

# 9 CUSTOMER SERVICE

## UNIT MENU

**Grammar:** question forms

**Vocabulary:** customer service terms, personal qualities, multi-word verbs

**Professional skills:** handling telephone conversations

**Case study:** improve customer service

## Aims and objectives

In this lesson students will:

- listen to people discussing customer service
- focus on vocabulary relating to personal qualities
- discuss different situations and how customer services could deal with each one

## Speaking

### CUSTOMER EXPECTATIONS

#### Exercise 1, page 76

Focus students' attention on the photos before eliciting what they show. Ask students to discuss the saying in pairs before opening the discussion to the class. Encourage students to justify their opinions.

#### Exercise 2, page 76

Students work in pairs or small groups, exchanging experiences about customer services. Round up by eliciting some examples, perhaps beginning with one of your own. Ask students if they think people tend to share good or bad experiences more, and why that is. Briefly discuss the value of good customer service to any company.

### EXTRA ACTIVITY

Students discuss cultural differences in attitudes towards customer service. In pairs, they decide on the top three countries where they have had excellent customer service.

## Listening

### CUSTOMER SERVICE EXPERIENCES

#### Exercise 3, page 76

Tell students they are going to listen to four speakers recount their experiences of customer service. Students make notes as they listen and discuss ideas with a partner before class feedback. Check vocabulary, e.g. *shrug* and *good will*.

- 1 in a restaurant – good experience
- 2 in a restaurant – bad experience
- 3 in a hotel – bad experience

- 4 with an airline – bad experience that turned into a good experience

#### Exercise 4, page 76

Make sure students read the statements before listening again and noting down who uses which phrases. Go through the answers with the class.

Problems:

- 3 – (They) had no idea what they were doing.
- 2 – There was no record of the reservation.
- 3 – There didn't seem to be any network at all.
- 4 – There was a mechanical problem.
- 2 – All the tables were taken.

Customer service:

- 4 – gesture of good will
- 1 – complimentary box of chocolates
- 4 – It shows they care.
- 1 – on the house
- 4 – frequent-flyer mileage credit

#### Audio script Track 9.1, Exercises 3 and 4, page 76

1

I've got an example of good service in a restaurant. It was my brother's first wedding anniversary and so he organized a little party in a restaurant near where he lived. When he and his wife arrived, the manager presented them with a bouquet of flowers and a complimentary box of chocolates on the house.

2

That's great, but my most recent experience in a restaurant is a bad one. I'd booked a table in a restaurant for a group of friends to celebrate us passing our exams at the end of the university term but when we got there, they told us there was no record of the reservation and all the tables were taken. OK, that can happen ... and I was disappointed but not particularly angry or anything – there are plenty of other restaurants. Anyway, I asked to see the manager because he was the one who'd taken the booking and normally you'd expect a manager to immediately say 'How can I help you?' or something like that. But this

manager he just took one look at me and said 'I'm far too busy to talk to you'. Incredible! I asked him how can you manage a restaurant and not be available when there's a problem or a complaint. He just shrugged his shoulders and walked away. I've never met anyone so unfriendly, impolite and incompetent.

**3**

Yes, I hate it when people are incompetent and can't do their jobs. I stayed in a hotel recently and the brochure said there was Wi-Fi access in every room, and when I tried to connect to the internet, I couldn't. There didn't seem to be any network at all. When I told reception about the problem, they just sent me some facilities person who obviously had no idea what they were doing and couldn't help. I found out later that in fact the hotel's central network router had caught fire, or at least that's what another guest told me. I'm not going back there again.

**4**

I can tell you about a bad experience with an airline which actually turned into a positive one. Last year, I was in the USA and flying from Denver to Chicago. I was really tired after a long trip and I just wanted to get on the plane and go to sleep, but on my way to the airport I received a text message that the flight was 30 minutes late. By the time I'd checked in and gone through security, the delay had already reached an hour. I went to the departure lounge to wait and every 15 minutes, my phone would buzz with another alert telling me the flight was delayed even longer. It turned out there was a mechanical problem with the plane in Chicago. So instead of taking off from Denver at three, we ended up leaving at eight. But the good part is that, a week later, I received an email apology from the airline together with a 5,000-mile frequent-flyer mileage credit. It's the kind of gesture of goodwill that keeps me flying with this airline. It shows they care and makes me feel as if my custom is important to them

### Exercise 5, page 76

Ask students to work in pairs and discuss how the two negative experiences could have been better handled. Round up by asking students to share ideas and if time, ask the class to choose the best suggestion for each situation.

## Vocabulary

### PERSONAL QUALITIES

#### Exercise 6, page 77

Students complete the text, checking answers in pairs before going through them as a class. Ask students if they would add any other points.

**1** welcoming **2** loyal **3** appropriate  
**4** reliable **5** competent

#### Exercise 7, page 77

Look at the first adjective and ask the class which prefix goes with it. Students then add in the remaining ones, working alone or in pairs, before class feedback. Check pronunciation as needed, focusing on number of syllables and syllable stress if useful.

**1** inappropriate **2** dishonest **3** impolite  
**4** incompetent **5** disloyal **6** unreliable  
**7** inefficient **8** impatient **9** disrespectful  
**10** unfriendly **11** impersonal  
**12** unwelcoming

#### Exercise 8, page 77

Students complete the sentences, comparing answers with a partner before checking them as a class.

**1** inappropriate **2** incompetent  
**3** disrespectful/impolite **4** honest  
**5** impersonal **6** unreliable  
**7** competent/efficient/friendly **8** unwelcoming

## Speaking

### SHOWING YOU CARE

#### Exercise 9, page 77

Students work in pairs to discuss the situations and decide what they would do in each. Round up by asking students to share their ideas with the class. If time, encourage the class to reach a consensus on the best gesture of good will for each situation.

### RESEARCH

#### GOOD AND BAD CUSTOMER SERVICE

Students look into customer service using the internet, researching examples of positive and negative experiences. In a subsequent class, they present their findings to the class, or in groups.

### Homework suggestions

- Students write 12–15 sentences of their own, using a mix of positive and negative personal quality adjectives as covered in Exercise 7. Encourage them to use a variety of structures.
- Students write an article for a hotel and tourism magazine or internet site, explaining why gestures of good will are so important to businesses. Encourage students to give an example of a situation (i.e. from Exercise 9) and explain how it could be dealt with positively and how this approach would benefit a business in the long-term. (200–250 words)

Photocopiable notes 9.1 (page 128)  
Personal qualities (Card activity page 129)

# CUSTOMER FEEDBACK

## Aims and objectives

### In this lesson students will:

- listen to someone giving tips on how to obtain customer feedback
- study different question forms
- roleplay a conversation in which a customer service employee is asking a hotel guest for feedback

## Speaking

### EVALUATING FEEDBACK

#### EXTRA ACTIVITY

Students work in pairs to discuss these questions.

- How often do you give feedback in hotels, restaurants, etc.? And do you tend to give positive or negative feedback?
- Do you think guests are more likely to give positive feedback in the hotel they stayed in or on the internet? Why?
- What do you think about internet reviews? Do you consider them to be accurate or vindictive?
- Should social networking sites be used to name and shame companies and bad service? Why/Why not?

### Exercise 1, page 78

Start the lesson by asking students how people tend to give feedback these days, before students work in pairs to discuss the comments. Feedback by eliciting their answers to the questions.

## Listening

### GETTING CUSTOMER FEEDBACK

### Exercise 2, page 78

Students listen to tips for obtaining customer feedback. After listening, students compare answers with a partner before going through them as a class.

All the techniques are mentioned apart from competitions.

### Exercise 3, page 78

Tell students they are going to listen to the tips again but get them to read the techniques first. After listening, encourage students to check answers in pairs before going through them.

- 1 you are treated – mystery guest audit
- 2 people really want – direct questions
- 3 unsolicited phone calls – phone survey

- 4 to it later – feedback area on website  
5 of the organization – focus group

### Audio script Track 9.2, Exercises 2 and 3, page 78

1

One of the most obvious but underused ways to find out what your customers' experience was like when they use your service is to be a mystery customer yourself, and see things through your customers' eyes. Act as one of a group of customers with special needs, such as a person in a wheelchair or someone whose first language is not English and see how you are treated. It can be an interesting experience.

2

There can be a great difference between what we *think* people want and what people really want, for example when hotel customers are asked what they want for their breakfast, and then the waiting and catering staff are asked what they think the customer wants, the answers are very often different. The easiest way to find out whether or not a customer was satisfied with the service provided is to ask them directly. That's what a waiter does when he asks: *Did you enjoy your meal?*

3

Getting customers to fill in a questionnaire is one of the most well-established feedback techniques. This can be by post, email or telephone. Hire phone survey experts to call your customers but make sure they are polite and unaggressive because many people react negatively to unsolicited phone calls. You could also design attractive postcards with a few questions for your customers to answer. Keep these short and easy to complete. The information should be stored in a database and statistics produced to give quantitative information on how well you're performing.

4

Create a feedback area on your website, where customers can answer questions when it's convenient for them. If the questionnaire is long, remember to allow people to save their data and come back to it later.

5

Focus groups – small groups of customers who give intensive feedback about specific topics are one of the best ways I know to find out how we are performing. Form a focus group with some of your regular customers. You can obtain good qualitative data and, at the same time, make customers feel part of the organization. I also think it's important to always give customers who participate in a focus group some kind of reward.

6

Your front-line staff are the most knowledgeable, as well as the least expensive, of your sources of customer feedback. Front-line staff should be encouraged to build strong relationships with customers so that the customers feel free to share how they really feel about the service. Managers should then ask front-line staff to pass on important information on how to improve customer care. However, don't forget that it is important to use the information you obtain in this way and act upon it. If you don't, staff will quickly feel demotivated and stop giving you feedback.

### Exercise 4, page 78

Students choose the best technique for each business, discussing ideas with a partner before the discussion is opened to the class. Encourage students to explain their choices.

### EXTRA ACTIVITY

Students discuss in pairs, how their own company (or one they know well) gains customer feedback and whether it is the best way to do so or not, and why.

### Grammar

#### ASKING QUESTIONS

### Exercise 5, page 79

Focus students' attention on the Grammar box and go through the question forms. If useful, also refer them to page 117 of the Grammar section at the back of the book. Students then reorder the words, comparing ideas in pairs before class feedback. If needed, students practise the questions, focusing on intonation.

- 1 Would you mind filling in this form for me? (OR filling this form in)
- 2 Could you tell me what your credit card number is?
- 3 Do you mind if I check all the details again?
- 4 So you would like me to book a taxi for tomorrow morning at 8?
- 5 I was wondering if you would mind changing your room tomorrow night.
- 6 Could you tell me what time you want me to give you an early morning call?

### Exercise 6, page 79

Depending on the class, you may wish to discuss the first question together before students rewrite the remaining ones. Then go through and elicit answers from the class.

- 1 Can you tell me what kind of room your director would prefer?
- 2 Do you know how many nights he will be staying?
- 3 So he'll need to be picked up from the airport?
- 4 Could you tell me what time he will be arriving?
- 5 I was wondering if he will have all his meals in the hotel.
- 6 Have you any idea when he will be checking out?

## Speaking

### A FEEDBACK QUESTIONNAIRE

#### Exercise 7, page 79

Put students into pairs and refer them to the questionnaire in File 20, page 110. Remind them to take turns to be the hotel guest and the customer service employee. Monitor throughout the interviews, checking on polite question forms and intonation. Round up by eliciting responses and by giving feedback on the use of question forms.

See Pairwork files.

#### Homework suggestions

- Students write a short questionnaire (12–15 questions) on a topic of their choice, using a mix of question types as covered in the lesson. In a subsequent lesson, students work in pairs, interviewing each other and then sharing something they found out with the class to round up.
- Students write an article for a hotel and tourism site, explaining the importance of customer feedback, the best ways of obtaining it and how to deal with both positive and negative feedback. (200–250 words)

# PROFESSIONAL SKILLS

## HANDLING TELEPHONE CALLS

### Aims and objectives

#### In this lesson students will:

- focus on useful phrases for telephone conversations
- read about telephone etiquette
- study multi-word verbs

### Vocabulary

#### USEFUL TELEPHONE PHRASES

#### OPTIONAL LEAD-IN ACTIVITY

Students work in pairs and discuss how often they make calls in English, finding out who they usually need to talk to, the type of things they discuss and what they find difficult and why.

#### Exercise 1, page 80

Introduce the focus of the lesson and if your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that the effective handling of telephone calls would, in the exam, demonstrate an understanding of how communicative skills such as conveying information clearly and listening carefully contribute to the successful operation of a tourism business or organization. Elicit the American English for *mobile phone* or *mobile (cell phone)* before asking students to complete the conversations and allow time for them to compare answers with a partner.

#### Exercise 2, page 80

Students listen to the conversations, checking their answers. Discuss any questions and if time, ask students to practise the conversations in pairs. Check intonation sounds polite.

- 1 How may I help you?
- 2 Could you tell me who's speaking, please?
- 3 I'm calling about
- 4 Martin speaking.
- 5 Who shall I say is calling?
- 6 you through
- 7 look into it
- 8 Would you like to leave a message?
- 9 pass on your message
- 10 gets back

**Audio script Track 9.3, Exercise 2, page 80**

1

**TA = Travel agent, C = Customer****TA** Hello, Aphrodite Travel, Constantin speaking. How may I help you?**C** I'd like to speak to Mrs Castellanos, please.**TA** Could you tell me who's speaking, please?**C** My name's Robert Taylor. I'm calling about a booking I made recently.**TA** Fine. Can you give me the reference number, please?

2

**CS = Customer Service operator, C = Customer****CS** Hello, Customer Enquiries. Martin speaking. How can I help you?**C** I'd like to speak to the Chief Operations Officer, please. Maria Tardelli.**CS** Yes. Who shall I say is calling?**C** It's Lars Vandenbosch from Belltours.**CS** I'm putting you through.**C** Thank you.

3

**C = Customer, R = Receptionist****C** Good morning. My name is David Saada. I'm calling from a landline at the airport. I checked out this morning and I think I left my cell phone in room 218. I was wondering if anyone has found it.**R** Oh right, well, I'll look into it straightaway and see if the room has been cleaned.**C** Thank you. I'll call back in ten minutes.

4

**R = Receptionist, C = Customer****R** I'm sorry, she's in a meeting at the moment. Would you like to leave a message?**C** Yes, please. Can you tell her that Mrs Castell phoned about the meeting in Zurich at the end of the week. I need to change the time of the appointment.**R** OK. I'll pass on your message and make sure she gets back to you as soon as the meeting's finished. Does she have your number?**C** Yes, but I can give it to you just in case. It's 00 33 1 60 63 61 40.**R** OK, I've got that.**Reading****TELEPHONE ETIQUETTE****Exercise 3, page 81**

Check students understand what is meant by *etiquette* (good manners) before focusing their attention on the Professional skills box. Students complete the tips and compare answers in pairs. Round up by discussing answers.

1 Answer 2 Turn away 3 ask 4 interrupt

5 Smile 6 Adapt 7 Take notes

**EXTRA ACTIVITY**

Students discuss in pairs what protocols they follow when answering the phone at work.

**Speaking****TELEPHONE NUMBERS****FACT FILE**

In telephone numbers 0 is usually pronounced as 'oh' in the UK and 'zero' in the USA.

In the UK, when giving a repeated number in a phone number, it is normal to say *double* plus the number, e.g. 66 would be *double six*. In the USA, however, you would say the number twice, e.g. *six six*.

**Exercise 4, page 81**

Tell students they are now going to practise writing down phone numbers and explain that they will hear a mixture of American speakers (1, 4 and 5) and British speakers (2, 3 and 6). Before playing the recording, point out the different ways of saying the number 0 and how double numbers are said. Afterwards, allow time for students to compare answers with a partner before checking them as a class.

- 1 07735 497 820
- 2 0207 987 4647
- 3 3211 8880
- 4 00 8 095 987 8871
- 5 00 34 660 524 633
- 6 0800 810 901

**Audio script Track 9.4, Exercise 4, page 81**

1

You can always catch me on my cell phone – 07735 497 820.

2

The office number is 0207 – that's the code for central London – 987 4647.

3

His direct line is 3211 8880.

4

I'll give you the number where I'm staying in Moscow – that's 00 to dial abroad, 8 for Russia and 095 for Moscow – I think you leave out the zero if you're dialling from overseas – and then 987 8871.

5

I can give you Belinda Leon's cell phone number – she's the rep in Valencia – it's 00 34 660 524 633.

6

I couldn't find their number on the website, the only thing they've got is one of those 0800 numbers – 0800 810 901.

**Exercise 5, page 81**

Students discuss how to pronounce the numbers before class feedback. Find out what the country dialling code is for their country/ies.

**EXTRA ACTIVITY**

Find out if students know the dialling codes for the following countries (you may want to add to the list others which the students will find useful):

- 1 France
- 2 The USA
- 3 The UK
- 4 Italy
- 5 Germany

If students do not know the answer, tell them and ask them to write it down.

**Answers**

1 33    2 1    3 44    4 39    5 49

**Vocabulary****MULTI-WORD VERBS****Exercise 6, page 81**

Focus students' attention on the multi-word verbs before asking them to complete the expressions (alone or in pairs) so they have the same meaning. Go through the answers with the class.

1 put you through    2 Hold on    3 get back  
4 pass on    5 cut off    6 hang up    7 run out  
8 get through    9 look into    10 sort out

**EXTRA ACTIVITY**

Explain that in natural speech words link together and they connect differently depending on the sounds at the end and beginning of each word. For example: a consonant sound at the end of a word links directly with a vowel at the beginning of the next word, e.g. *hold on* /həʊldən/ rather than pronouncing this as two separation words: *hold on*. /həʊld/ /ɒn/

Ask students to underline all the links in the multi-word expressions and go through these with the class before they practise saying the sentences. Monitor and help as needed.

**Speaking****A HOTEL BOOKING****Exercise 7, page 81**

Tell students they are going to roleplay making a hotel booking. Put them into pairs and allot roles A and B. Allow preparation time and help as needed. With a weaker class, As (and Bs) could prepare in pairs before returning to their original partners. Monitor the conversations during the activity, making notes on intonation, good language use and aspects to revise. Round up by discussing how the calls went.

See Pairwork files.

**Homework suggestions**

- Students create a short 'customer service' orientated telephone call between two people, using phrases covered in the lesson and their own ideas (three to five minutes). These could be practised and roleplayed in a subsequent lesson.
- Students write ten sentences of their own using the multi-word verbs given in Exercise 6. Encourage students to use structures previously covered as well as other language from the unit.

Photocopiable notes 9.2 (page 128)  
What do you say? (Pelmanism page 130)

# CASE STUDY

## IMPROVE CUSTOMER SERVICE

### CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing their attention on the photos that go with the text on page 82. Elicit what they show and where they might be.

### The history of Lilburne Manor

#### FACT FILE

- A *stately home* (*BrE*) is a large house in the countryside in the UK which has historical interest, especially one open to the public.
- For further information on stately homes in the UK, refer students to the following websites:  
National Trust: [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)  
English Heritage: [www.english-heritage.org.uk](http://www.english-heritage.org.uk)  
Treasure Houses: [www.treasurehouses.co.uk](http://www.treasurehouses.co.uk)  
The Landmark Trust: [www.landmarktrust.org.uk](http://www.landmarktrust.org.uk)  
Historic Scotland: [www.historic-scotland.gov.uk](http://www.historic-scotland.gov.uk)  
National Trust for Scotland: [www.hts.org.uk](http://www.hts.org.uk)

### Exercise 1, page 82

Explain that the place in the picture is Lilburne Manor, a fictitious stately home in England. Check students understand what a stately home is before reading the text. Allow time for students to compare answers in pairs before going through them with the class. Ask students if this is a place they would want to visit.

- 1 F – They belong to the Historic Houses Trust.
- 2 T
- 3 T
- 4 F – Work on the car park is currently in progress.
- 5 F – Consumption of food brought from outside is not permitted.
- 6 T

### Customer comment cards

#### FACT FILE

*Third party:* A person or a company that is not directly involved in an agreement but may be linked through a shared business or involvement.

### Exercise 2, page 83

Put students into pairs and allot roles A and B. Students now read some visitors' comments and with their partner, make a list of the Manor's strengths and weaknesses. Monitor, helping as needed and

round up by eliciting ideas from the class. Check students understand what is meant by *third parties*.

See Pairwork files.

#### Strengths:

Interesting for children; good service – courteous staff

#### Weaknesses:

Difficult for disabled and elderly visitors: no ramp for wheelchairs; no lift inside the house; no toilet for the disabled; unfinished work on the car park resulting in long walk on uneven surface from parking area which is more than the stated 750 m.

Other weaknesses: disappointing food; no lifejackets; interactive screens switched off; film unavailable

### EXTRA ACTIVITY

As a class, discuss how the companies students work for (or ones they know) deal with complaints.

### Customer phone call

#### Exercise 3, page 83

Introduce Jack Carter, a Customer Service Manager at the manor, before students listen to the telephone call and complete the comment card. Check answers with the class.

1 26 June  
2 d\_feichtinger@t-online.de  
3 Dietmar Feichtinger  
Comments:

Items from the King's room had been removed and photos in the brochure are therefore misleading. When he bought the tickets he was not informed of the changes to the room.

#### Audio script Track 9.5, Exercise 3, page 83

**J = Jack, DF = Dietmar Feichtinger**

**J** Jack Carter, Lilburne Manor, how can I help you?

**DF** Hello, ah yes, I'd like to make a complaint about a recent visit I made to Lilburne Manor last Saturday.

**J** Oh dear, I'm sorry to hear that. Could you tell me what exactly you found unsatisfactory?

**DF** Well, the last time I visited I was particularly impressed by the King's room with the beautiful furniture and the paintings by Holbein and everything, and so I took a friend last weekend who wanted to see them for himself and when we got there, we discovered everything had been removed!



**J** Oh yes, I'm terribly sorry about that! In fact, most of the contents of this room have been lent to a museum for a special exhibition, so unfortunately ...

**DF** Well, it's disgraceful to change the exhibits like that – your brochure still has the photos of the room as it should be and we weren't informed when we bought the tickets.

**J** Yes, I fully understand your disappointment and I do apologize for the inconvenience. Um, I was wondering – did you fill in a comment card?

**DF** No, there were none left at reception.

**J** Oh dear. Well, I'll do one now for you. Would you mind giving me your name and address?

**DF** OK, it's Dietmar Feichtinger.

**J** Right, er, could you spell that for me?

**DF** D-I-E-T-M-A-R that's the first name and the surname, Feichtinger, F-E-I-C-H-T-I-N-G-E-R.

**J** And where do you live, Mr Feichtinger?

**DF** It's GrünerWeg 6, Friedberg in Germany.

**J** And the postcode?

**DF** It's 61169.

**J** OK, I've got that. And do you have an email address where we can contact you?

**DF** Yes, it's lower case d\_feichtinger@t-online.de. That's d underscore feichtinger at t hyphen online dot d e.

**J** OK, Mr Feichtinger, thank you for taking the time and once again please accept our apologies ... and if you come back in September, you'll find everything back to normal. I'll send you two complimentary tickets for your next visit.

**DF** Oh, thank you very much.

**J** And what did you say was the date of your visit?

**DF** 26 June, last Saturday.

**J** Right, thank you again for your call, I'll pass on your comments and we hope to see you soon.

**DF** Yes, goodbye.

**J** Goodbye.

#### Exercise 4, page 83

Students discuss the questions as a class. Then ask them how well they think Mr Carter managed the conversation.

#### Writing a response to a customer

##### Exercise 5, page 83

Refer students to the model on page 101 of the Writing bank and the points given before asking them to decide which two complaints to respond to. With a weaker class, it may help if students discuss ideas in pairs before writing their own letters. If time is limited, students could complete their replies for homework. Set a word limit of 200–250 words.

#### EXTRA ACTIVITY

Students discuss in pairs how the other complaints could be dealt with, sharing ideas as a class.

#### TASK

Go through the task with the class, then put students into pairs and allot roles A and B. Set a time limit for them to discuss their ideas and for them to make notes (e.g. ten minutes). Then join the pairs together to make groups of four. Refer students back to the useful meeting phrases from Unit 7, page 65 and provide help as needed. It may be helpful to set a time limit for the meeting so that students can then present their plans to the class. Alternatively, the action plans could be presented in the next lesson.

See Pairwork files.

#### POSSIBLE OUTCOME

Improving customer service:

- Installation of a lift to the first floor for disabled visitors. The Disability Discrimination Act in the UK requires that all buildings must be accessible by everyone, whatever their handicap.
- Installation of a toilet for disabled visitors.
- Improved quality of food in the gourmet restaurant.
- Interactive screens and electrical equipment to be functional at all times.
- Rapid completion of work on the car park and footpath.
- Adequate supply of lifejackets for those wishing to hire a boat.
- Up-to-date brochure pictures if a room's furniture and furnishings have been changed.
- Adequate supply of comments cards at reception.

Some of the above could be implemented immediately at little or no cost. The building works (car park, lift, toilet) should take no more than three months.

Installing the lift would require planning permission as Lilburne Manor is a listed building and could take time. Expect to pay about £15,000. The cost of finishing work to the car park depends on its surface but would probably be not less than £20,000. Allow £2,000 for the toilet.

### **UNIT 9: KEY WORDS**

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed.

Suggest that students use the DVD-ROM Mini-dictionary for further self-study.

### **Homework suggestions**

- Students write a short report summarizing their group's action plan, as drawn up in the Task activity. (200–250 words)
- Students write a sentence for each of the key words given for the unit (13 sentences in total). Encourage them to use a variety of structures and language from the unit.