

Lesson Plan

Lesson plan: Greeting and gathering information vocabulary

Objective of the lesson: Students demonstrate the ability to understand, select and use appropriate English vocabulary to first greet and then gain information about the customer.

| Component | Purpose | Activity Ideas |
|---|--|--|
| Introduction | Capture interest, establish purpose and preview lesson on greeting & gathering information; encourage critical thinking and uncover previous knowledge of greetings and gathering information. | Complete a short BINGO game to review pre-class online tutorials. (See page 2) The teacher will read the list of words for the game. When someone wins, they must read their words out loud to the class. |
| Body: Explore, Explain & Elaborate | Formally introduce important vocabulary, students use important vocabulary & apply new knowledge to the context of customer service. | Complete short activity to practice the vocabulary. (See page 3) Listen to a short customer service call where the agent greets and collects information. Video on Customer Service Greetings Video on Greetings Students complete the communicative activity to enhance retention, transfer & language production. (See page 4) |
| Conclusion | Summarize and review content learned in class. | Students share their conversations from the activity on page 4 with the class. Review the vocabulary words once more and explain their importance for the entire call, |
| Assessment | Students demonstrate they have achieved the lesson objectives; instructor provides feedback via the online platform after student submits assignment. | Students practice the vocabulary through online assignments. Start next class with a short quiz. See sample assessment Polite Questions & Responses on page 5 . |

Activities

BINGO

| | | |
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Directions: Fill in each square with one of the words or phrases below. If your teacher reads one of your words/phrases, mark the box with an X. If you get 3 in a row (horizontally, vertically or diagonally) scream BINGO!

Words/phrases:

- Good morning
- Good afternoon
- Good evening
- How do you do?
- How are you?
- Good morning
- Good afternoon
- Good evening
- Very well, thank you
- It has been a pleasure
- Thank you for your time
- Hi
- How are you doing?
- How's it going?
- How have you been?
- Hey
- Hello/Hi
- Fine, thanks and you?
- Great, thanks.
- Good-bye
- See you later
- Bye



Formal and Informal Greetings

Formal Greetings

- Good morning
- Good afternoon
- Good evening
- How do you do?
- How are you?

Formal Responses

- Good morning
- Good afternoon
- Good evening
- Very well, thank you

Formal Closings

- It has been a pleasure, good-bye
- Thank you for your time, good-bye

Other vocabulary

- My name is _____
- What is your name?
- Could you please give me your name?

Informal Greetings

- Hi
- How are you doing?
- How's it going?
- How have you been?
- Hey

Informal Responses

- Hello/Hi
- Fine, thanks and you?
- Great, thanks.

Informal Closings

- See you later
- Bye

- Pleasure to meet you
- The pleasure is mine
- Responses: Fine, well, great, not well

Activity 1: Order the words below according to their formality. #1 should be the most formal and #5 the least.

_____ Hey there _____ Hello _____ Hey _____ Hi _____ How's it going?



Activity 2: Meet and greet

Talk to 4 classmates. Follow the guidelines to fill in their responses below.

Student 1:

What is your name? _____

How are you today? _____

Student 2:

How's it going? _____

How are you today? _____

Student 3:

Could you please give me your name? _____

How have you been? _____

Student 4:

Good morning _____

How do you do? _____

Activity 3: Conversations

Write a summary of one of your conversations with a classmate.

Example: I spoke with Sandra. Sandra is doing well today, but she said she is tired.

Assessments



Example: Polite Questions & Responses - Write an appropriate & polite question or response in each blank space below. You will not receive credit for impolite responses.

1. _____ Response: My name is Yuko.
2. I am angry! SuperScoot overcharged me! Response _____
3. _____ Response: Yes, it's SU87654.
4. _____ Response: Yes, I will hold.
5. _____ Response: Very well, thank you.
6. Please verify your date of birth Response: _____

Example: Oral exam 1 - Define each vocabulary in a complete sentence. Then use the word in an example sentence.

Ex: Describe what a _____ is. Describe what a complaint is.

Answer: "A complaint is an expression of dissatisfaction about a product".

Example: "The customer filed a complaint about the defective product".

Ex: Describe what an _____ is. Describe what an app is.

Answer: "An application is something downloaded to a mobile device".

Example: "SuperScoot's app lets you track your miles each month".

Evaluation Rubric

Use of Vocabulary in Oral Exam

| Criteria | Points |
|---|--------|
| <p>Fluency</p> <p>5. The speaker speaks confidently and naturally with few hesitations; ideas flow smoothly</p> <p>3. The speaker hesitates several times, but seems to know the desired words, even though he/she needs to think about them before speaking</p> <p>1. The speaker has many hesitations and can't seem to remember or select words</p> | |
| <p>Pronunciation</p> <p>5. Pronunciation is accurate, with correct inflections and nuances</p> <p>3. Pronunciation is satisfactory, with some incorrect inflections and some words that are hard to understand</p> <p>1. Pronunciation is hard to comprehend</p> | |
| <p>Grammar</p> <p>5. The student speaks with very few grammatical errors, similar to a native speaker</p> <p>3. The student occasionally uses incorrect verb tenses and agreement & has the ability to self-correct those errors</p> <p>1. The student makes frequent incorrect verb tenses and agreement & does not realize the errors</p> | |
| <p>Vocabulary</p> <p>5. Vocabulary is easily understood, appropriate and used with its correct meaning</p> <p>3. Vocabulary is satisfactory and may delay before choosing the appropriate word. Student makes few mistakes in choosing the correct word</p> <p>1. Vocabulary is limited and student often chooses incorrect words</p> | |
| <p>Content</p> <p>5. The student knows the meanings of words and can describe them in great detail</p> <p>3. The student is aware of the words and attempts to describe them, providing some details</p> <p>1. Student appears to have little understanding of the words; use of words makes sentences irrelevant</p> | |
| <p>Total</p> | |