

# Come Together

Student's  
Book

2

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Prohibida su descarga y venta



## 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.

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

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

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

**Clerk:** Good morning. Can I help you?

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

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

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

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

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

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

**Pepe:** Well, that's a better solution!

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

**Pepe:** Can I use the card right now?

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

**Pepe:** That's perfect! Thank you!

**Clerk:** You're very welcome.



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

## 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

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 Impolite Comment

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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.

Lined writing area for notes.

- 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.

## Development

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

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

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

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

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

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

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

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

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

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



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

### Toolbox

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

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

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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



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

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

**A:** Can I help you?

**B:** Introduce the complaint

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**A:** Ask for information

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**B:** Explain the complaint

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**A:** Offer a solution

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**B:** Agree or disagree


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

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

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

Skills

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



### Assessment - Think About Your Progress


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

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

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

# Closure

## Final Steps

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



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

## Collect your evidence

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

## Socialize

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

- 5 **Discuss in groups.**

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

# Assessment

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

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

## KEY

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

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

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

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

Do I help my partners?

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

How do I participate in oral exchanges like complaints?

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

How do you give feedback to your partners?

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

- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.**
- 5 Go back to the Initial Assessment on page 8. In small groups, discuss your progress.**



# Glossary

**against (prep)** – in opposition to someone / something

**ago (adv)** – used for saying how much time has passed since something happened

**apology (n)** – a statement that tells someone that you are sorry for doing something wrong or for causing a problem

**assemble (v)** – to build something, for example furniture, by putting all its parts together

**band (n)** – a small group of musicians who play popular music such as jazz or rock

**card (n)** – a piece of thick paper with printed information in it

**check (n)** – a piece of paper that you are given in a restaurant showing you how much money you owe

**clerk (n)** – a shop assistant

**compensation (n)** – something that changes or removes the bad result of something

**customer (n)** – a person or company that buys goods or services

**customer services (n)** – the department of a company that provides customers with information and deals with any problems or complaints that they have

**damaged (adj)** – physically harmed so that it is broken, spoiled, or injured

**dessert (n)** – sweet food that you eat after the main part of a meal

**disappointing (adj)** – not as good as you had hoped for or expected

**faulty (adj)** – not working correctly or made correctly

**fill in (v)** – to add information such as your name or address in the empty spaces on an official document

**fitness (n)** – the state of being physically healthy and strong

**gear (n)** – the part of an engine that changes the engine power into movement

**gift (n)** – something that you give to someone as a present

**gift card (n)** – a card entitling the holder to get goods or services of a specified value

**I'm afraid (phr)** – used for politely telling someone something that might make them sad, disappointed, or angry, for example when you cannot do what they want or do not agree with them

**inconvenience (n)** – an annoying problem or situation, especially one that forces you to make an extra effort to do something

**item (n)** – an individual object

**load (v)** – to put information or a program into a computer or console

**missing (adj)** – if something is missing, it is not in its usual place

**pay (v)** – to give money in order to buy something

**policy (n)** – a set of plans or rules agreed on by a store

**purchase (v)** – to buy something

**refund (n)** – 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

**replace (v)** – to get rid of someone or something, and to put a new person or thing in their place

**report (n)** – a spoken or written account that gives information about a particular subject, situation, or event

**return (v)** – the action of putting, sending, or taking something back to the place where it came from

**screen (n)** – the flat surface on a computer, television, or piece of electronic equipment where words and pictures are shown

**ship (v)** – to send goods to customers, or to be sent to customers, usually by air or land

**speed (n)** – the rate at which something moves

**stay (v)** – to remain in a particular situation or state

**take back (phr)** – to take something that you have bought back to a store because it is broken or not appropriate

**take long (phr)** – used for saying or asking whether you will have to wait a long time for someone or something to be ready, arrive, or happen

**wait (v)** – to stay in one place because you expect or hope that something will happen