



Come Together

Teacher's
Guide

2

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Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán en su quehacer docente.

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Introduction

Come Together is an intermediate three-level course aimed at secondary school students. The series is designed to help students consolidate and develop language skills through a wide variety of interactions with texts and contextualized communicative situations. *Come Together* offers the students different opportunities to participate and collaborate in activities that allow them to integrate language models and skills into the production of real exchanges and written material.

Approach

- The learner is considered to be an active agent in the construction of learning.
- Collaborative learning, group work, learner autonomy, and responsibility are fostered.
- Well-thought-out activities are related to learners' experiences and interests.
- Opportunities for all students to engage in oral exchanges, reading, and writing are created.
- Language is learned through communicative activities, models, and interaction among peers.
- Students are motivated to learn in the most effective way possible and to value and respect their own culture and that of others.
- A respectful and confident environment is encouraged, where mistakes are seen as opportunities to practice and improve in the English language, and positive feedback is received and offered.
- Opportunities to reflect on and practice values and social skills are provided.
- Several opportunities for self-assessment are included.

Components

Student's Book

The Student's Book contains ten units, each one with the same structure: *Opening*, *Development*, *Closure*, *Assessment*, and a *Glossary* page. The ten units are distributed in three blocks (Block 1: Units 1-3; Block 2: Units 4-6; Block 3: Units 7-10). The units in the Student's Book are organized according to the complexity of skills required from the students. Regardless of this progression, every unit presents students with a clear process of building activities towards a final product and provides them with the necessary models to do so. Every unit is developed within the context of a particular social learning environment. There are three types of learning environments:

Family and Community – This learning environment emphasizes listening and speaking skills in situations that reflect the student's surroundings.

Recreational and Literary – This learning environment focuses on reading comprehension developed through literature and entertainment material.

Academic and Educational – This learning environment focuses on academic language related to other school subjects and writing skills.

In every unit, students are provided with activities designed to fulfill a specific social practice and a communicative activity.

Student's Book Units

Opener

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

Learning Stages: This section presents what students will be achieving stage by stage as they build up a language product.

Opening: In this section, students will carry out simple exercises that will activate their previous knowledge and will make them aware of what they need to know for the social practice of the unit.

Initial Assessment: After answering this section, students will have an idea of how ready they are to build the Final Product of the unit and the aspects they need to focus on to be successful.

Planner: This table provides a list of the most important activities that build towards the Final Product. Students will go back and check them to verify their progress once they have completed the activities.

Development

The Development stages in every unit will take students through the social practices of the language and help them 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, the Student's Book offers a *Toolbox* with the necessary explanations related to the usefulness of these aspects for the exercise of the social practice and the development of their final product. Each exercise that is part of the chain of activities that leads to the conclusion of the linguistic product is clearly marked as *For Your Final Product*. At the end of each stage, there is a section called *Assessment - Think About Your Progress* with exercises that provide students with an opportunity to evaluate themselves individually, in pairs, groups, or as a class so that they can realize how much they have progressed to that point, and to help them notice if they need review or additional help.

Closure

In this part of the unit, students will go through the evidence they have been creating throughout the entire unit and will present, socialize, and discuss their Final Product.

After students finish with all their work in the unit, they will find an Assessment page where they will self-evaluate their performance, the development of their Final Product, and their teamwork attitudes.

Closure

Final Steps

1. Work in your Final Product groups. Play the game of *Importance*! Follow the rules you practiced in Stage 1. Exercise 8, page 146.
2. When you finish, give each other feedback according to the list. Make notes in your notebook on what you need to improve.

What to consider when giving a message

1. Direction of the message (positive, negative, neutral)
2. Verb (beginning)
3. Time and place of use
4. Context (who, where)
5. Using resources to help you understand the message (e.g., what is the topic? ... in other words ...)

Collect your evidence

3. Now that you have played and received feedback for your performance, go back to your Planner on page 146 and check (✓) what you did to accomplish it.

Socialize

4. Get together with other classmates you haven't played with before. Work in small groups. Exchange your roles and play using your messages. Take notes to give feedback to your classmates.
5. When the game is over, use your notes to tell your classmates how they can improve.
6. Discuss in groups.
 - What did you learn from your *Importance* feedback?
 - What did you do better when *Importance* was working?
 - Did your Partner in English improve?

Unit 8

Assessment

1. Now that you have finished this unit, check (✓) the answers that best describe your performance, or you recognize those aspects where you need to improve.

My performance	1	2	3	4
Working quickly & efficiently				
Using my own ideas and being creative in my responses				
Using my own ideas in my responses				
Using my own ideas in my responses based on a hypothesis and test them				
Using my own ideas in my responses				
Using my own ideas in my responses				

My Final Product

My Final Product	I think	My partner thinks
The type of the message and its meaning for my classmates		
The type of the message and its meaning for my classmates		
The type of the message and its meaning for my classmates		
The type of the message and its meaning for my classmates		

Assessment

Assessment	Yes	No
My own contribution and response to the message of my partner		
My own contribution and response to the message of my partner		
My own contribution and response to the message of my partner		
My own contribution and response to the message of my partner		

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

Go back to the Initial Assessment on page 146. In small groups, discuss your progress.

Unit 8

Other Features



This icon indicates when there is an audio support to accompany the activity.



This icon refers students to the Glossary at the end of the unit, where they can find the meaning of words highlighted in the texts.



This icon indicates exercises that can be used as part of the students' portfolios.



This icon refers students to the Reader that accompanies the Student's Book to extend and find examples of what they are learning.



This icon indicates suggestions to develop IT skills.



Skills Boxes appear in several moments for students to reflect and broaden thinking, learning, intercultural, and social skills or as a wrap-up of what they have practiced.

For your **Final Product**

The key activities that have this element are sub-products that build up the Final Product gradually and progressively.

Reader

Each of the three levels of the *Come Together* course is complemented with a Reader that has a chapter for each unit of the Student's Book. This component includes two types of texts: literary and informative. Literary texts are fictional stories that promote creativity and imagination, and most of them are taken from literary classics of English-speaking countries. Informative texts provide facts and information to broaden the student's education. All texts begin with a set of activation questions that work as a pre-reading exercise. At the end of the chapter there are exercises that develop reading comprehension strategies and extend students' knowledge about the text. There is also a Glossary at the end and footnotes that students can refer to for key vocabulary to understand the text.

How to Use the Reader

The Reader is a valuable aid for students to apply strategies they already have in their mother tongue to reading in English. Since the Reader's texts are consistent with the social practice in the Student's Book unit, you can use them to reinforce the production and exchanges proposed in the lessons.

You can use the Reader at any time you feel necessary according to your planning, but it is recommendable to have at least two reading moments during the unit and devote some time to the extension exercises included in each chapter. In certain moments during the lessons in the Student's Book, the Reader icon will appear to suggest how to use the chapter to reinforce teaching contents or extend the work of the social practice of the unit.

Teacher's Guide

The Teacher's Guide has ten units that match the Student's Book. Each unit in the Teacher's Guide includes a table of the contents in the Student's Book, teaching notes for all the sections, and a suggested Evaluation Instrument for summative assessment. The material is planned for 120 core hours. It can be complemented with the additional material provided in the Class CD, according to the teacher's needs and criteria.

Teacher's Guide Organization

- An *Introduction* to the series and its components.
- *Assessment Guidelines* to explain and plan the different types of evaluation throughout the school year.
- A customizable *Portfolio Form* and *Teacher's Journal* to help you organize and assess students' evidence and your observations collected throughout the units.
- An *Initial Diagnostic* page with tips and guidelines to begin the course by understanding where your students are, where they will get, and areas of opportunity to emphasize in your planning throughout the school year.
- Teaching notes and answer keys for the exercises in the Student's Book, including the *Assessment* section. In every page you will find a miniature of the Student's Book where the referred exercises are.
- Teaching notes and suggestions for all the Student's Book special features, such as *Skills Boxes* and *Toolboxes*.
- Teaching notes to apply information technologies in the exercises where the IT icon appears to encourage and guide students in the use of technology to enhance their learning when it is available.

- A suggested *Evaluation Instrument* per unit that can help you establish the outcome of your students' performance.
- A *Bibliography* for teachers with reference materials.
- An *Audio Script* for all the audio tracks.
- A *Track List* with the complete reference to the audio tracks.
- A *Class CD* with audio and visual media resources.

Teacher's Guide Units

The sections in every unit of the Teacher's Guide are exactly the same as in the Student's Book. Every unit opens with a table that shows the contents covered in the Student's Book, with page reference and suggested division of these contents per session.

Suggested number of sessions

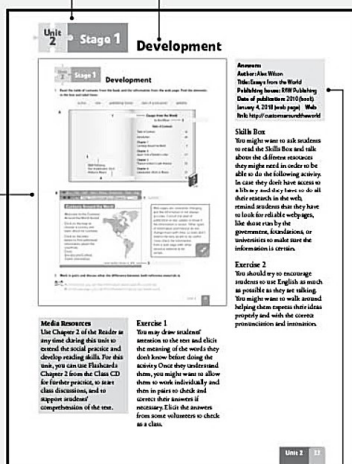
Contents in Student's Book

[illegible]Page reference
to Student's Book

For your reference, the notes on every page refer to the exercises shown in a reproduction of the corresponding Student's Book page. *Come Together* Teacher's Guide 2 includes teaching notes for all the exercises and the special features like *Skills Boxes* and *Toolboxes*. All exercises reinforce collaborative learning and scaffolding to support students, as well as some tips to help you have successful activities. Whenever the exercises require specific answers, you will find an answer key clearly marked in a box after the notes.

Unit and Stage

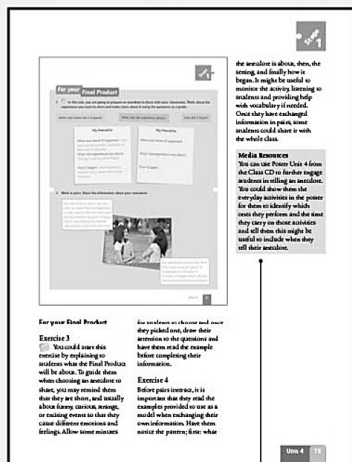
Unit Section

Reproduction of
Student's Book Page

Answer Key

Teacher's Guide *Media Resources*

This box includes suggested activities involving the material included in the Class CD for further practice of the target contents, as alternative warmers, and as opportunities to reinforce contents. There is visual material in the Class CD for support in every unit and to work with the Reader.



Media Resources Box

Class CD

The *Come Together* Class CD contains all the audio material for the course plus additional visual support material to provide further practice for your students. It can be played in CD players, computers, external CD players, etc.

How to Access Your Class CD

Visual Support Material

To run the CD, follow these steps:

- 1 Insert the CD on the disc tray of your computer or on an external CD reader connected to it.

- 2 Go to My Computer and right-click on the CD / DVD RW drive (any letter from D:).
- 3 Right-click and hold on the Come Together Class CD icon.
- 4 Select “Open” on the displayed Menu.
- 5 Right click on the folder you want to see (“Introduction” or “Additional Resources”).

Audio Tracks


Computer

- 1 Open your computer’s media player.
- 2 Select the *Come Together* Class CD Audio Tracks icon and double click on it to display the list of tracks.
- 3 Click on the track you want to listen.

CD Player

- 1 Insert the CD on the disc tray of your player.
- 2 Click on the track you want to listen.

The *Come Together* Class CD contains all the audio tracks used to develop listening skills in the Student’s Book exercises and in the Extension Exercises of some Reader chapters. You will find a variety of age-appropriate conversations, interviews, and presentations provided in real-life contexts that are familiar to students. The audio tracks are used in different social environments to reinforce students’ ability to comprehend English in different social situations. In *Come Together*, students are engaged in understanding general meaning, detailed explanations, oral exchanges, words related to specific areas of knowledge, common expressions, and acoustic characteristics.

 This icon shows where and which audio track needs to be used in the exercises.

In the Class CD, you will also find a series of visual support materials to help you with further practice and alternative ways of presenting language content to students that respond better to learning through images. You will find two types of visual materials: posters (one for each Student’s Book unit) and

flashcards for the Reader (three for each informative chapter and four for each literary chapter). These media resources can be projected or printed according to your own needs.

The Class CD also includes a set of documents that will suggest ways to use posters and flashcards to make the most out of these visual aids.

How to Use the Class CD

The teaching notes in the Teacher’s Guide suggest how to use the Class CD for supporting activities. *Come Together* provides an *Audio Script* with all the tracks at the back of the Teacher’s Guide for your convenience. You will also find a *Track List* for easy reference to the audio tracks.

You will find suggestions on how to use the posters in the notes of the Teacher’s Guide, but the Class CD also includes a document with activities you can use to practice specific language, to review, and to reinforce things you have detected that students need to work on more thoroughly.

The Reader includes exercises for reading comprehension and critical reading, but the flashcards in the Class CD are also a good way to engage students in the Reader chapter and help you guide and verify the first stage of comprehension. You can also use them to start class discussions and as triggers for controlled and free oral exchanges for you to monitor. The documents in the Class CD will provide you with general guidelines and ideas to work with the flashcards.

Assessment

Come Together proposes several ways to gather data about students' learning to determine the global assessment. We suggest you build up a varied range of evidence and progress registers from different moments for you to get a more complete picture of students' learning.

Daily assessment and identification of previous knowledge can help you make your lesson planning better fit the needs of your group and have a more successful summative assessment. This class monitoring is essential for assessment and improving class planning. Monitoring during the building of the Final Product is particularly important for your observations on overall performance.

The notes in the Teacher's Guide suggest several moments to begin class discussions or ask students to share opinions and answers in pairs, small groups, or with the whole class. These participations can be very useful for you to monitor oral comprehension in general and monitor the development of the exercises' objectives in order to clarify misconceptions.

Student's Self-assessment

After students complete each stage of the unit, they will find an assessment section called *Assessment - Think About Your Progress*. This section is made up with simple exercises that involve self-assessment, peer assessment in pairs and small groups, and class assessment. These exercises will help students identify if they have fulfilled the achievements proposed for this particular stage. As students recognize their progress, it is suggested that you properly monitor this reflection to detect on time if further practice and review is necessary. Your support is essential in recognizing progress and areas that need improvement.

In the *Closure* section, there is a moment where students review the work done during the unit (*Collect Your Evidence*). This is a good way for students to notice what they have accomplished. The concluding activity for the

Closure section is a discussion which helps students socialize their experience building their Final Product, but it is also an opportunity for students to assess their progress and recognize their strengths and weaknesses.

Finally, students end the work in each unit with an Assessment page. The first section involves the students' self-assessment on the skills acquired during the performance of the social practice of the language. Next, students will have the opportunity for a self-evaluation and peer evaluation about some activities that helped them build their Final Product. Then students will have to reflect on the way they worked as a team during the development of the unit. Finally, there is a class discussion where it will be possible for you to provide feedback. In the end, students will go back to their Initial Assessment of the unit so they can see more clearly the difference between what they knew before and what they know once they have completed the unit.

The feedback from this assessment should be used to identify difficult areas that need extra support and further practice. It is very important for the student to be aware of what the problem was and what solution there might be for it. This can become a tool that can help you foresee possible difficulties and plan solutions. Always take into account the feedback from this section, and, if possible, record it in a teaching journal. The combined process between students and teacher will help identify systematic or casual mistakes, come up with solutions, and plan better classes. You can use the *Teacher Journal* form on page 13 to make notes on the observations noticed after the assessment and during your usual monitoring during class activities.

Assessment

Portfolio Assessment

Building a portfolio with evidence produced by students allows you to make a final summative assessment of the expected achievements. Portfolio evidences can also be evaluated as work in progress, and during their development students can receive your feedback as formative assessment.

Come Together suggests several activities that can be treated as portfolio evidence for you to keep in an actual file, particularly those meant to build the Final Product. In these cases, it is recommended that you ask students to work or copy their work on a separate piece of paper or any other material of your choice. If you do not want to keep a physical file, or if the outcome of activities is oral, you should record all your observations about each one in order to have a clear register and follow-up of students as individuals and the overall progress of your group.

The evaluation of a student's portfolio will show you the step-by-step route of a student towards an expected achievement and the final status at the end of a determined period. In other words, it works both as continuous formative assessment and as part of the summative assessment. As work in progress, it can reveal in a timely manner those particular areas that need reinforcement in order to make sure students are acquiring the skills set to develop a Final Product. Exercises that are suggested to collect portfolio evidence have an icon to identify them.

Evaluation Instruments

At the end of each unit you will find a format for a suggested Evaluation Instrument. These instruments will allow several means of assessment: continuous and summative assessment of performance through the registration of observations from different types of monitoring, guided peer assessment,

evaluation through rubrics, among others. These instruments will provide valuable data for future planning and follow-up of areas that may need improvement. The effective use of these instruments will require that you previously formulate, at the beginning of each unit, a clear set of standards and expectations based on your initial diagnostic and continuous assessment. These standards or expectations should be realistic and can be modified as the evaluation period advances. In this way, at the end of course they will reflect the actual performance of individual students and the class as a whole. When students have to participate in the evaluation process, it is necessary that they understand precisely what is expected of them and bear in mind that the outcome should be formative so that they can set new goals and identify where they need to improve.

Use the *Teacher Journal* and *Portfolio Assessment* forms on pages 12 and 13 to help you keep a record of your students' performance.

Unit 3 **Evaluation Instrument** *For this student*

Evaluation Rubric

Evaluation Rubrics are scoring guidelines to grade the quality of each criterion in a most precise way. If shared with students, they can help them understand the assessments of their performance.

Instructions:

1. Determine and list the criteria to be graded and write them on the first column.
2. Describe in detail and write the five quality assessment for each criterion, starting with "Excellent."
3. Discuss the results with your students.

Criteria	Excellent	Good	Needs Improvement

Notes:

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Assessment

Portfolio Form

Student's Name: _____ Group: _____

Date: _____ Unit: _____

Skills	Description of the Evidence	Evidence Result	Observations on Performance
Listening			
Speaking			
Reading			
Writing			

Follow-up notes

Assessment

Teacher Journal

Teacher's Name: _____

School: _____

Date: _____ Group: _____

Observations

Solutions

Plan

Initial Diagnostic

The *Come Together* series is designed so that by the end of the course students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency everyday or job-related language.
- can understand the description of events, feelings and wishes in personal letters.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes, and ambitions.
- can briefly give reasons and explanations for opinions and plans.
- can narrate a story or relate the plot of a book or film and describe my reactions.
- can write simple connected text on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions.^[1]

To achieve the goals of this course, it is necessary that you know what areas your students need to work on harder and what language contents require some review so that the planning of your school year addresses the particular issues of your group.

For Your First Week of the Course

In the first class, when you meet your students, it is helpful to devote the complete session to the

diagnostic assessment of your class. Start by welcoming them and introducing yourself. Invite students to answer specific questions about their background (their age, birthdate, family members, hobbies, and so forth) in order to figure out how well they can understand and answer simple questions and connect ideas. This will help you start knowing your students and build an environment where they can feel stimulated and comfortable. An open and warm attitude towards them will help you establish the appropriate atmosphere for future classes.

After this, you can proceed to test vocabulary and handling of verb tenses. You can prepare a formal exam where you provide an input text (a profile or a biography, for example) and ask simple comprehension questions about it. Your text should be about personal information, physical description, and some life events from the past of a person. In this way, you will learn about how they can use and understand present and past, their range of adjectives, and the identification of language to exchange basic information related to contexts that are related to their experience.

Another option is to select and use the activities with posters included in your Class CD. The general activities for each poster will give you a very clear idea of the status of your class in terms of both speaking and writing ability. An advantage of using the *Come Together* posters for initial assessment is that they can allow you to carry out fun activities that do not feel like an assessment. This game environment allows for work in small groups, where you will be able to identify the social skills of your students. The range of activities you can do with posters will allow you to assess and question students about their learning preferences and give you important clues about the multiple intelligences in your classroom.

This initial class will provide important information to plan your course according to the strengths and weaknesses you identify so that your class can reach the expected achievements for this English course.

^[1] From www.coe.int/lang-CEFR. Copyright is held by the Council of Europe: © Council of Europe

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	• Exchange and evaluate their own experiences and those of others.	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>).	
	• Compare expressions to propose solutions (e.g. <i>I would like a full reimbursement, I strongly demand a free replacement, etc.</i>).	
	• 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>).	
8-9	• Evaluate their own behavior and that of others.	16-19
	<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.	
	• Prioritize information that will be used in complaints.	
	• 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>).	
10-12	• Express complaints and make adjustments to improve fluency.	20-21
	• Offer and receive feedback.	
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.



Unit 1

Stage 1
Listen and review complaints about products.

Stage 2
Interpret general sense, main ideas, and details.

Stage 3
Make oral complaints.

Social Practice of the Language:
Express complaints about a product.


Social Learning Environment:
Family and Community

Communicative Activity:
Exchanges associated with the environment.

Opening

Let's start together

- Work in groups. Discuss and answer the questions.
- Have you ever complained about something wrong with a product or service? Why?
- 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 can help others.	I think I'm ready.	I might need help.	I'm sure I'll 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"/>
Role-play a conversation 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		<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 expressions about our complaints.	11
5	Development	<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
B-9	Closure	<input type="checkbox"/> Writing questions that I can ask about the product or service.	18
10-11		<input type="checkbox"/> Organizing the information for our conversation.	20
12		<input type="checkbox"/> Behaving our complaints.	20
		<input type="checkbox"/> Presenting my complaint to the class, and asking for feedback.	20
		<input type="checkbox"/> 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.

- Which conversation is face to face?
- Which conversation is on the phone?
- How does the boy in Conversation 1 sound?
- How does the man in the restaurant sound?
- 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

Unit 1

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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.

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.

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.

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

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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.