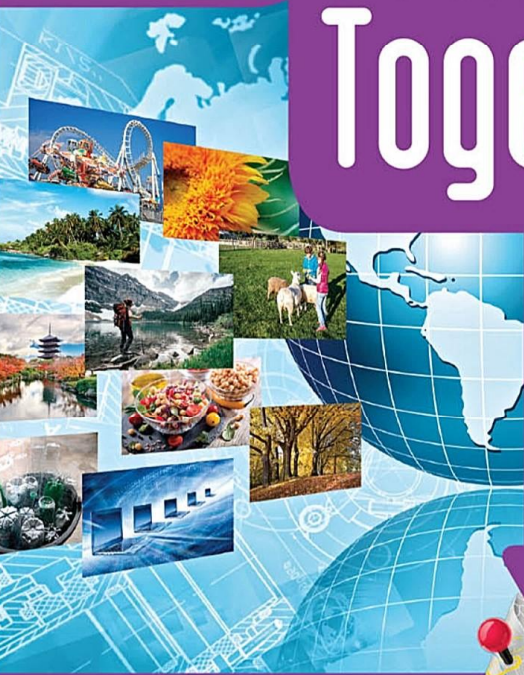




Student's
Book

2

Come Together



**Manuel
LUNA**

**Adriana
DEL PASO**



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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Student's
Book

2

Come Together

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Adriana

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Welcome to *Come Together 2!*

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.

Opener

Each unit starts with an opener, which has four main parts:

Learning Stages

This section presents what you will be achieving stage by stage as you build up a language product.

Opening

In this section, you will carry out simple exercises that will activate what you know and need to know for the social practice of the unit.

The diagram shows the structure of Unit 8. It is divided into four stages represented by puzzle pieces:

- Stage 1:** Review genres of monologs.
- Stage 2:** Plan a monolog.
- Stage 3:** Present a monolog.
- Stage 4:** Encourage feedback.

Social Practice of the Language: Improve a brief monolog on a subject of interest.

Social Learning Environment: Recreational and literary.

Communicative Activity: Recreational expression.

Opening: Let's start together.

- Read and answer the questions in groups.
 - Do you know any games where you have to act and speak?
 - Do you like them? Why?
 - What is your favorite acting and speaking game in your mother tongue?
 - What kind of topics do you prefer to speak about?

Unit 8 135

Initial Assessment

Initial Assessment
In this unit you will make a comparative table to contrast cultural aspects. Discuss in small groups the following aspects. Then check (✓) the statements that best describe how well prepared you feel.

- | | | | |
|--|--------------------------|---|--------------------------|
| 1. I can read a small text in English and understand it. | <input type="checkbox"/> | I find it difficult to identify and understand main ideas in a text in English. | <input type="checkbox"/> |
| 1. I sometimes find it difficult to understand small texts in English. | <input type="checkbox"/> | I can't identify and understand main ideas in a text in English. | <input type="checkbox"/> |
| I can't read texts in English and I don't understand them. | <input type="checkbox"/> | 2. I can write some sentences in English. | <input type="checkbox"/> |
| 2. I can identify and understand main ideas in a text in English. | <input type="checkbox"/> | I find it difficult to write sentences in English. | <input type="checkbox"/> |
| I can't write sentences in English. | <input type="checkbox"/> | I can't write sentences in English. | <input type="checkbox"/> |

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	24
2		<input type="checkbox"/> Choosing a cultural topic and voting for the one we like the most.	26
3		<input type="checkbox"/> Researching reference material about the cultural topic I chose.	28
4		<input type="checkbox"/> Sharing the material I chose with my partner.	28
5		<input type="checkbox"/> Using strategies to understand main ideas and structure of my text.	31
6	Development	<input type="checkbox"/> Information about the cultural habit I chose and the one I will use to contrast it.	34
7		<input type="checkbox"/> Paraphrasing my ideas using connectors.	34
8		<input type="checkbox"/> Organizing my information into short paragraphs.	38
9		<input type="checkbox"/> Revising and providing feedback.	39
10		<input type="checkbox"/> Sharing the cultural habits I chose and discussing our opinions.	39
11		<input type="checkbox"/> Preparing my final version to present it to the class.	40
11	Closure	Presenting my comparative table to the class.	40
12	Assessment	Presenting my comparative table to the class.	41

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

Initial Assessment

Once you have answered this section, you will know how ready you are to build the Final Product of the unit and which aspects you need to focus on to be successful.

Planner

This table provides a list of the most important activities that build your Final Product of the unit so that you can go back and check them to verify your progress.

Development

The Development stages in every unit will take you through the social practices of the language and help you progress from a first contact and analysis to different practice exercises that will gradually build up towards a Final Product. Whenever it is necessary to identify and practice certain formal aspects of the language, you will find a *Toolbox* to help you. Each exercise that is part of the chain of activities that leads to the conclusion of your product is clearly marked as *For your Final Product*. At the end of each stage, you will find *Assessment - Think About Your Progress* exercises that provide an opportunity for you to evaluate and realize how much you have progressed to that point, and to help you know if you need a review or additional help.

Toolbox

Toolbox

Development of spoken or written communication involves the use of both language and non-verbal communication. The latter is used to support the meaning of the spoken language and to provide additional information. This can be done in a variety of ways, such as using facial expressions, hand gestures, eye contact, etc. To ensure that you are able to use these skills effectively, you need to be aware of the social practices of the language you are using.

Read and understand the text. Then answer the questions that follow.

- What is your best friend and describe to you how they reflect their identity.
- What are the main reasons for the development of the use of non-verbal communication?
- How can you use non-verbal communication to support your spoken language?
- How can you use non-verbal communication to support your written language?
- How can you use non-verbal communication to support your digital language?

Read and understand the text. Then answer the questions that follow.

- What is your best friend and describe to you how they reflect their identity.
- What are the main reasons for the development of the use of non-verbal communication?
- How can you use non-verbal communication to support your spoken language?
- How can you use non-verbal communication to support your written language?
- How can you use non-verbal communication to support your digital language?

Read and understand the text. Then answer the questions that follow.

- What is your best friend and describe to you how they reflect their identity.
- What are the main reasons for the development of the use of non-verbal communication?
- How can you use non-verbal communication to support your spoken language?
- How can you use non-verbal communication to support your written language?
- How can you use non-verbal communication to support your digital language?

For your Final Product

Read the text and discuss with your partner the ideas they suggest and a barrier, a goal and a strategy.

Write a paragraph (100-120 words) about the ideas they suggest and a barrier, a goal and a strategy.

Assessment - Think About Your Progress

Answer the questions about your progress.

Question	What I know
1. How can you use non-verbal communication to support your spoken language?	
2. How can you use non-verbal communication to support your written language?	
3. How can you use non-verbal communication to support your digital language?	

For your Final Product

Assessment - Think About Your Progress

Closure

In this part of the unit, you will get ready to present the Final Product you have been creating throughout the entire unit. After your presentation, you will have an opportunity to discuss the experience with your classmates.

After the Closure, you will find an *Assessment* page, in which you will be able to evaluate what you accomplished during the learning stages and how well you constructed your Final Product. You will also have the opportunity to reflect on your performance as part of a team when working with other classmates. Your Student's Book also includes a *Glossary* at the end of every unit, where you will find the meaning of the words highlighted in yellow in the texts of each unit.

Closure

Read the text and answer the questions that follow.

Write a paragraph (100-120 words) about the ideas they suggest and a barrier, a goal and a strategy.

Assessment - Think About Your Progress

Answer the questions about your progress.

Question	What I know
1. How can you use non-verbal communication to support your spoken language?	
2. How can you use non-verbal communication to support your written language?	
3. How can you use non-verbal communication to support your digital language?	

Assessment

Read the text and answer the questions that follow.

Write a paragraph (100-120 words) about the ideas they suggest and a barrier, a goal and a strategy.

Assessment - Think About Your Progress

Answer the questions about your progress.

Question	What I know
1. How can you use non-verbal communication to support your spoken language?	
2. How can you use non-verbal communication to support your written language?	
3. How can you use non-verbal communication to support your digital language?	

Glossary

Read the text and answer the questions that follow.

Write a paragraph (100-120 words) about the ideas they suggest and a barrier, a goal and a strategy.

Assessment - Think About Your Progress

Answer the questions about your progress.

Question	What I know
1. How can you use non-verbal communication to support your spoken language?	
2. How can you use non-verbal communication to support your written language?	
3. How can you use non-verbal communication to support your digital language?	

Features

Come Together 2 offers special features to help you through your learning process:



This icon appears in activities where you have to discuss with your classmates.



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



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



This icon indicates exercises that can be included in your portfolio to keep evidence of your progress.



This icon appears at several moments to suggest ways to use your Reader to extend your knowledge.



The Skills box highlights important information that helps you develop critical thinking, social abilities, and summarize learning points.



When you see this icon, you will find a suggestion to use technology for further practice.

At the end of your Student's Book, you will find a *Bibliography* section with useful resources to support your learning.

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Online Resources

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Everything is ready and set to start. Have a good learning experience with *Come Together 2*.



Stage 2

Interpret general sense, main ideas, and details.



Stage 1

Listen and review complaints about products.

Unit 1

Social Practice of the Language:

Express complaints about a product.

Stage 3

Make oral complaints.

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with the environment.

Opening

Let's start together

1 Work in groups. Discuss and answer the questions.

- 1 Have you ever complained about something wrong with a product or service? Why?
- 2 How did you feel when making that complaint?



Initial Assessment

In this unit you will role-play a complaint about a product. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Express emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in pairs to prepare a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retell an experience in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role-play a conversation in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

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		<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
		<input type="checkbox"/> Organizing the information for our conversation.	18
10-11	Closure	<input type="checkbox"/> Rehearsing our complaints.	20
		Presenting my complaint to the class, and asking for feedback.	20
12		Assessment.	21

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

Development

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

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.

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

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.

Skills

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.

-  Listen to the complaint and discuss what is happening and who is participating. Use the questions as a guide.
 - Who is Pepe talking to?
 - Are they talking face to face?
 - How does Pepe feel?
- 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!

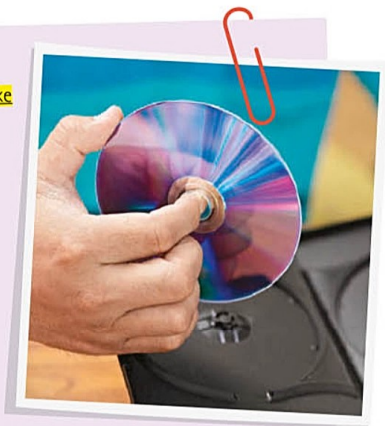
Clerk: Could you fill in this form, please? It won't take long.

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.



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

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
<i>We could give you a gift card.</i>	<i>Can I help you?</i>
_____	_____
_____	_____
_____	_____

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?*

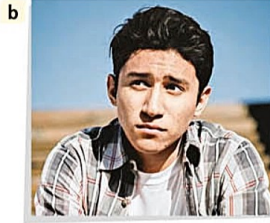
Offer solution: *We could give you a refund or a gift card.*

Request: _____

Offer solution: _____

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.



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

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.

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?

- 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?
