

Come

Teacher's Guide

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COMP Teacher's Guide TOGOTOR

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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	Offer several examples of complaints and focus students' attention on what the speakers say and they say it so they can:						
	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.						
	Exchange and evaluate their own experiences and those of others.						
5–7	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: • 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>).						
	• Compare expressions to propose solutions (e.g. I would like a full reimbursement, I strongly demand a free replacement, etc.).	12–15					
	• Classify, according to their meaning, expressions to convey emotions when speaking (e.g. disappointment: I felt disappointed when the coffee maker didn't heat water; annoyance: It was so delicate I couldn't even touch it, etc.).						
	• Evaluate their own behavior and that of others.						
8–9	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:						
	Choose relevant repertoires of words and expressions to make complaints.						
	Pri <mark>oritize in</mark> formation that will be used in complaints.	16–19					
	Express motive or reason and formulate expressions to propose solutions.						
	• Use strategies to influence meaning and repair communication breakdown (e.g. What I mean is no, look, I don't know exactly the name, but it is the piece you use to).						
	Express complaints and make adjustments to improve fluency.						
	Offer and receive feedback.						

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.

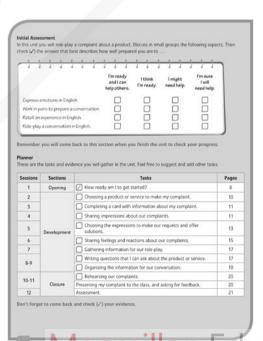
Initial Assessment

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.







Development



Development

Carlos: Excuse me!

here but it is cold!

dishes

of these!

my apologies.

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

Carlos: We waited a long time for our food. It's finally

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

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,

Carlos: No, thank you. I'm not paying for any

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?

 $\label{eq:Billy: I want to return a video game. It doesn't work. \\ \textbf{Service assistant: What do you mean?}$

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.

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.







- 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.





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 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.

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.

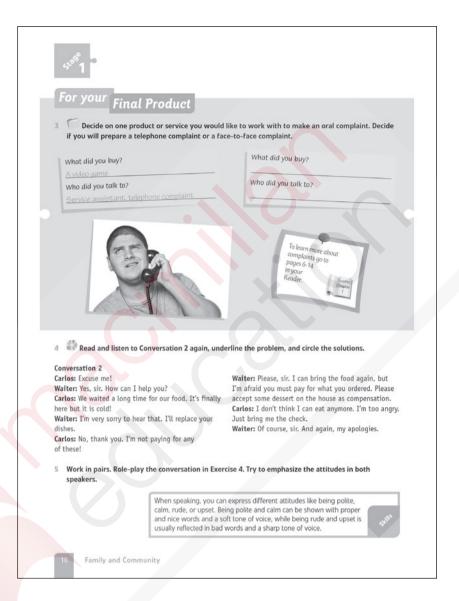
You can refer them to the Reader to get additional examples, before they start preparing their complaint.

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.



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

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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.

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.

Unit Stage 2

Exercise 1

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.

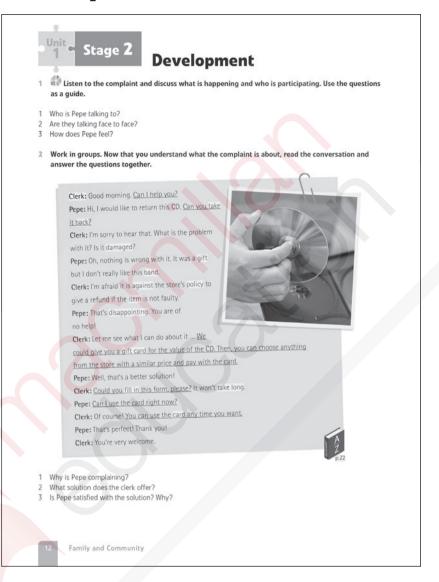
Exercise 2

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:

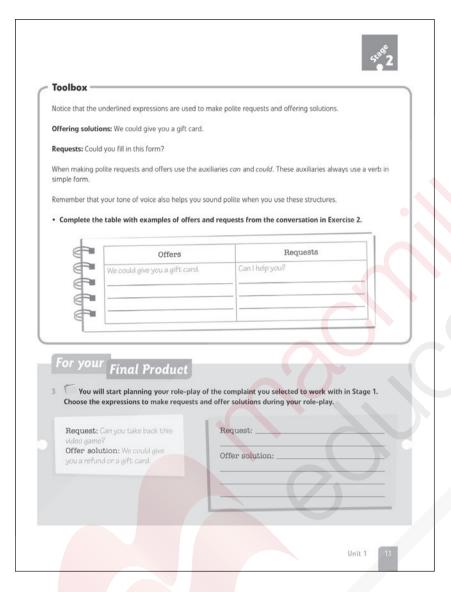
1 He wants to return a CD because he doesn't like the band. 2 He offers Pepe a gift card for the value of the CD to pay for something else. 3 Yes, he is. Because he can use the gift card immediately.

Development



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.



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

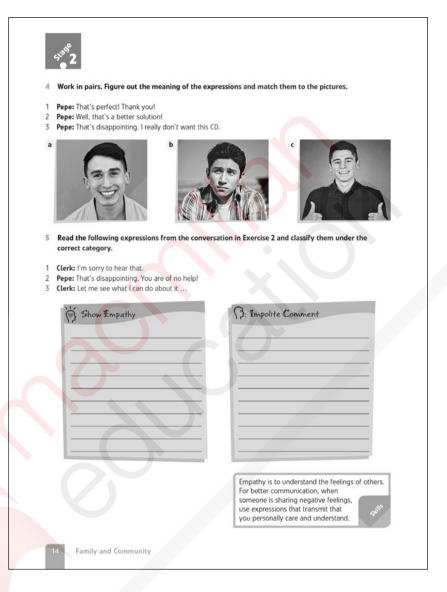
Before students do the activity, you may want to check they understand the meaning of the words *empathy* and *impolite*. Allow some minutes for students to work out their answers and then you can invite some volunteers to share them with the class. You can also encourage students to provide additional 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



how important they think empathy is and why.

Media Resources

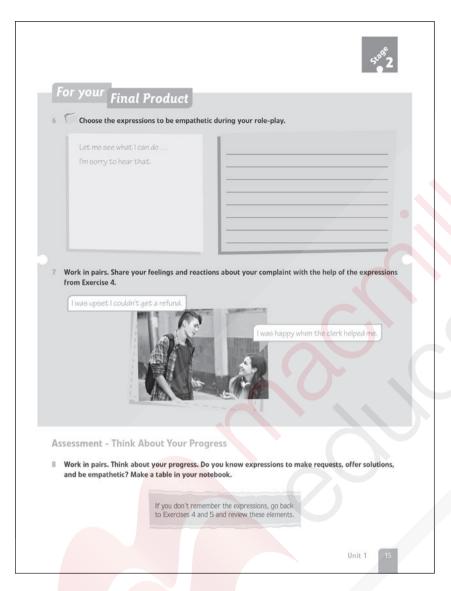
You can use Poster Unit 1 for students to extend their practice contrasting expressions that show empathy and impolite comments. They could work in pairs and one of them can say a problem with a clothing item they chose and their partner will give an impolite answer.

and give an empathetic answer to the problem.

will give an impolite answer. acmillan Education
Then they can exchange roles

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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 acmillan Education then you can invite some to

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Unit 1 Stage 3

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.

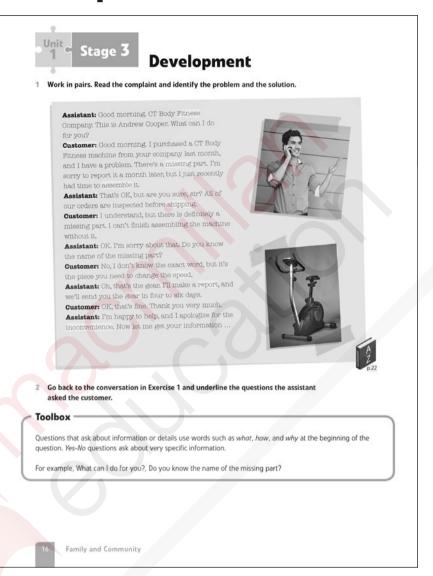
Exercise 2

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 costumer.

Toolbox

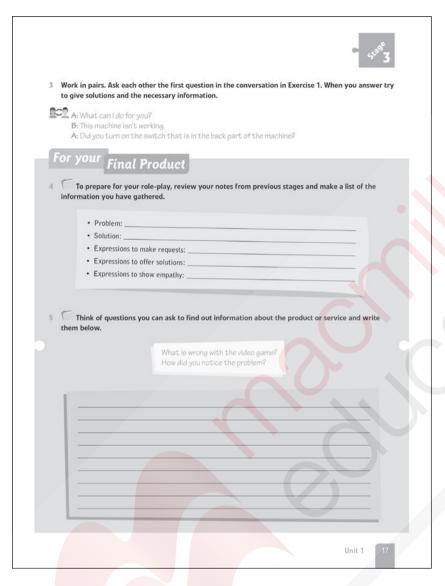
Once students have underlined the questions, you can ask them which ones ask for specific information and which ones require a *yes / no* answer.

Development



Students should then read the content of the box.





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

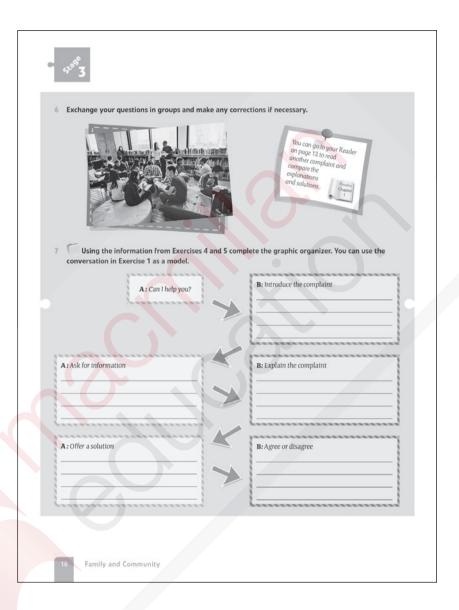
When students finish reading the complaint on page 12 of the Reader and comparing the explanations and solutions, you could have them work as a class, come up with new solutions, and vote for the best one.

Exercise 7

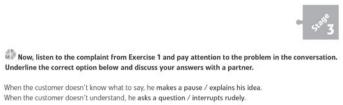
Students should now structure the whole conversation, including all the expressions and questions from previous tasks. You can suggest that they read the conversation in Exercise 1 again and follow the steps to arrange the conversation in a logical sequence. You can also elicit some possible examples 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.







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.

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 opinior	
asked questions about the complaint.			
used strategies to repair communication.			
used different tones of voice to emphasize the solution			

Unit 1



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 acmillan Education 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.).

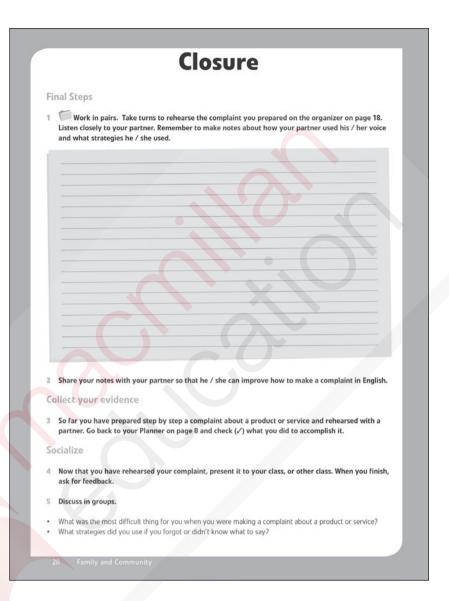
Exercise 2

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



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.

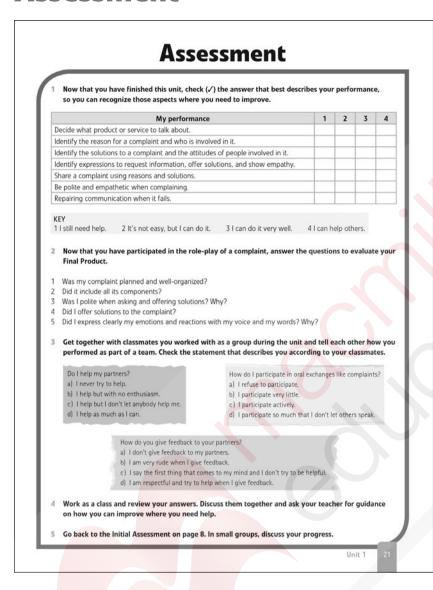
Exercise 5

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

them that feedback is vital in acmillan Education order to improve.

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Assessment



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

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.

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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 (Y) Yes or No according to the answers.
- 3 Write any comments or observations in the space provided.

	Inter	view			
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:					