



REPORTING COMPLAINTS TO SUPERVISORS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Recording complaints and reporting them to supervisors

Language/Culture Point: Reported speech

Objective: Students will be able to calmly tell an angry customer that they will get a manager to help them.

Materials: Student pages, work problem cards

Supplemental Materials to be Created: Bring the work problem cards from Lesson 10 to class.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Work problem cards from Lesson 10, index cards	- Brainstorming

TEACHING ACTIVITY

1. Ask students if they ever need to tell their supervisor about problems that happen at work. What do they do if someone has a complaint and wants to speak with a supervisor?
2. Using the work problem cards from the previous lesson, ask students if customers ever complain about the problems on the cards. Keep the cards that they say yes to; you will use them later in the lesson.
3. Ask the students if there are any more problems or complaints that they have to tell supervisors about. Create work problem cards for any additional suggestions they have.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Work problem cards	- Think aloud

TEACHING ACTIVITY

1. Using the work problem cards, conduct a Think Aloud in which you think about how to tell a supervisor about a complaint and that the customer wants to talk to them. Tape the cards to board and write the key phrases they are to use on the board.
2. Encourage students to take notes in the student pages.
3. Repeat as necessary.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Work problem cards	- Retelling

TEACHING ACTIVITY

1. Put students in pairs and have them recreate the Think Aloud together.
2. Encourage students to retell as much information as they can remember, but it does not have to be perfect, as long as they get the main idea.
3. Have a few students volunteer to retell the different parts of the Think Aloud.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Work problem cards	- Role play, surveys and interviews



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TEACHING ACTIVITY

1. Tell the students, “We are going to practice reporting customer complaints to a manager or supervisor. When our manager is available, this may be all we need to do. But what do we do if our manager is not available?”
2. Draw a work problem card and read it aloud to the class.
3. Conduct a Role Play in which you play the customer with the problem/complaint and the employee who has to record the information and give it to the supervisor. Be sure to state that the manager is not available, but you will take a message and give it to them.
4. Direct students to the Complaints survey in their books.
5. With the students, fill in the first line of the survey with the information from the work problem card and the Role Play.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Work problem cards	- Role play, surveys and interviews

TEACHING ACTIVITY

1. Have a student draw a work problem card and read it to the class.
2. Encourage him or her to be dramatic and act it out as the customer.
3. Respond to the student as an employee by telling them your manager is not available, but you will deliver the message.
4. Ask the student for the information needed and record it in the interview in the student pages.
5. Then, have two students demonstrate the activity together.



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STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Work problem cards	- Role play, surveys and interviews

TEACHING ACTIVITY

1. Pass out one customer complaint card to each student.
2. Students will circulate and Role Play with each other as customers and employees. The employee will record the customers' information in the interview in the student pages, and then the students will switch roles.
3. When the students have finished, ask several volunteers to report one of their complaints to the class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Graphic organizer

TEACHING ACTIVITY

1. Ask students if they have ever heard of "reported speech."
2. Explain to students that reported speech is when you tell someone what someone else said. In reported speech, you make the verbs past tense.
3. Provide a couple of examples, such as:

Statement	Reported Speech
- "My food <u>is</u> cold."	- The customer <u>said</u> that their food <u>was</u> cold.
- "The bathroom <u>is</u> dirty."	- The customer <u>said</u> the bathroom <u>was</u> dirty.
- "The television <u>is</u> too loud."	- The customer <u>said</u> the television <u>was</u> too loud.

4. Elicit more examples from the students using the work problem cards or other work topics.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Exit check

TEACHING ACTIVITY

1. As students leave, pretend to be a customer with a complaint. Each student should ask you for important information they can pass on to their manager.