make sure they know what kind of expressions to include. Then they should go

back to the conversation to identify them. Allow some minutes for students to work out their answers and then you can invite some volunteers to read the expressions out loud to make sure their pronunciation and tone of voice are appropriate.

### Exercise 4

This activity is for students to notice how our body language should match our words to convey the correct meaning. After checking answers with the class, you can invite some students to read the expressions out loud using appropriate body language.

#### Answers:

1 c 2 a 3 b

### Exercise 5

Before students do the activity, you may want to check they understand the meaning of the words *empathy* and *impolite*. Allow some minutes for students to work out their answers and then you can invite some volunteers to share them with the class. You can also encourage students to provide additional examples of each expression, or you can provide some of your own to enrich students' vocabulary and give them more options to include in their Final Product.

#### Answers:

**Show Empathy:** I'm sorry to hear that., Let me see what I can do about it ... **Impolite comment:** That's disappointing. You are of no help!

### Skills Box


When students finish with the activity, you could have them reflect on the information in the box and share their thoughts. Then, you could have them discuss in pairs or small groups

Stage  
2


4 Work in pairs. Figure out the meaning of the expressions and match them to the pictures.

- 1 **Pepe:** That's perfect! Thank you!
- 2 **Pepe:** Well, that's a better solution!
- 3 **Pepe:** That's disappointing. I really don't want this CD.


a



b




c



5 Read the following expressions from the conversation in Exercise 2 and classify them under the correct category.

- 1 **Clerk:** I'm sorry to hear that.
- 2 **Pepe:** That's disappointing. You are of no help!
- 3 **Clerk:** Let me see what I can do about it ...

 Show Empathy

---

---

---


---

---

---

---

---

 Impolite Comment

---

---

---

---

---

---

---

---

Empathy is to understand the feelings of others. For better communication, when someone is sharing negative feelings, use expressions that transmit that you personally care and understand.

Skills

14
Family and Community

how important they think empathy is and why.

and give an empathetic answer to the problem.

### Media Resources

You can use Poster Unit 1 for students to extend their practice contrasting expressions that show empathy and impolite comments. They could work in pairs and one of them can say a problem with a clothing item they chose and their partner will give an impolite answer. Then they can exchange roles

Stage  
2

**For your Final Product**

6 Choose the expressions to be empathetic during your role-play.

Let me see what I can do ...  
I'm sorry to hear that.

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 Work in pairs. Share your feelings and reactions about your complaint with the help of the expressions from Exercise 4.

I was upset I couldn't get a refund.



I was happy when the clerk helped me.

**Assessment - Think About Your Progress**

8 Work in pairs. Think about your progress. Do you know expressions to make requests, offer solutions, and be empathetic? Make a table in your notebook.

If you don't remember the expressions, go back to Exercises 4 and 5 and review these elements.

Unit 1 15

share their feelings with the class giving reasons for their positive or negative reactions.

### Assessment - Think About Your Progress

#### Exercise 8

This activity is for students to evaluate their progress so far and notice if they need to reinforce certain aspects they do not feel sure about. It is a collaborative activity where students help each other. It is recommended they go over previous exercises to check they have included all possible expressions for each of the three functions. You could also encourage them to provide some additional examples of their own to share with the class.

### For your Final Product

#### Exercise 6

Students should decide what expressions they want to include in the conversations they will role-play for the Final Product. Have them reread the conversation in Exercise 2 if necessary and go over some possible examples before they start working on their own. You could also write them on the board. It would be useful to

monitor the activity and provide help if needed.

#### Exercise 7

Before students discuss, it would be helpful to draw their attention back to Exercise 4 to remind them of possible feelings and reactions shown with body language when complaining, and to look at the examples provided. Let pairs discuss for some minutes and then you can invite some to

## Development

## Exercise 1

Before students start reading, you may wish to point out that the objective at this point is just to spot the main idea of the conversation, that is, the customer's problem and the solution provided by the assistant. Students should be reminded they can resort to the Glossary to check the meaning of unfamiliar words. You can invite some volunteers to share their answers with the class. If time allows, you can have students reread the conversation and then ask them further questions to check they understood it fully.

**Answers:**

**Customer's problem:** There is a missing part in a fitness machine. **Solution:** The company will send the missing part to the customer.

## Exercise 2

The purpose of underlining the questions is for students to recognize not only the structure of questions, but also the moments where they might be useful. You could ask students to brainstorm other questions that the assistant could ask the customer.

**Toolbox**

Once students have underlined the questions, you can ask them which ones ask for specific information and which ones require a *yes / no* answer.

## Development

1 Work in pairs. Read the complaint and identify the problem and the solution.

**Assistant:** Good morning, CT Body Fitness Company. This is Andrew Cooper. What can I do for you?

**Customer:** Good morning. I purchased a CT Body Fitness machine from your company last month, and I have a problem. There's a missing part. I'm sorry to report it a month later, but I just recently had time to assemble it.

**Assistant:** That's OK, but are you sure, sir? All of our orders are inspected before shipping.

**Customer:** I understand, but there is definitely a missing part. I can't finish assembling the machine without it.

**Assistant:** OK. I'm sorry about that. Do you know the name of the missing part?

**Customer:** No, I don't know the exact word, but it's the piece you need to change the speed.

**Assistant:** Oh, that's the gear. I'll make a report, and we'll send you the gear in four to six days.

**Customer:** OK, that's fine. Thank you very much.

**Assistant:** I'm happy to help, and I apologize for the inconvenience. Now let me get your information ...




2 Go back to the conversation in Exercise 1 and underline the questions the assistant asked the customer.

**Toolbox**

Questions that ask about information or details use words such as *what*, *how*, and *why* at the beginning of the question. *Yes-No* questions ask about very specific information.

For example, *What can I do for you?*, *Do you know the name of the missing part?*

Students should then read the content of the box.



3 Work in pairs. Ask each other the first question in the conversation in Exercise 1. When you answer try to give solutions and the necessary information.

**A:** What can I do for you?  
**B:** This machine isn't working.  
**A:** Did you turn on the switch that is in the back part of the machine?

---

**For your Final Product**

4 To prepare for your role-play, review your notes from previous stages and make a list of the information you have gathered.

- Problem: \_\_\_\_\_
- Solution: \_\_\_\_\_
- Expressions to make requests: \_\_\_\_\_
- Expressions to offer solutions: \_\_\_\_\_
- Expressions to show empathy: \_\_\_\_\_

5 Think of questions you can ask to find out information about the product or service and write them below.

What is wrong with the video game?  
How did you notice the problem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Unit 1 17

### For your Final Product

#### Exercise 4

This review can be done on a separate sheet of paper. You can explain to students this exercise is for them to make sure they have included all the information they will need in their conversation. This allows them to summarize the main elements their conversation should have. Be ready to help students if necessary.

#### Exercise 5

Students should read the example questions and then go over their conversation to identify moments where they can add questions that will help the assistant get a clearer idea of what the problem is. Encourage students to use different question words to ask about several details.

#### Exercise 3

You may wish to make sure students understand what they are expected to do before they start interacting. You can explain that the purpose of the activity is to ask as many questions as possible to obtain specific details about the complaint and to help the customer by offering possible ways to solve the problem. In order to get students started, you could elicit some possible problems

and solutions from them, or provide some of your own.

It is recommended that you monitor the activity walking around the room and listening to pairs interact. Students may find it difficult to structure the questions correctly, so you can make notes on common mistakes to correct them afterwards.



### Exercise 6

This activity fosters collaborative learning as students help each other to achieve their goal. They should be encouraged to make suggestions to improve each other's work.

### Reader Box

When students finish reading the complaint on page 12 of the Reader and comparing the explanations and solutions, you could have them work as a class, come up with new solutions, and vote for the best one.

### Exercise 7


Students should now structure the whole conversation, including all the expressions and questions from previous tasks. You can suggest that they read the conversation in Exercise 1 again and follow the steps to arrange the conversation in a logical sequence. You can also elicit some possible examples of each part of the conversation before they start working on their own. It is suggested that you monitor the activity by walking around the room to provide help if needed.

### Media Resources

You can use Poster Unit 1 for students who need extra practice to create a whole conversation about one of the products there. You can encourage them to practice different kinds of questions.

Stage  
3

6 Exchange your questions in groups and make any corrections if necessary.



You can go to your Reader on page 12 to read another complaint and compare the explanations and solutions.

7 Using the information from Exercises 4 and 5 complete the graphic organizer. You can use the conversation in Exercise 1 as a model.

A: Can I help you?

B: Introduce the complaint

---

---

---

A: Ask for information

---

---

---

B: Explain the complaint

---

---

---

A: Offer a solution

---

---

---

B: Agree or disagree

---

---

---

18

Family and Community

Macmillan Education  
Prohibida su descarga y venta

26 Family and Community

8 Now, listen to the complaint from Exercise 1 and pay attention to the problem in the conversation. Underline the correct option below and discuss your answers with a partner.

- 1 When the customer doesn't know what to say, he makes a pause / explains his idea.
- 2 When the customer doesn't understand, he asks a question / interrupts rudely.

When communication is broken in a conversation you can make a pause, rethink your ideas, and express them in a different way. To create a friendly atmosphere you can use a kind and enthusiastic tone. If you want to show sternness, you can emphasize clearly the solution you want.

Skills

9 Work in pairs. Role-play the conversation in Exercise 1. Decide who will play each part and use the tips from Exercise 8 to emphasize your tone of voice.



Assessment - Think About Your Progress

10 Work with your partner from Exercise 9. Check (✓) what you think you did well and then ask your partner's opinion.

I did this well:	My opinion	My partner's opinion
I asked questions about the complaint.		
I used strategies to repair communication.		
I used different tones of voice to emphasize the solution.		

If you and your partner had different opinions on what you did well, review Exercises 3 and 8. You can ask your teacher for guidance if you are not sure.

Exercise 8

Before playing the audio, you can ask students whether they remember what the problem with the fitness machine from Exercise 1 was, and whether the customer knew the name of the missing part. Then you can play the audio more than once, if needed, for students to identify the correct options. You may check answers with the class and ask students to justify them with the exact

words from the conversation. You could then invite students to go to their Reader to get more examples of questions and solutions to problems.

Answers:

1 explains his idea 2 asks a question

Skills Box

Invite students to read the box out loud and provide examples from their own lives. When they

finish sharing the examples, you could play the audio again and have them say if they identify different tones in the audio.

Exercise 9

This is a good opportunity to check students' pronunciation and intonation. You should remind them that intonation and tone of voice are very important as they convey meaning and intention. Remind them to make the conversation sound natural by making appropriate pauses and lowering their voice at the end of sentences. You may find useful to monitor the activity, listening to students and making some notes of common mistakes to correct them afterwards. You can also invite some pairs to role-play the conversation for the class.

Assessment - Think About Your Progress


Exercise 10

This is a peer evaluation that helps students confirm their own ideas with those of a partner or contrast their points of view. Let students exchange ideas and then explain that they should give examples that back up their opinion, which will help their partners to improve their performance.

# Closure

## Final Steps

### Exercise 1

 You can explain to students that this is an excellent opportunity to identify all the aspects they need to improve for their final presentation. Have them notice that they should assess their partner's performance by making notes on all the things he / she has to work on to achieve his / her goal. Remind them to pay attention to each and every aspect. You may write a checklist on the board if you think it could help students (appropriate expressions to make offers and requests, show empathy, offer solutions and repair communication breakdowns, as well as pauses, suitable tone of voice, etc.).

### Exercise 2

Pairs should discuss and exchange ideas based on their notes to modify, add, or change their conversation in any way they consider appropriate to improve it. A good idea would be to monitor the activity as students may need to clarify doubts to be able to create a final version of their conversation.


### Collect your evidence

### Exercise 3

Direct students to the Planner to check the sequence of tasks they followed to fulfill their goal. You can encourage students to mention any

## Closure

**Final Steps**

-  **Work in pairs. Take turns to rehearse the complaint you prepared on the organizer on page 18. Listen closely to your partner. Remember to make notes about how your partner used his / her voice and what strategies he / she used.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Share your notes with your partner so that he / she can improve how to make a complaint in English.**

**Collect your evidence**

- So far you have prepared step by step a complaint about a product or service and rehearsed with a partner. Go back to your Planner on page 8 and check (✓) what you did to accomplish it.**

**Socialize**

- Now that you have rehearsed your complaint, present it to your class, or other class. When you finish, ask for feedback.**
- Discuss in groups.**

- What was the most difficult thing for you when you were making a complaint about a product or service?
- What strategies did you use if you forgot or didn't know what to say?

20 Family and Community

additional task they think was useful to achieve their objective.

### Socialize

### Exercise 4

Remind them to take into account all the aspects they corrected after their rehearsal. The class should pay attention to their classmates' performance as a sign of respect. Remind them that feedback is vital in order to improve.

### Exercise 5

Groups should be allowed a few minutes to exchange opinions. Invite some students to share their ideas and strategies with the class.

# Assessment

## Assessment

1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you can recognize those aspects where you need to improve.

My performance	1	2	3	4
Decide what product or service to talk about.				
Identify the reason for a complaint and who is involved in it.				
Identify the solutions to a complaint and the attitudes of people involved in it.				
Identify expressions to request information, offer solutions, and show empathy.				
Share a complaint using reasons and solutions.				
Be polite and empathetic when complaining.				
Repairing communication when it fails.				

**KEY**  
 1 I still need help.    2 It's not easy, but I can do it.    3 I can do it very well.    4 I can help others.

2 Now that you have participated in the role-play of a complaint, answer the questions to evaluate your Final Product.

- Was my complaint planned and well-organized?
- Did it include all its components?
- Was I polite when asking and offering solutions? Why?
- Did I offer solutions to the complaint?
- Did I express clearly my emotions and reactions with my voice and my words? Why?

3 Get together with classmates you worked with as a group during the unit and tell each other how you performed as part of a team. Check the statement that describes you according to your classmates.

Do I help my partners?

- I never try to help.
- I help but with no enthusiasm.
- I help but I don't let anybody help me.
- I help as much as I can.

How do I participate in oral exchanges like complaints?

- I refuse to participate.
- I participate very little.
- I participate actively.
- I participate so much that I don't let others speak.

How do you give feedback to your partners?

- I don't give feedback to my partners.
- I am very rude when I give feedback.
- I say the first thing that comes to my mind and I don't try to be helpful.
- I am respectful and try to help when I give feedback.

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

5 Go back to the Initial Assessment on page 8. In small groups, discuss your progress.

Unit 1    21

required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students exchange opinions to assess their partners' performance.

This discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this activity, listening to groups discuss and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this.

### Exercise 4

This assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, although they do not know exactly what strategies to implement.

### Exercise 5

Students should go back to the Initial Assessment to review the options they checked and evaluate how much they improved by the end of this unit. Encourage groups to exchange opinions and points of view. You can invite some volunteers to share their ideas with the class.

### Exercise 1

This assessment process is divided into stages. First students should assess their own performance. In order to do that, you can explain to students how important it is to reflect and give honest answers, as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.

### Exercise 2

In the second stage of the assessment students should focus only on the Final Product. This activity requires them to analyze their performance to identify whether they fulfilled their goals or not.

### Exercise 3

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills

## Interview

An Interview is a tool to elicit information by asking specific questions about a subject. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

### Instructions:

- 1 Determine what you want to know and write ten *Yes / No* questions.
- 2 Ask the questions to the interviewee(s) and check (✓) *Yes* or *No* according to the answers.
- 3 Write any comments or observations in the space provided.

Interview		
Interviewee's Name: _____		
Teacher's Name: _____		
School's Name: _____ Grade: _____ Date: _____		
Questions	Yes	No
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### Comments:

---



---



---



---



---



---



---



---