



COMMON QUESTIONS CONTINUED

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: “Can I help you?”

Language/Culture Point: Additional useful phrases for offering help.

Objective: Students will be able to respond to common questions from customers.

Materials: Conversation Cards (1 per student), Scenario Cards (3 or 4 total)

Preparation: Lesson Five requires you to make Conversation Cards for step 1. These Conversation Cards will be the common questions from customers that the students generated in Lesson Three. These cards should have questions on one side and the answers on the other. Examples are provided in the PDF for this lesson, but you will likely have to augment by creating your own cards. Encourage more advanced students to not look at the back of the card during the activity. Lower-level students can look at the back for assistance. These cards will also be used by the students in step four.

*Lesson Five also requires the instructor to create Scenario Cards (3 or 4) for steps four through six. These Scenario Cards will be based on the common questions from customers that the students generated in Lesson Three and will direct the “employee” to do a certain workplace task. Examples are provided in step four.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Conversation cards	- Conversation cards

TEACHING ACTIVITY

1. Draw pictures on the board of different workplaces from Lesson 4, such as grocery store, restaurant, etc. Ask students to share questions with the class that they generated from the lesson.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Story	- Chalk talk

TEACHING ACTIVITY

1. Using Chalk Talk, tell a story about a confused or lost customer and how the employee helped.
2. Use the common questions that the students generated in the previous lessons. Use the Conversation Cards as a guide for which questions you want to use in your story. There should be one image for each question you want the students to practice in class.
3. Be sure to include how you know the customer is confused or lost, as well as the employee asking, "Can I help you?"
4. Repeat as necessary. Example Chalk Talk Story:
Yesterday at work, I was walking down the hallway. I saw a customer who was maybe lost. I think she was looking for something but couldn't find it. I asked her, "Can I help you?" She said she was looking for the bathroom. I gave her directions to the bathroom and showed her where it is. She was very happy!
5. Write some "W" questions on the board that students generated during Lesson 4. Then, spend time brainstorming answers to each question together and write sentence frames for these answers on the board. Draw questions to help illustrate answers as necessary, such as a clock for "when" or a detail for "where" (draw a door for "next to the door").

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Chalk talk, conversation cards	- Match up

TEACHING ACTIVITY

1. Pass out the Conversation Cards represented in your Chalk Talk. Each student should get only one. If you have a larger class, pair students up to work together.

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2. Have students come to the board to match their Conversation Card with the correct picture.
3. Finally, students will retell the short conversation using the Conversation Card.
For example:
A: Can I help you?
B: Where is the restroom?
A: The restroom is next to the elevator.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario cards	- Scenarios

TEACHING ACTIVITY

1. Tell students that today we are going to review answering common questions.
2. Pick up a Conversation Card, read the question, then think aloud of a possible answer to the question and write the answer on the blank side.
3. Write the question and answer on the board. Use them to create a mini dialogue on the board like the sample below.
4. Then, practice the dialogue with a student. Sample dialogue:
Employee: Hi. Can I help you?
Customer: What time do you open for lunch?
Employee: We open at 11:30.
Customer: Thank you!
Employee: You're welcome!

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Conversation cards	- Conversation cards, dialogues



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TEACHING ACTIVITY

1. Choose a student and ask them about a question that they get asked at work. Brainstorm an answer with the class. Point to answer sentence frames from step 2.
2. Have the student create a Conversation Card with a question and answer as you did in the previous step.
3. Use the dialogue on the board to determine what the mini dialogue for the student's card would be.
4. Practice the dialogue with the student, with each of you reading both parts of the dialogue.
5. Repeat the process as many times as time allows.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Conversation cards	- Dialogues, role play

TEACHING ACTIVITY

1. Have each student create a Conversation Card with a question and answer of their choice. Low-level students can answer Conversation Cards that have questions listed, high-level students can create their own questions and answers.
2. Have the students move around the room asking and answering the questions they have come up with.
3. After, have each student read their question and their answer. Write each of them on the board, and have the students write the questions and answers in the chart in the student pages.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-



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TEACHING ACTIVITY

1. Ask students if they have ever seen a customer that looks confused or lost. What did they do or say? Did they offer to help like we have been practicing? Sometimes students may not offer to help because they don't know what to say, or they may be too timid to approach a customer.
2. Explain to students that usually a customer is happy when someone offers to help, even if they don't ask for help. Sometimes the customer is just as timid as we are!
3. Ask the students for a phrase we have practiced today that you can say to a customer. An example is, "Can I help you?" Write the students' responses on the board.
4. Brainstorm with the students other phrases they can use when they help a customer. For example:
 - Can I help you find something?
 - Let me (help you, get you more ____).
 - Do you need (more napkins)?
 - May I help you? - this is more formal.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Exit check

TEACHING ACTIVITY

1. As students leave, act like a confused or lost customer. The student should ask if they can help you. Then, ask them one of the common questions and have them answer.