



# COMMON QUESTIONS

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** “Follow me.” “I will find someone to help you.”

**Language/Culture Point:** How to provide assistance to a customer when you do not know the answer to their question.

**Objective:** Students will be able to assist customers with common questions.

**Materials:** Student pages



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Brainstorming

## TEACHING ACTIVITY

1. Direct students to the picture in their book (p. 14) and say, “Tell me about this picture.”
2. Elicit as much language as you can from the students about what they think the two people are talking about.
3. Guide them to talking about the customer asking a question and the employee happily assisting.

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
20 minutes	- Student pages	- Brainstorming, using pictures



## COMMON QUESTIONS

### TEACHING ACTIVITY

1. Tell a brief story about where a person works and where they interact with customers at work. For example, “Anna works in the bakery at the grocery store. She helps customers at the counter and sometimes in other places in the store.”
2. Ask students “What questions do you ask at the grocery store and in the bakery?” Brainstorm *what, where, how* questions with students and write sentence frames on the board. For example, “Where is the \_\_\_?” “What time do you \_\_\_?” Then, summarize that these are questions that customers have for Anna.
3. Have students think about where they work. Go around the class and ask each student, then brainstorm together about where they interact with customers. As you go around the class, have students raise their hands if they work in a similar place (for example, grocery store, restaurant, child care center, landscaping business, etc.).
4. Draw pictures of students’ places of work on the board as they answer and label them, such as a simple restaurant layout with front door and a couple tables, or a grocery store layout with front door and a few aisles. Write students’ answers on the board, such as “in the front, at their house, at the table, etc.,” and put an x at these places in your drawing.
5. Last, “walk” students through each of these locations and have them think of common questions they get from customers in that area of the business. Brainstorm with students common “W” questions from step 2. (i.e. What time \_\_\_? How much is \_\_\_?)

### STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	-

### TEACHING ACTIVITY

1. Put students in pairs. Point to various spots in your workplace drawings and have students share a “W” question that a customer would ask.
2. For low-level students, point to one of the “W” words on the board (what, when, where) and have them read the word or repeat after you.
3. Have students write the “W” sentence frames from step 2 in their notes.

**COMMON QUESTIONS****STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
5 minutes	-	- Think Aloud

**TEACHING ACTIVITY**

1. Tell students that today we are going to practice answering these common questions that we get at work.
2. Choose one of the student-generated questions and do a Think Aloud. In your Think Aloud, first talk about another way you have heard the question asked. Then demonstrate coming up with an answer. Also, demonstrate asking someone else for help with the answer if you don't know it. For example:

“This customer asked, ‘How do I get to the restroom?’ Hmm...I think maybe he means, ‘Where is the restroom?’ I know that the restroom is right here with the water fountain, but I don't know the word for that. Oh yes, I remember! The restroom is next to the water fountain.”

3. Write your answer on the board.
4. Demonstrate one more question as if you do not know the answer. Show the students how you tell the customer, “Follow me” when you do not know how to explain directions, or “I will find someone to help you” when you do not know the answer to their question.

**STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
5 minutes	-	- Problem solving

**TEACHING ACTIVITY**

1. Choose an advanced student and ask them one of the questions.
2. Write their answer on the board.
3. Prompt them to think about another way to ask the question and the best way to answer.



## COMMON QUESTIONS

4. Help as necessary and write the new version of the question on the board.

### STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	-	- Problem solving

#### TEACHING ACTIVITY

1. Put students in groups of 2-3.
2. Assign each group a portion of the student-generated questions. Give each group an equal number of questions.
3. Students will work together to write the question a different way and come up with answers to the questions. They should use the space provided in their books to write their answers.
4. When each group is finished, they will share their answers with the class.
5. Students will write the answers from each group in the space provided in their books.

### STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

#### TEACHING ACTIVITY

1. Take time to talk to students about how to answer a customer if they don't know the answer.
2. If a customer asks directions and you don't know how to explain them, you can say, "Follow me."
3. If you don't know the answer, you can say, "I'll find someone who can help you."



## **COMMON QUESTIONS**

4. Remind students that we never say, “I don’t know” and leave the customer. If we don’t know or can’t explain in English, we need to find someone who can help.

### **STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	-	- Exit check

### **TEACHING ACTIVITY**

1. As students leave, ask them one of the common questions and have them answer.