



# RESPONDING TO PROBLEMS

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** “I apologize for the inconvenience. I will fix it.”

**Lesson Topic:** Asking for clarification

**Language/Culture Point:** Using the word “fix.”

**Objective:** Students will be able to respond to and assist customers with common problems at work

**Materials:** 1) Student pages 2) signal cards

**Supplemental Materials to be Created:** Lesson eight requires the instructor to create a Chalk Talk about several problems they have encountered at work. The problems mentioned should be those the students encounter in their job.



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages, pictures	- Think-Pair-Share, brainstorming

## TEACHING ACTIVITY

1. Ask students to think about problems they have encountered with customers at work. Provide a few examples relevant to their place of employment. For example:  
 The room is dirty.  
 My food is cold.  
 I have been waiting a LONG time!  
 I need more \_\_\_\_.
2. Give students a few minutes to think, then have them share with a partner.
3. Next, have them share with the class.
4. Make a list on the board and allow students time to take notes in the space provided in their books.

**RESPONDING TO PROBLEMS****STEP 2: MINI-PRESENTATION WITH PROMPT**

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Chalk talk

**TEACHING ACTIVITY**

1. Create a Chalk Talk about several problems you have had at work. Use problems that your students encounter in their job. Be sure to ask either the business or the students about common work problems to prepare for this lesson. For example:  
I like my job at the restaurant, but sometimes customers have problems and ask me to help. Yesterday, a customer had a problem with her food. The order wasn't right. I apologized and told her I would bring her the right food. I said, "I apologize for the inconvenience. I will fix it."

**STEP 3: COMPREHENSION CHECK**

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

**TEACHING ACTIVITY**

1. Make T/F statements about the problems and how you helped. Students will use signal cards to indicate true/false/don't know.
2. If there is time remaining, ask students to volunteer to retell one of the problems and how you helped the customer.

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

Time Frame	Materials	Teaching Strategies
10 minutes	- Problem and solution scenario cards (in the book)	- Scenario cards, think aloud, role play



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**TEACHING ACTIVITY**

1. On the board, create a graphic organizer that includes the questions in the sample survey in the student pages.
2. Complete the sample survey by asking the questions to a student (only ask for two responses). Write the answers down in the appropriate column on the board. Have the students write the answers down in the sample survey, as well.
3. Use the information from the survey to identify the problem and solution in the left column below the sample survey. Have the students write the answers down in their books as well.
4. Then, complete the corresponding dialogue with the class.
5. Read the dialogue out loud with the student.

**STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Problem and solution scenario cards (in the book)	- Scenario cards, role play, problem solving

**TEACHING ACTIVITY**

1. Complete the process again, but this time have one student ask another. Help the student as needed.
2. Have the class follow along and fill out the remaining sample survey, problems and solutions, and sample dialogues.
3. Have the students read the dialogue aloud to the class.

**STEP 6: SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes	- Problem solving and solution scenario cards (in the book)	- Scenario cards, role play, problem solving



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### TEACHING ACTIVITY

1. Have the students walk around and survey at least two students using the survey on the following page.
2. After the students have surveyed, they should identify the problem and solution for each survey response and complete the boxes on the following page.
3. Have students then complete the dialogues on the right side of the page.
4. Finally, they should move around the room and practice the dialogues with their classmates.

### STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Mind mapping

### TEACHING ACTIVITY

1. Write the phrase, "I will fix it." on the board for students to see. Ask what "fix" means.
2. Tell students that this is similar to "repair" or "correct." When customers have a problem, we need to repair or correct something.
3. "Fix" is a word we use often in English in place of repair or correct. We also use it in place of other verbs. For example, "The room is dirty. I will fix (clean) it." "The food is cold. I will fix (heat) it."
4. Write the word "fix" on the board and create a mind map. Help students brainstorm different things that we need to fix, either at home or at work.  
For example:  
The meal is wrong. I will fix (replace) it.  
My window is broken. I need to fix (repair) it.  
The hotel room is dirty. I will fix (clean) it.



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**STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Ball	- Ball toss

**TEACHING ACTIVITY**

1. Have students stand in a circle.
2. Toss the ball to a student and tell him or her about a problem you have.
3. The student will respond with a solution and then toss the ball to another student with a problem.
4. Continue as time allows.