

Lesson outcome

Learners can write simple guidelines about what to do in different situations.

Lead-in 1A Complete the guidelines with the verbs in the box.

be follow make put remove report touch watch

USING EQUIPMENT – general instructions & warnings**DOs**

- ✓ ¹ _____ on protective clothing supplied **before** entering the room.
- ✓ ² _____ the manufacturer's instructions and guides for the equipment.
- ✓ ³ _____ sure you put everything away in its correct place **after** using it.
- ✓ ⁴ _____ any problems with equipment **as soon as** you notice them.

DON'Ts

- ✗ Don't ⁵ _____ faulty or damaged equipment.
- ✗ Don't ⁶ _____ protective guards from the equipment.

WARNINGS

- ⚠ ⁷ _____ out for clothes or jewellery that can get caught in the equipment.
- ⚠ ⁸ _____ careful not to distract people **while** they are working on the equipment.

Functional language**B** Work in pairs and compare your answers.**2** Label the instructions *Do (D)*, *Don't (DT)* or *Warning (W)*.

- 1 No one is permitted to enter without protective clothing.
- 2 You must wear your ID badge at all times.
- 3 Beware of trip hazards.
- 4 Make sure you switch the machine off.
- 5 Don't forget to clean the machine every day.
- 6 Put signs out when the floor is wet.
- 7 You are not allowed to eat or drink near the machines.
- 8 Be careful of forklift trucks.

→ **page 123** See Grammar reference: Linking words for time**T**Teacher's resources:
extra activities**L**The guidelines contain
examples of linking
words for time. Go to
MyEnglishLab for optional
grammar work.**TASK****3A** Work in pairs, A and B.**Student A:** Turn to page 132 and look at the information about lifting heavy loads.**Student B:** Turn to page 134 and look at the information about what to do in a fire.

In your pairs, create guidelines for staff under the following headings:

A: Before lifting, Lifting, Putting down, Never**B:** You must, If you find a fire, How to escape, If you cannot leave office, Never**B** Write the guidelines giving company staff instructions in around 120 words.**C** In new pairs, one A and one B, exchange guidelines. Decide how clear the instructions are and give each other feedback on the strong points and suggest changes where necessary.**Self-assessment**

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can use vocabulary related to customer service.

Lead-in

- 1 Work in groups. Discuss what represents good customer service for you. Think about these businesses and other services you know. Use some of the phrases in the box below.

airline bank hotel internet provider online retailer restaurant shop

it's easy to find what I want I trust them it's easy to get solutions to problems
the staff are competent/efficient/friendly/experienced/polite/well-trained
the quality is high the service is fast the payment system is clear and easy

VIDEO



- 2 Watch the video and put these items in the order they are mentioned.

- a training airline ground staff d research into customer needs
b a special meal offered by one airline e the philosophy of one low-cost airline
c air travel in the past

- 3 Watch the first part of the video again (00:00 to 02:23). Complete the summary notes about low-cost airlines with one or two words you hear.

Today the airline industry gives passengers a choice of different levels of customer service. Ryanair is a pioneer of low-cost flight. If you don't want to ¹ _____, you'll pay for priority boarding and any other ² _____. Journalist Siobhán Creaton says that you get a cheap flight and they get you there safely and usually ³ _____, but the airline is not going to put you in ⁴ _____ if your flight is delayed. Low-cost airline Easyjet gives staff ⁵ _____ in which they roleplay typical ⁶ _____ with dissatisfied passengers.

- 4 Watch the second part of the video (02:24 to 04:12) again. Underline and correct the six factual errors in the summary notes about the premium service.

In the premium service segment, airlines remove little extras that passengers ask least for. For example, United Airlines attracts business-class and first-class passengers with its faster queue to check in. The company's CEO says that their research showed that a good food service was most important for passengers. British Airways distinguishes its first-class service through an elaborate ritual on board: the British breakfast. For airlines, things like a big lunch and comfortable bed are ways to make passengers feel more important and better cared for.

- 5 Work in pairs or groups. Discuss these questions.

- 1 What pros and cons of the two types of airline did the video mention?
- 2 Which of these would you be prepared to pay more for? Can you add to the list?
 - extra luggage allowance • quality food service • hotel room if your flight is delayed
 - more comfortable seat • no queuing to board

T Teacher's resources:
extra activities

Vocabulary Customer service

A

body business-/first-exclusive premium 'no-frills' personal priority VIP

B

attention boarding class features flight language service treatment

- 6A Match words from boxes A and B to make common adjective and noun collocations from the video.

- B Write a collocation from Exercise 6A next to each meaning.

- 1 very high-quality service _____
- 2 things only available to particular people _____
- 3 higher standard of seats, food, etc. available on a train, aircraft, etc. _____
- 4 given special care and respect _____
- 5 getting on the plane earlier than other passengers _____
- 6 giving an individual person special care _____

7 Complete the table with the correct word forms.

Verb	Noun	Adjective
	anxiety	1 _____
apologise	2 _____	apologetic/unapologetic
3 _____	assistance	
complain	4 _____	
	confidence	5 _____
6 _____	demand	demanding/undemanding
empathise	7 _____	empathetic
8 _____	handling	
help	help	9 _____ 10 _____
request	11 _____	
satisfy	satisfaction	12 _____ 13 _____
14 _____	upset	upset

8 Complete the sentences with the correct prepositions.

- The passengers were getting anxious _____ long queues at check-in.
- The airline apologised _____ passengers _____ the delay.
- The cabin crew are available to offer assistance _____ passengers.
- I complained _____ the airline _____ the slow service.
- The training session helped staff feel confident _____ handling upset passengers.
- We are not satisfied _____ the compensation we received for the delay.

9 Discuss the questions.

- Do you ever get anxious about flying? What do you do to calm down?
- Have you recently been dissatisfied with a product or service? What and why?

T Teacher's resources:
extra activities

PROJECT: Design a premium service

10A Work in groups. Discuss the questions.

- Look at the businesses in Exercise 1 again. What are some things each one might offer as a premium service?
- Can you think of any other types of businesses that offer a premium service? Do you use any of these services?
- When would you consider paying more to be a premium customer?

B Choose one type of business and design a premium service. Think about some of the items in the box or use your own ideas.

exclusive goods or services loyalty cards
personalisation priority services

C Present your ideas for a premium service to another group. What is the best idea each group has?



Self-assessment

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