

**INTRODUCTION TO MASTERING CUSTOMER SERVICE**

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: “Anything else?” “My pleasure!”

Lesson Topic: Introductions at work

Language/Culture Point: Students will be able to tell a customer/coworker what they are going to do and ask if there is anything else.

Objective: Students will go through speed interviews and finish the course!

Materials: 1) Workplace Task Cards (from Workplace Essentials, Lesson 13), 2) Student pages

Supplemental Materials to be Created: Lesson One requires you to create a simple story about what you did at work as an employee using the Workplace Task Cards.

**STEP 1: ACTIVATE BACKGROUND KNOWLEDGE**

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace Task Cards (from Workplace Essentials, Lesson 13)	- Task cards, charades

TEACHING ACTIVITY

1. Using the same Workplace Task Cards the students created in Lesson 13 of Workplace Essentials, have a student draw a workplace task card and act it out for the class.
2. See who can guess the tasks first.
3. Continue with as many students and tasks as time allows.

**INTRODUCTION TO MASTERING CUSTOMER SERVICE****STEP 2: MINI-PRESENTATION WITH PROMPT**

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace Task Cards	- Task cards

TEACHING ACTIVITY

1. Using the same Workplace Task Cards, tell a story about an employee at the students' employer and what they did at work that day. Use several of the Workplace Task Cards to show that the employee did a variety of tasks. As you discuss each card/task, tape it on the board.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace Task Cards	- Task cards, line up

TEACHING ACTIVITY

1. Put students into pairs or small groups, one for each Workplace Task Card used in the previous step.
2. Pass out one Workplace Task Card to each group. Each group will need to discuss the task that the card represents and act it out for the class.
3. As each group acts out their task, they must line up in the same order in which the tasks were completed during the story in the previous step of the lesson.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Dialogues

**INTRODUCTION TO MASTERING CUSTOMER SERVICE****TEACHING ACTIVITY**

1. Tell students that today we are going to discuss telling customers/coworkers what we are going to do and asking if there is anything else they need.
2. Direct students to the practice dialogue in their book on page 3.
3. Choose Workplace Task Cards to complete each blank space in the dialogue with the students. Be sure to tell students what to write in each blank space in the dialogue.
4. Read through the dialogue three times, acting out both parts. Have the students follow along in their books.
5. Allow students time to make notes in their book on anything in the conversation they do not understand.
6. Address these questions with the students. First, see if the students can answer their classmates' questions.
7. Then, explain any other necessary language, such as, "...do for you today?" and "My pleasure!" Explain that there are times when students may not be able to complete the task right away, so they can respond to requests by saying things like "Of course I can do that. I will have it done by this afternoon/end of the day/etc." or "Sure. I will come back in about an hour after I finish helping a customer. Is that okay?"

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Dialogues, role play

TEACHING ACTIVITY

1. Ask for a volunteer from the class. With that student, choose new Workplace Task Cards to complete the dialogue. Write the new dialogue on the board.
2. Read through the dialogue twice, with you acting as the employee and the student acting as the customer/coworker.
3. Choose another student and switch roles - you will now be the customer/coworker and the student will be the employee.

**INTRODUCTION TO MASTERING CUSTOMER SERVICE****STEP 6: PAIR OR SMALL GROUP WORK**

Time Frame	Materials	Teaching Strategies
20 minutes	- Student pages	- Dialogues, role play

TEACHING ACTIVITY

1. Put students in pairs and provide each pair with several Workplace Task Cards.
2. Using the Workplace Task Cards, each pair should complete the dialogues on page 4 between an employee and a supervisor and an employee and a customer.
3. Once they have completed the dialogues, have each pair practice the them two times each.
4. Next, have students move around the classroom and pair up with different students who have different workplace tasks in their dialogues. They should read each dialogue in each pair before moving on to another classmate.
5. After the students have practiced most of the dialogues, have each current pair read aloud one of their dialogues.
6. Go through this until each pair has read aloud and each dialogue has been covered.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Brainstorming, graphic organizer

TEACHING ACTIVITY

1. Ask students what they do when they encounter a rude person at work. Ask them if they have any examples of what to say if someone is rude. Explain that they can use phrases like “I’m sorry you feel that way” or “We always try to do our best” and remaining calm. (If a customer is very rude, they can always tell their manager about it.)
2. Write the word “please” on the board and ask students if they know when to use the word “please”. They will probably know that it’s used to ask for something in a polite way.

**INTRODUCTION TO MASTERING CUSTOMER SERVICE**

3. Have the students brainstorm other polite language that can be used when talking to customers or coworkers. For example, “My pleasure!”, “How are you today?”, or “Are you enjoying your meal/stay/etc.?”
4. Have students add to the list other polite language they know or have heard.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Games, charades

TEACHING ACTIVITY

1. Tell the students that you are going to practice the conversations again by playing a game of charades. Remind the students to use the language they have been practicing throughout the lesson.
2. Draw a student’s name at random and ask them to do one of the workplace tasks for you.
3. The student should come to the front and act out the task.
4. Prompt the student to ask you if there is anything else, using the language they have been practicing (“Is there anything else I can do for you today?”).
5. The student will respond and act out the final tasks.
6. If the student acting as the employee gets something wrong, they can be assigned another task - but keep it fun, not as a punishment!
7. Then, that student will draw another student name and do the same.
8. Continue as time allows.