

## Learning objectives for this lesson

Reading for general understanding. Reading to develop inferencing skills and for specific information. To revise and extend the language of telephoning.

- 1 Begin with a general discussion about customer service to follow on from the content of Unit 5 in the Student's Book but also to set up the theme of dealing with problems and complaints on the phone. Find out if students have a specific telephone number at their company which customers can use to request customer support.
- 2 Students begin by reading the transcriptions of the calls quite quickly and then categorize each one by the area of business it relates to. It may not be immediately apparent to students that all of these calls were chosen because they are funny or humorous in some way. The funny side of the texts will be explained and become more obvious when students complete exercise 3.

### Answers

- b** retail 7                      **d** travel 1  
**c** I.T. 4, 5, 8                  **e** food and catering 2, 6

- 3 Students need to read again but for more detail in order to understand what the exact problem is in each call.

### Answers

- b** 5    **c** 8    **d** 3    **e** 4    **f** 2    **g** 7    **h** 6

- 4 Students match the words or phrases to similar expressions in the calls. Point out to students that some of these are idiomatic and only used in the context of telephoning.

### Answers

- Call 1:** put you through  
**Call 2:** speak up  
**Call 3:** ... speaking  
**Call 4:** Hang on  
**Call 5:** I see  
**Call 6:** Go ahead  
**Call 7:** it's about  
**Call 8:** I didn't catch that.

- 5 This exercise gives students time to think about the expressions in 4 and consider how they might use them in a real situation. Stronger students can try to think of other expressions they might use in each situation. Afterwards, ask pairs for their different ideas and share expressions or sentences that can be used.

- 6 Students role-play a telephone conversation which should generate use of the expressions in 4 and any others in 5. Allow a little time for students to prepare their parts and to decide which expressions they will need to use.  
Monitor during the task and feedback afterwards on any language points. If there is time, get students to swap roles and repeat the role-play.
- 7 Students find words and expressions they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words and expressions they chose and explain why.