

UNIT



Emotionally involved



Learning environment	Learning environment
<ul style="list-style-type: none"> • Family and community 	<ul style="list-style-type: none"> • Literature and games
Social practice	Social practice
<ul style="list-style-type: none"> • Understand and convey information about goods and services 	<ul style="list-style-type: none"> • Read and understand different types of literary texts distinctive of English speaking countries
Specific activities	Specific activities
<ul style="list-style-type: none"> • State oral complaints about a health service 	<ul style="list-style-type: none"> • Read suspense literature and describe moods
Achievements	Achievements
<ul style="list-style-type: none"> • Can establish the motive or purpose of an oral text • Can infer central meaning in explicit information • Can distinguish main ideas and some details within oral texts • Can detect specialized information within oral texts • Can use strategies in order to understand the meaning of an oral text 	<ul style="list-style-type: none"> • Can use various strategies to understand narratives • Can infer central meaning and main ideas from details • Can ask and answer questions in order to infer information • Can give opinions regarding emotional states • Can organize paragraphs in order to create texts
Final product	Final product
<ul style="list-style-type: none"> • Telephone complaints voice mail 	<ul style="list-style-type: none"> • An 'emotionalary'
Warm up stage	Warm up stage
<ul style="list-style-type: none"> • Relate expressions of complaint to visual elements 	<ul style="list-style-type: none"> • Identify specific information about fantasy
Building stage	Building stage
<ul style="list-style-type: none"> • Identify expressions of complaint in the recording 	<ul style="list-style-type: none"> • Classify specific information about writing or publishing a book
Closure stage	Closure stage
<ul style="list-style-type: none"> • Distribute among teams the instructions needed to create telephone complaints • Select and read information to create the complaint • Create sentences to express the complaint • Check that the complaint is understood when spoken and listened to • Practice the enunciation of a complaint • Perform the telephone complaint 	<ul style="list-style-type: none"> • Distribute among teams, the instructions needed to create an 'emotionalary' • Select a suspense narrative from various sources • Read the selected narrative in silence • Choose and make a list of the emotions found in the narrative • Propose and compose examples of the situations that describe these emotions • Check, through independent reading, that the examples comply with grammar, spelling and punctuation conventions • Organize an event to read and present the 'emotionalary'



GETTING READY

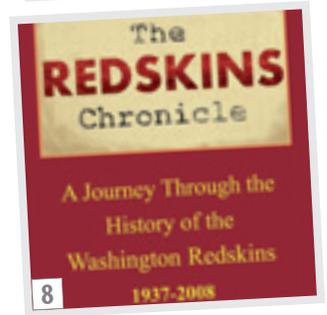
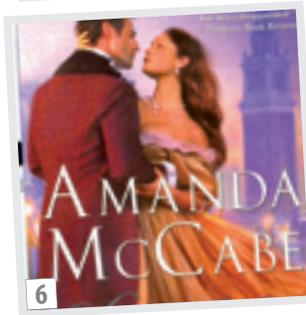
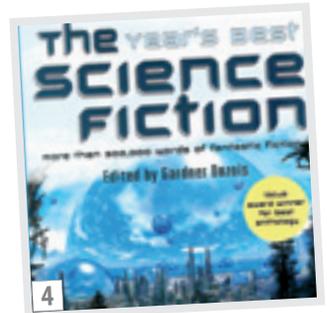
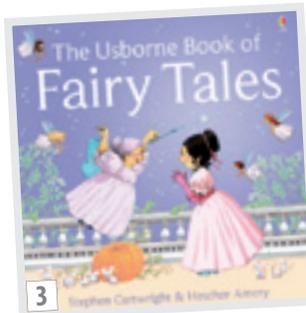
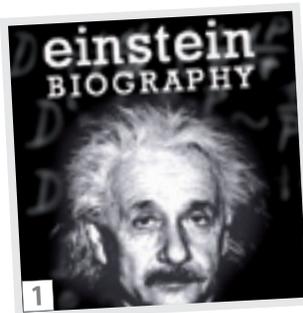


1 In your group, answer these questions.

- a. What types of publications do you like reading?
- b. What was the last thing you read?

2 Look at the covers of the books. What type of books are they? Choose from the categories in the box.

- Adventure story • Biography • Children's fairy tale • Chronicle • Detective • Fantasy • History
- Historical romance • Horror • Memoirs • Poetry • Political satire • Romantic • Science fiction



3 Look at the pictures of people complaining. What kind of emotions are they feeling?





I HAVE A COMPLAINT TO MAKE

LESSON 1 AND LESSON 3 WILL HELP YOU TO PREPARE PROJECT 1:
telephone complaints voice mail

Warm up stage



With Activities 1 to 9 you will begin preparing the final product of Lessons 1 and 3, telephone complaints voice mail.

BEFORE LISTENING

- 1** Read the sentences (a – d) and match them with the pictures (1 – 4).
- a. I wonder if someone could give me a seat. I'm really tired.
 - b. I'm afraid my arm isn't getting any better.
 - c. Oh, this headache is killing me.
 - d. Ouch! It really hurts!



Word Spot



A *complaint* could be also an illness, especially one that is not serious, and often one that affects a particular part of the body.

Example: a skin complaint.

- 2** What is being expressed in the photos in Exercise 1?
- a. A question.
 - b. A complaint.
 - c. A request.
 - d. A suggestion.
- 3** Answer these questions in your group.
- a. Have you ever complained about bad service or a bad product?
 - b. Do you think good customer service is important in businesses today? Why or why not?

Reflection Spot



• I can detect the tone and attitude of a text. 😊 😞

• I can identify other non-verbal characteristics. 😊 😞

8 10 Listen again and write the corresponding information.

	a. N° of pauses	b. Relationship	c. Tone	d. Attitude
Dialog I				
Dialog II				

9 10 Listen again and fill in the blanks with only ONE word.

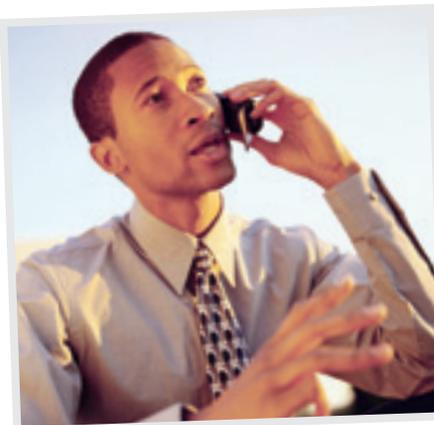
Dialog I

- a. I've been waiting for my _____ for ages.
- b. I just got a _____ and had to buy my own medicines.
- c. I will call the _____ nurse and ask her what may have happened.



Dialog II

- a. I'm sorry, sir, but we've been _____ busy.
- b. Unfortunately, our _____ schedule is full.
- c. Could you _____ the last three numbers?





AFTER LISTENING

10 Examine the dialogs in the listening activities and answer these questions in your group.

- a. What is the reason for each complaint?
- b. Which one is a face-to-face situation and which one is a telephone complaint?
- c. What kind of non-verbal elements do the participants use?

Building stage



Activities 10 to 15 of this lesson will help you to create the final product, telephone complaints voice mail.

LANGUAGE SPOT



The Present, the Past, and the Future tense

1. Read these sentences from the dialogs and identify the verb tense used. Which one is written in the Present, in the Past and in the Future tense?
 - a. I don't want to pay more than I have to.
 - b. I will call the Head Nurse and check it.
 - c. You received some medicines.
2. Complete these general rules for the different tenses.

The Present Simple

Indicates the action is _____.

Shows that the action happens all the _____, or habitually, in the past, _____ and future.

Expresses that the statement is _____ true.

The Simple Past

Expresses an action in the _____ that took place _____, not several times.

Indicates actions taking place one after another in the _____.

Shows an action in the _____ taking place in the middle of another _____.

The Future Tense

Expresses a voluntary action in the _____.

Indicates a promise.

Word Spot



A *taxi* can also be called a *cab* or a *taxi cab*.



11 Read these sentences and identify the verb tense used.

- a. The Moon goes round the Earth. _____
- b. When I'm in New York I always travel by taxi. _____
- c. They spoke about the problem and solved it. _____
- d. I will buy the blue dress when I get paid. _____
- e. The accident happened because she didn't stop at the traffic lights. _____

12 Put the words in order to form correct sentences.

- a. didn't – cook – lunch – Veronica – yesterday - . _____
- b. visit – us – Browns - tomorrow – will – The - . _____
- c. the – weekend – Do – football – you – play - on - ? _____
- d. Jennifer - the UK - studied - in – two - English – years – ago - . _____

 **LET'S CHECK**

13 Look at these pictures and complete the sentences using the Present Simple, the Past Simple, or the Future tense of the verbs provided in **bold**.

9 pts.

a. go



- i. We often _____ on our vacations.
- ii. Last year, we _____.
- iii. We hope next summer, we _____.

b. arrive



- i. I always _____ 8:00am.
- ii. Yesterday I _____ late.
- iii. Tomorrow I _____.

c. play tennis



- i. Tammy usually _____ on Tuesdays.
- ii. Last week, she _____ brother.
- iii. She has promised her best friend she _____.

0 - 1 Keep trying!	2 - 4 Good!	5 - 7 Very good!	8 - 9 Excellent!
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