



Communicate in English on the telephone



D1.LAN.CL10r04



Trainee Manual

DO YOU
SPEAK
ENGLISH?



Communicate in English on the telephone

D1.LAN.CL10r04

Trainee Manual



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for foods, tourism
& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by Australian Aid through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: TM_Communicate_in_English_on_the_tel_310812.docx

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Introduction to trainee manual

To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainees chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service

- Front Office
- Travel Agencies
- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria'. An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title*: statement about what is to be done in the workplace
- *Unit Number*: unique number identifying the particular competency
- *Nominal hours*: number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals
- Oral presentations
- Role plays
- Log books
- Group projects
- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.

Unit description

This unit deals with the skills and knowledge required to Communicate in English on the telephone in a range of settings within the hotel and travel industries workplace context.

Unit Code:**D1.LAN.CL10r04****Nominal Hours:**

60 hours

Element 1: Take general enquiries by phone

Performance Criteria

- 1.1 Answer phone within stipulated number of rings
- 1.2 Give appropriate greeting for the time of day
- 1.3 State own name and/or company name
- 1.4 Use clear diction
- 1.5 Establish nature of enquiry
- 1.6 Ask questions to establish customer's needs

Element 2: Respond to customer requests or orders

Performance Criteria

- 2.1 Confirm customer's requests or orders
- 2.2 Check availability of bookings, if applicable
- 2.3 Note customer's details and ask customer to spell name and address, if appropriate
- 2.4 Reconfirm details of bookings, requests or orders
- 2.5 Thank the customer and say goodbye politely

Element 3: Make calls to place orders

Performance Criteria

- 3.1 Identify self and state purpose of the call
- 3.2 Enquire about availability, delivery times and dates and costs, as appropriate
- 3.3 Agree to terms and conditions
- 3.4 Thank the supplier and say goodbye politely

Element 4: Handle customer complaints

Performance Criteria

- 4.1 Listen to the nature of the complaint
- 4.2 Acknowledge details of the complaint
- 4.3 Respond to the complaint explaining the process to be taken to deal with it and obtain the customer's agreement to the process
- 4.4 Take action within parameters of job role to resolve the complaint
- 4.5 Refer the complaint to a supervisor if necessary
- 4.6 Follow up by completing all necessary paper work

Element 5: Make complaints

Performance Criteria

- 5.1 Identify self and reason for calling
- 5.2 State facts about a problem or situation
- 5.3 State calmly how the problem or situation may be resolved.

Assessment matrix

Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

		Work Projects	Written Questions	Oral Questions
Element 1: Take general enquiries by phone				
1.1	Answer phone within stipulated number of rings	1.1	Refer to activities in 1.1	1
1.2	Give appropriate greeting for the time of day	1.2	Refer to activities in 1.2	2
1.3	State own name and/or company name	1.2	Refer to activities in 1.3	3
1.4	Use clear diction	1.2	Refer to activities in 1.4	4
1.5	Establish nature of enquiry	1.2	Refer to activities in 1.5	5
1.6	Ask questions to establish customer's needs	1.2	Refer to activities in 1.6	6
Element 2: Respond to customer requests or orders				
2.1	Confirm customer's requests or orders	2.1	Refer to activities in 2.1	7
2.2	Check availability of bookings, if applicable	2.2	Refer to activities in 2.2	8
2.3	Note customer's details and ask customer to spell name and address, if appropriate	2.3	Refer to activities in 2.3	9
2.4	Reconfirm details of bookings, requests or orders	2.1	Refer to activities in 2.4	10
2.5	Thank the customer and say goodbye politely	2.1	Refer to activities in 2.5	11

		Work Projects	Written Questions	Oral Questions
Element 3: Make calls to place orders				
3.1	Identify self and state purpose of the call	3.1	Refer to activities in 3.1	12
3.2	Enquire about availability, delivery times and dates and costs, as appropriate	3.1	Refer to activities in 3.2	13
3.3	Agree to terms and conditions	3.2	Refer to activities in 3.3	14
3.4	Thank the supplier and say goodbye politely	3.1	Refer to activities in 3.4	15
Element 4: Handle customer complaints				
4.1	Listen to the nature of the complaint	4.1	Refer to activities in 4.1	16
4.2	Acknowledge details of the complaint	4.1	Refer to activities in 4.2	17
4.3	Respond to the complaint explaining the process to be taken to deal with it and obtain the customer's agreement to the process	4.1	Refer to activities in 4.3	18
4.4	Take action within parameters of job role to resolve the complaint	4.1	Refer to activities in 4.4	19
4.5	Refer the complaint to a supervisor if necessary	4.2	Refer to activities in 4.5	20
4.6	Follow up by completing all necessary paper work	4.2	Refer to activities in 4.6	21

		Work Projects	Written Questions	Oral Questions
Element 5: Make complaints				
5.1	Identify self and reason for calling	5.1; 5.2	Refer to activities in 5.1	22
5.2	State facts about a problem or situation	5.1; 5.2	Refer to activities in 5.2	23
5.3	State calmly how the problem or situation may be resolved	5.1; 5.2	Refer to activities in 5.3	24

Glossary

Term	Explanation
AM - as in 9:00 AM	'Ante Meridiem' - before midday
complaint	A grievance or expression of dissatisfaction
compliment	An expression of satisfaction, praise or congratulation
confirm	To support or check something is correct
consonant	A speech sound other than a vowel, such as, s, t, z
diction	Clear pronunciation in speaking
digital	Representing in numbers
duty	Task
enquiry	A question
given name	First name
intonation	Rise and fall sounds of speech
parameter	Boundary
problem	A difficult situation
reservation	A booking
response	A reply or answer
situation	The combination of circumstances at a given point in time
stress	The force at which a sound is spoken
Time zone	A region where the same time is used

Element 1:

Take general enquiries by phone

1.1 Answer phone within stipulated number of rings

Introduction

Understanding and communicating effectively on the phone in English requires many different skills including listening, grammar, pronunciation, intonation, stress and rhythm. Intercultural understanding is also important and there are generally accepted industry and cultural norms for answering the phone within a certain amount of rings. Allowing the phone to ring for a long time or not being able to communicate effectively could cause a guest or client to become angry which may reflect poorly on your company.



Vocabulary


Activity



Look at the words below. Write the words in the correct column in the table below. The first one has been done for you.

a phone	answer	call	quickly	a guest	politely
angry	polite	reception	an enquiry	promptly	speak


Noun	Verb	Adjective	Adverb
a phone			

 Now match the words with their meaning. Two examples have been done for you.

phone	↗	to respond	rapidly
answer	↖	graciously	a guest ↔ a visitor
call		query	promptly
enquiry		device for speaking to people	talk
reception		to ring someone	quickly
politely		front desk	angry
			fast
			polite
			mad

How many rings are acceptable?

Activity


 Choose an answer and discuss with your partner.

- | | | | |
|-----------|------------|--------------------|-----------------|
| a) 1 ring | b) 2 rings | c) 4 rings or less | d) 5 to 8 rings |
|-----------|------------|--------------------|-----------------|

Discuss your answer with your partner. Did you have the same answer?

Numbers

Activity

 Can you count from one to twenty? First, write the numbers next to their sounds. Two have already been completed.

/wʌn/ → one	/tu/
/er/	/foʊ/
/____/ → five	/sɪks/
/sevn/	/eɪt/ → eight
/____/ → nine	/ten/
/ɪlevn/	/twelv/
/esɪrɪn/	/fɔʊtɪn/
/fɪftɪn/	/sɪkstɪn/
/sevntɪn/	/eɪtɪn/
/naɪntɪn/	/twentɪ/

Class Activity - 1 to 20

Close your eyes and call out numbers one to twenty in order. If two people call out together you must start from one again. See how far the class can get without repeating a number.

1.2 Give appropriate greeting for the time of day

Introduction

Greetings in any language are important in creating a friendly and polite beginning to any conversation. Using the appropriate greeting for the time of day helps to establish rapport with the guest or client and can also let people know what time of day it is in your particular country. This is useful information for guests and clients as they may be ringing from another country and their timezone may be different to yours. Listening for time and pronouncing times correctly is critical in the hospitality and tourism industry especially on the phone and it is important to practice listening for and saying the time correctly.



Formal Greetings

When you are working in a hotel or a restaurant and answer the telephone you need to:

give a greeting

say where you are

say who you are

ask how you can help







Give a greeting	Say where you are working
Good morning. Good afternoon. Good evening.	The Mirage Hotel The Hyatt Hotel
Say who you are	Ask can you help
_____ speaking. This is _____ speaking	May I help you? Can I be of some assistance? How can I help you? Can I help you?

Vocabulary – Time

Activity



What time is it? Write the correct time next to the clocks. The first one has been done for you.

<p>1.</p> 	<p>10.25</p>	<p>2.</p> 	<p>_____</p>
<p>3.</p> 	<p>_____</p>	<p>4.</p> 	<p>_____</p>
<p>5.</p> 	<p>_____</p>	<p>6.</p> 	<p>_____</p>

Note: In English, times of the day are spoken and written differently in different parts of the world. Sometimes, this results in confusion and misunderstanding. Often in the tourism, hospitality and accommodation industry, workers will need to clarify the times of the day with customers or guests.

Time Variations

Activity



Complete the following table by writing the different variations of time under the headings: analog, digital, 12 hour digital and 24 hour digital.

Words (spoken)		Numbers (written)	
Analog	Digital	12 hour digital	24 hour digital
1. quarter past two in the afternoon	two fifteen in the afternoon	2:15 pm	14:15
2. half past eight in the morning	eight thirty in the morning	8:30 am	08:30
3. quarter to nine in the evening	eight forty-five in the evening	8:45 pm	20:45
4.		6:45 am	
5.			10:15
6.			22:30
7. quarter to seven in the evening			
8.	three fifteen in the afternoon		
9.	eleven thirty in the morning.		

Greetings - Time of the day

Activity



Write the words next to the sounds. The first one has been done for you.

1. /gʊd/	<u>good</u>	2. /mɔːnɪŋ/	_____
3. /ɑːftənʌn/	_____	4. /gʊd ɑːftənʌn/	_____
5. /gʊd ɪˈvɪnɪŋ/	_____		



Write the appropriate greeting next to the time. The first one has been done for you.

1. half past eight in the morning

Good morning

2. 20.25

3. 12.00pm

4. 6.00am

5. quarter past four in the afternoon

6. eleven thirty am



Dialogue

Activity



Now read the dialogue between Mr. Smith and the front desk attendant then practice with your partner. Trainee A is the front desk attendant and Trainee B is Mr. Smith. Swap roles and read again.

Front desk attendant:	Good morning, front desk, Anna speaking, how may I help you?
Mr. Smith:	Good morning, Mr. Smith here from room 401. My colleagues are arriving at the airport on Tuesday afternoon. I'd like the hotel minibus to collect them from the airport.
Front desk attendant:	Certainly, sir. Do you know what time their plane arrives?
Mr. Smith:	At about four pm, I think.
Front desk attendant:	I see. I'll arrange the minibus to pick them up at four o'clock then.
Mr. Smith:	Could you arrange the bus to get there a little earlier? Just in case they are early.
Front desk attendant:	Of course, Mr. Smith. I will make sure the minibus gets to the airport at a quarter to four. Is that ok?
Mr. Smith:	That should be fine. Thank you for your help.
Front desk attendant:	You're welcome, sir. Is there anything else I can help you with?
Mr. Smith:	No, thanks. That's all.

1.3 State own name and/or company name

Introduction

It is important to use the correct greeting for the time of day both on the telephone and when meeting people face to face. When answering the telephone it is also necessary to state your department, name and company name if someone is calling from outside or you are calling someone. Providing this information helps the other person on the phone to either confirm that they have the correct department or company, or to predict what information they may require to provide for you, if you are calling them. Giving your own name and company name helps to establish rapport with the other person on the phone and sets the context for the conversation.

Listening

Activity



Listen to the following telephone recordings and fill in the missing information. The first one has been done for you.



-
-
-

1. Good afternoon, **Fasta Pasta Restaurant**, how may I help you?
2. Good evening, Rose Hotel, _____ speaking, what can I do for you?
3. Hello, this is _____ in room 219, can you put me through to room _____, please?
4. Thank you for phoning _____. All of our lines are currently busy.
5. Good _____, Long Beach Resort and _____, _____ department, Chi speaking.



Listen to the recording again. Which words are stressed? Mark the stressed words in each sentence with a · . The first one has been done for you.

Pronunciation: sentence stress

Sentence stress is important in order to speak clearly and to understand others when listening. Stressing the wrong syllable or word can change the meaning of the message and can lead to misunderstanding.

Sentence stress

In a spoken English sentence, some words are strong and some words are weak. We stress the important information words in a sentence. Look at the example below. The stressed words have an above them.

-
-
-

Good morning, Hotel Mataram. How can I help you?

The weak words are usually grammar words.

Vocabulary

Names

In some cultures, including most Western societies, people have a first or given name followed by a surname or last name. For example: Mr. John Smith.

In other cultures the surname comes first, before the given name. This is true in countries such as Japan, China, Vietnam, Hungary, Romania and Korea. For example: Ngyuen Thi Van where Nguyen is the last name.

Grammar

Activity



Here is a list of jobs in the tourism, hospitality and accommodation industry. Read the duties performed and write in the correct verbs from the list below:

Verbs

takes	informs	cleans	interviews	greet	washes
carries	answers	books	keeps	organises	delivers

Job

A common duty

1. a tour guide officer _____ tourists to places of interest.
2. a hotel accounts clerk _____ the hotel financial accounts.
3. a porter _____ guests' luggage.
4. a room service attendant _____ food to guest rooms.
5. a concierge _____ guests when their taxi has arrived.
6. a laundry assistant _____ and irons clothes.
7. a front desk attendant _____ guests on arrival.
8. a ticketing reservations officer _____ tickets for tourists.
9. a telephonist _____ the telephone and makes calls.
10. a public areas cleaner _____ floors.
11. an event officer _____ conference rooms.
12. a human resource officer _____ applicants for jobs.



How many departments can you think of in an organisation? In groups of four write down as many departments that you can think of. Some examples are given below. Match the positions with the departments. Add some extra examples.

Department	Positions
Human Resources	Financial controller
Food and Beverage Operations	Laundry assistant
Acc_____	Receptionist
Front O_____	Porter
S_____y	Bar attendant
En_____g	Sous Chef
M__t_____e	Lifeguard
R_____v_____s	Concierge
House K_____	Waiter
Recreation	Fitness Instructor
S_____ and M_____	Carpenter
Spa	Room service attendant
Rooms Division	Masseuse
Food and Beverage Production	Marketing officer

1.4 Use clear diction

Introduction

Clear pronunciation is important for effective communication. Rhythm, stress and intonation can affect the meaning of words and sentences and pronouncing sounds clearly in English can be challenging. Clear diction when talking on the phone is even more critical as there is no body language or context to assist communication so the listener and speaker need to be able to speak clearly and listen effectively. Spelling is an important skill as it is often necessary to ask for someone to spell their name when talking on the telephone.



The Alphabet

Activity

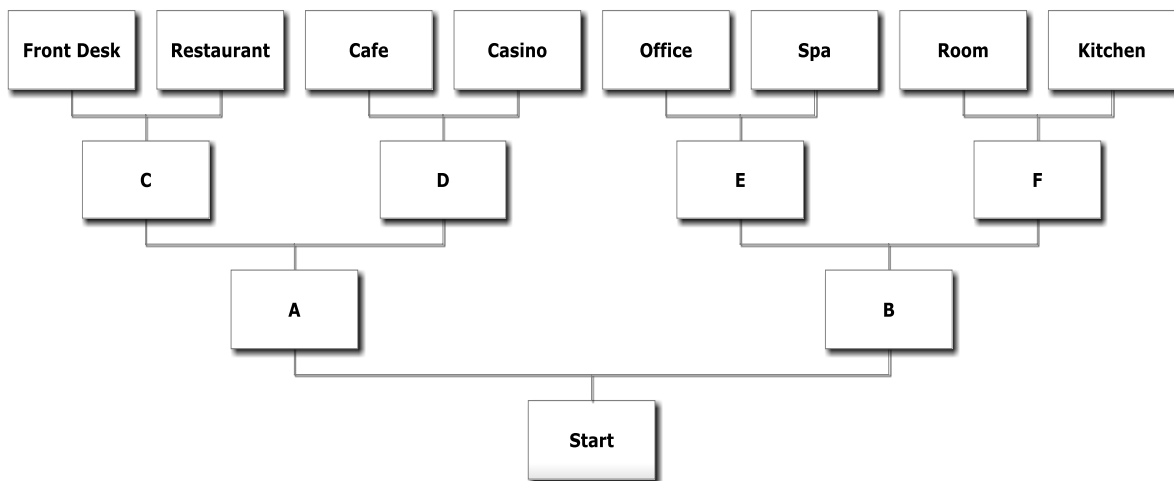


Say each letter of the alphabet then write the letter into the correct sound group. Some are already done for you.

/eɪ/	/iː/	/e/	/aɪ/	/ə/	/uː/	/ɑː/					
A	B	F	I	O	U	R					
—	—	—	—		—						
—	—	—			—						
—	—	—									
	—	—									
	—	—									
	—	—									
	—	—									
	—	—									
	—										
C	D	E	G	H	J	K	L	M	N	P	Q
S	T	V	W	X	Y	Z					

Final Consonant Sound Maze /s/ and /z/

The trainer will read out some words with final sounds /s/ or /z/. For example, was /wɪz/ or miss /mɪs/. Begin on the start position and if you hear an /s/ final sound, move up to your left. If you hear a /z/ final sound, move up to your right. Yell out the place where you end up.



Tongue Twisters - Repeat these tongue twisters as quickly as possible.

One

Peter Piper picked a peck of pickled peppers.
 A peck of pickled peppers Peter Piper picked.
 If Peter Piper picked a peck of pickled peppers,
 Where's the peck of pickled peppers Peter Piper picked?

Two

I saw Susie sitting in a shoe shine shop.
 Where she sits she shines, and where she shines she sits.

Three

The thirty-three thieves thought that they thrilled the throne throughout Thursday.

Four

If Stu chews shoes, should Stu choose the shoes he chews?

Answering the phone tips

Sound interested and welcoming

People making a reservation to stay in your hotel or asking for something want to know that you are interested in them. They want to know that you will listen to their requests and deal with them. On the telephone, they want to hear someone who is professional and polite, but also warm and friendly. You will give the guest their first impression of your organisation. Make sure it is a good one!

Show the caller you understand them

During a telephone call, it is important to show the caller that you understand what they are saying. In person, as well as using words, we can show that we understand by nodding and/or other gestures. We can't do this on the phone. Using words like 'Right', 'I see', or 'I understand', show the caller that you understand them.

Dialogue

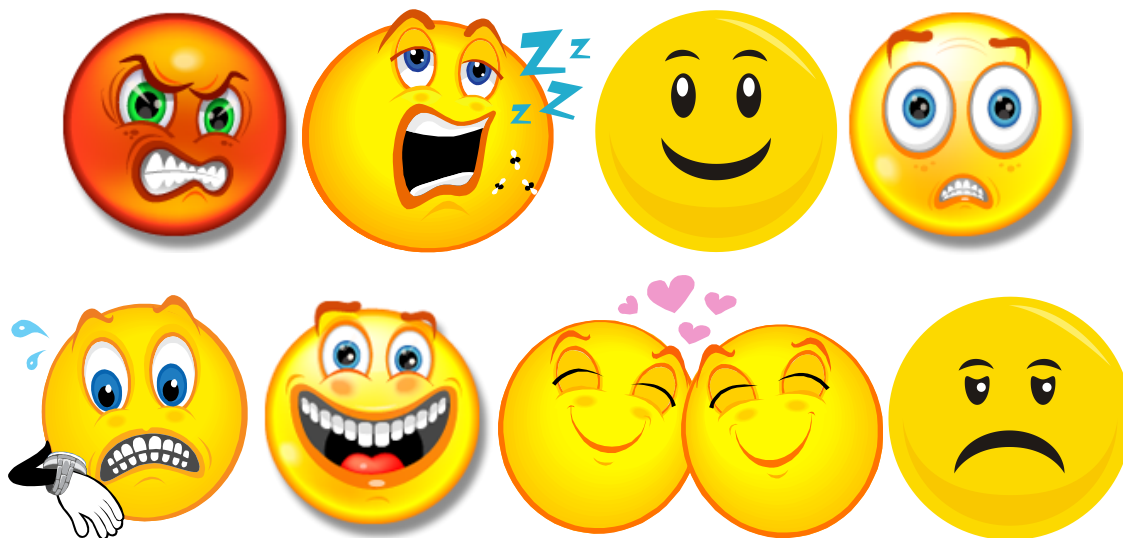
Activity



Complete the dialogue with the correct words and then practice with your partner. Focus on clear pronunciation including rhythm, stress and intonation.

Front desk attendant:	Good _____, The _____, _____ speaking, how may I help you?
Guest:	I would like to _____ for tomorrow afternoon. Is this possible?
Front desk attendant:	Certainly _____, what time would you like to go?
Guest:	_____ pm. is fine.

Now repeat the dialogue with different emotions. Trainee A choose one emotion and Trainee B choose another. See if you can guess which emotion each chose.



1.5 Establish nature of enquiry

Introduction

Providing an appropriate greeting for the time of day is the first step in answering a call. The next step is to determine the purpose of the call. It is important to ask questions in order to work out what the caller requires. Asking questions in a polite and clear manner will help to establish the nature of the enquiry quickly and efficiently and this will help you to be able to respond correctly to the request. Taking notes while listening to the caller is an effective way to establish the purpose of the call and may help you respond to the enquiry.



Enquiry Questions

Activity



Rearrange the questions in the correct word order.

1. may How help I you? _____
2. do you What I for can? _____
3. want you What do? _____
4. I be may of How assistance? _____
5. something I Is can there do you for? _____



Discuss with your partner. Which is the most polite question? Why? Which question is the most impolite? Why? Can you think of any other questions to determine the purpose of the call?

Question functions

We use questions to ask for information or permission. We also use questions to make suggestions, requests, offers and invitations.

Function	Question
Asking for information:	Where do you come from?
Asking for permission:	Could I have your passport?
Making suggestions:	Shall we go out?
Making requests:	Could you spell that please?
Making offers:	Would you like me to show you around?
Making invitations:	Would you like to come for dinner?

Matching exercise

Activity



Write the function for each question: asking for information or permission, making suggestions or requests, offers, invitations.

For example:

What time does the meeting start?	Asking for information
--	-------------------------------

Question	Function
1. May I borrow your pen?	
2. Shall we go for lunch?	
3. Would you like to come to the concert with me?	
4. Could I help you with your luggage?	
5. Can I do something for you?	
6. Would you take this back to the kitchen for me?	
7. Would you like to have a drink of water?	
8. Can I have a look at your newspaper?	
9. Shall we have a meeting this afternoon?	
10. Where did you stay while in Egypt?	
11. Could you carry this bag for me, please?	

1.6 Ask questions to establish customer's needs

Introduction

After determining what the caller is phoning for it is necessary to ask questions to gather more information and details. In English there are many ways to ask for specific information and it is important to take notes when the caller responds so you are able to process the call effectively. Direct questions are often more impolite and it is better to use indirect questions when asking for more information.



Listening

Question types
<p>Yes / No questions</p> <p>These questions from the dialogue require a Yes or No answer:</p> <p>Arriving on the 25th and leaving on the 28th?</p> <p>A single room, sir?</p>
<p>Limited choice questions</p> <p>This question requires you to choose one of the alternatives in the question:</p> <p>Smoking or non-smoking?</p>
<p>Wh / How questions</p> <p>These questions from the dialogue require more information than just Yes or No:</p> <p>How can I help you?</p> <p>And when will you be arriving, sir?</p> <p>And how will you be paying, sir?</p>
<p>Requests</p> <p>These questions from the dialogue are asking for something to be given or done:</p> <p>Can I have your name please?</p> <p>And could we have a room with a view, please?</p> <p>Your credit card number please, sir?</p> <p>And may I have your phone number please, sir?</p> <p>Could you repeat that number, please?</p> <p>Could you arrange to have a bottle of champagne in the room for when we arrive?</p>
<p>NOTE: When speaking, to ask a question on a new topic, we often start with And. This sounds softer and more polite.</p>

Activity

Put the questions in the box below into the correct category. Now match the answers to the questions. An example has been done for you.

Question	Answer
Can I see your passport please?	Yes, please.
Leaving on Tuesday the 30th?	Oh, it's still in the taxi!
Where is your luggage?	Yes, that's OK.
The beef or the chicken?	Around 7pm.
May I have your wife's name please?	Yes, that's right.
Do you want air conditioning?	Chicken please.
Single, double, or twin?	Window.
What time will you arrive?	Yes, it's Maggie Wong.
Window or aisle?	Yes, here you are.
Will you need a transfer?	Eleven eleven.
Could you wait a moment please?	No, we won't need one thanks.
Which room are you in, madam?	Double thanks.
Yes/No Questions	Answers
Leaving on Tuesday the 30th?	Yes, that's right.
Limited choice Questions	Answers
Wh/How Questions	Answers
Requests	Answers



Read the following requests. Your trainer may ask you to read them aloud to the class.

1. May I have seventy photocopies of this document by lunchtime, please?
2. Could you send this fax for me now, please?
3. I would like an early wake up call tomorrow morning at half past six.
4. Would it be possible to have a dozen red roses sent to room 203 at six o'clock tonight?
5. Can I order a taxi for 8:00 am tomorrow to take me to the airport?
6. I'd like to order some sandwiches to be delivered to my room now, please.
7. If possible, I would like to change my ticket to first class?
8. Could you arrange for another nine chairs to be put into the conference room for my meeting at 2:30 tomorrow?
9. I want to book six places for next week's tour to Big Mountain.
10. My taxi is here. Can you ask the porter to collect my luggage from my room and take it to the foyer?
11. Is there someone who could translate this into English for me by tomorrow?
12. Could you change this money, please?



Now match an appropriate response to each request. Choose from the expressions below. You will need to use some of the expressions more than once. The first one has been done for you.

- A. Thank you sir, I'll book the tickets for you now.
- B. Yes, of course sir. I'll send it for you right now.
- C. Yes, I'll arrange for your early wake up call for the time you've asked.
- D. Yes, I'll arrange for the flowers to be delivered at six o'clock tonight.
- E. Of course sir, I'll do that for you straight away.
- F. I'm very sorry sir, there are no first class seats left, but I can change your ticket to business class.
- G. Yes, of course sir, I'll arrange that for you.
- H. Yes, of course sir, I'll arrange that for you right now.

1. E	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.

In pairs, practice saying the requests and giving an appropriate reply.



Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 1.1 Submit a copy of the company's standards or policies regarding answering the telephone including requirements for answering within a certain number of rings.
 - 1.2. Record yourself answering three incoming telephone calls ensuring your recordings:
 - Demonstrate the calls were answered promptly, clearly and politely
 - Adhere to company standards regarding answering the phone
 - Demonstrate you establish the nature of the enquiry
 - Demonstrate clear diction and pronunciation
 - Demonstrate you asking questions to identify caller's needs.
-

Summary

Take general enquiries by phone

When taking general enquiries on the phone remember to:

- Answer the phone within the stipulated number of rings as per your company guidelines
- Use an appropriate greeting for the time of day
- Be polite and friendly
- State your own name, department and company name
- Speak clearly
- Ask questions to clarify details.

Element 2:

Respond to customer requests or orders

2.1 Confirm customer's requests or orders

Introduction

In any service industry, such as hospitality and tourism, dealing with requests and orders is a necessary skill to utilise. Orders and requests can be made in person, via email or by telephone. Listening effectively, making notes and confirming the request or order will ensure that the guest or customer gets what they have asked for.



Listening

Activity



Mr. Watanabe is a businessman from Japan talking on the telephone to a front office attendant. Listen to the recording and circle the things he asks for.

Items requested				
Video recorder	Airport pick-up	Laptop	Notebooks	Fax machine
3 x white board markers	Screen	Conference room	Water	Translator
Business cards	White board			
Questions				
1. What is Mr. Watanabe's room number?				
2. What day does Mr. Watanabe want to book the conference room?				
3. What languages must the translator be able to speak?				
4. How does the attendant check the request?				
5. What other service does Mr. Watanabe ask for?				



Listen to the recording again and fill in the missing words in the tape script below. What is the purpose of these words in the conversation? Are they helpful for communication? Discuss with your partner and then report back to the class.

Conversation between Mr. Watanabe and front desk attendant.

Attendant: "Hotel Serena. Reception. How may I help you?"

Mr Watanabe: "Hello. This is Mr Watanabe in room 1620. I'd like to book the hotel conference room for Wednesday morning next week. I'm going to need a fax machine, connected and ready to operate, a computer and a data projector. I'll also need a projector screen, a white board and two blue white board markers. Finally, I'd also like you to arrange to have a translator there who can translate Arabic to Japanese."

Attendant: "_____ sir. May I read back to you the list I have written, to make sure that I have everything?"

Mr Watanabe: "Good idea. Go ahead."

Attendant: "I have: the conference room for next Wednesday morning, a fax machine, computer, data projector and screen, whiteboard and two blue markers, and a translator who can translate from Arabic to Japanese."

Mr Watanabe: "_____. Oh. And also, I'd like to video record the meeting. Do you have the equipment for that?"

Attendant: "We do sir. I'll make sure it is set up and ready to record."

Mr Watanabe: "Thank you. That's _____. Do you have printing services here for business cards?"

Attendant: "Not at the hotel sir; but we can have that done for you. We have a printing service available."

Mr Watanabe: "Thank you."



Confirming requests or orders

Activity



Complete the sentences below. Use the words from the box. Then repeat them with your partner.

Vocabulary				
confirm	repeat	read	that's	would like
1. Can I _____ your order?				
2. May I _____ back to you the list I have written?				
3. So _____ one coffee and two chocolate brownies?				
4. Let me _____ your order.				
5. Ok. You _____ two double rooms on the 5th September.				

Telephone Orders

Useful language	
<p>Taking orders over the telephone in your second language can be difficult. You cannot see the caller's face, or their gestures which, in a face-to-face situation, help you to understand what the person is saying. At the same time, the caller cannot see your face, or your gestures which, in a face-to-face situation, help the other person to know that you understand them.</p> <p>To check that you understand, and to show the caller that you understand, you can:</p> <p>Repeat information</p> <p>To check that you have the order right, you can repeat information.</p> <p>_____</p> <p>1. Shana: Um, I'd like two Jumbo Burgers. Assistant: Two burgers.</p> <p>_____</p> <p>2. Shana: Um, look, make it two serves of French fries. Assistant: Right. Two serves, madam.</p> <p>_____</p> <p>The Room Service assistant can also repeat the whole order to make sure he has the order right:</p> <p>_____</p> <p>Assistant: Let me repeat that order back to you. That was two Jumbo Burgers, one serve of French fries and two bottles of Red Star beer. OK?</p>	

Useful language

Use words to show the caller that you understand them

There is a range of words you can use in English to show the caller that you understand them:

Assistant: Right.

Assistant: Certainly madam.

Assistant: OK.

Assistant: Right. I understand.

Are you ready to order?

Activity



Get into groups of three or four. One group member is the waiter and the other members are customers. Choose some food and drinks from the menu and the waiter will repeat your order. Change roles and repeat the activity.

Example:

Waiter: Are you ready to order?

Customer: Yes. I would like the chicken soup and seafood platter, please.

Waiter: Anything to drink?

Customer: An apple juice, I think.

Waiter: Let me repeat your order. That's a chicken soup, the seafood platter and an apple juice.

Customer: Perfect!



Harbour View Café Menu

Soups

Pumpkin and cashew	5.00
Chicken noodle	4.50
Sweet potato and coriander	5.00
Tomato and risoni	4.50

Main dishes

Seafood platter	20.00
Roast chicken and vegetables	13.00
Roast lamb and vegetables	13.00
Pepper steak and fried rice	15.00
Beef and mushroom pasta	14.00
Battered fish and French fries	12.00

Desserts

Strawberry cheesecake	6.00
Fresh fruits	5.00
Apple pie and ice cream	6.00
Chocolate mousse	4.00

Drinks

Tea, coffee	2.00
Fruit juice: apple, orange and watermelon	3.00
Sodas: lemonade, strawberry, lime	3.00



2.2 Check availability of bookings, if applicable


Introduction

Whether organising a tour, booking a room or arranging a flight, numbers, dates and times are important for effective communication in English. You must be able to listen for numbers and pronounce dates clearly. Ordinal numbers are difficult to say clearly and some sounds are similar but have a different meaning. For example, thirtieth and thirteenth. Making a mistake with a date or number could create a difficult situation for your company and you, so it is important to practise listening, saying and recognising dates, times and numbers.




Months of the year

Activity

 When writing months an abbreviated or shortened form is often used. Look at the examples below and write the full word. The first one has been done for you.

1. Apr	<u>April</u>	7. Nov	_____
2. Feb	_____	8. Aug	_____
3. Sept	_____	9. Jul	_____
4. Jun	_____	10. May	_____
5. Jan	_____	11. Oct	_____
6. Mar	_____	12. Dec	_____

Dates

 Complete the information below. Use the short or long version. The first one has been done for you.

1. 30th	<u>Thirtieth</u>	9. 26th	_____
2. 10th	_____	10. 18th	_____
3. 20th	_____	11. twenty-first	_____
4. 9th	_____	12. thirteenth	_____
5. 31st	_____	13. 27th	_____
6. 1st	_____	14. twelfth	_____
7. 14th	_____	15. sixth	_____
8. third	_____	16. 19th	_____



Circle the dates below on the calendar.

- | | | |
|---------------------|-------------------------|---------------|
| 1. 30th December | 2. Twenty-first of June | 3. 19th March |
| 4. Ninth of October | 5. Fourth of April | |

In pairs, Trainee A says a date and Trainee B circles the correct date below. Check with your partner that the correct date has been circled.

2012

January 2012						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Note

There are three ways of writing the date: the extended way (Fifth of July, 2012) or (5th July, 2012) and the short way (05/07/2012).

A tourist is traveling to Vietnam from New York. Read the following travel itinerary:

Thursday February 5th	Depart	JFK International Airport NY
Friday February 6th	Arrive	Tan Son Nhat International Airport HCMC
Monday February 16th	Depart	Tan Son Nhat International Airport HCMC
Monday February 16th	Arrive	Noi Bai International Airport Hanoi
Thursday February 19th	Depart	Noi Bai International Airport Hanoi
Thursday February 19th	Arrive	Danang International Airport Danang
Friday February 20th	Depart	Danang International Airport Danang
Saturday February 21st	Arrive	JFK International Airport NY



Fill in the tourist's flight details on the calendar showing departures / arrivals and airport. The first one has been done for you.

February

Mon	Tues	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5 Depart New York	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Now answer the following questions.

1. What day does the tourist leave New York to go to Vietnam?

2. What date will he arrive in Hanoi?

3. What day will he depart from Danang to JFK?

4. What date will the tourist arrive home in New York?



Listening for specific information

Activity



Mr. Smith is talking with a tour reservations officer. Listen to the recording and fill in the gaps.

Mr. Smith:	After the conference, I have three (1)_____ for sightseeing. I wonder if you can give me some suggestions?
Tour reservations officer:	Certainly, sir. On which (2) _____?
Mr. Smith:	That will be 25th, 26th and 27th of (3)_____.
Tour reservations officer:	The 25th, 26th and 27th. That will be a Sunday, (4)_____ and Tuesday. May I ask what are your interests?
Mr. Smith:	I really enjoy gardening.
Tour reservations officer:	How interesting. I think you might enjoy a visit to the (5)_____, to our 'Garden City.'
Mr. Smith:	That sounds good. What's the name of the city and how do I get there?
Tour reservations officer:	The city is called Eden. The gardens are very beautiful at this time of the (6) _____. You'll need to fly there.

Mr. Smith: That sounds excellent. Can you book a return ticket to Kingston for me? Oh, and I'll also need accommodation.

Tour reservations officer: Certainly, sir. If you could just wait a (7) _____. I'll make those bookings right away.

(Tour reservations officer makes the booking on the computer)

Tour reservations officer: Thank you for waiting. I've made that booking for you. You will depart from Kingston International Airport on Sunday 25th January at eight o'clock in the (8) _____. I have booked a room for you at the Grand Hotel for Sunday 25th January and Monday 26th January. On Tuesday 27th January, you'll depart Eden Airport at 7.30 in the (9) _____. You'll arrive at Kingston International Airport and a shuttle bus will take you back to your hotel.

Bookings

Activity



Look at the restaurant booking sheet below. Write in some information of your own in available times. Write: surname, number of people and phone number. Then, in pairs, practice the example dialogue.

Trainee A: Hello, _____ restaurant, _____ speaking. How can I help you?

Trainee B: I'd like to book a table on the (day) _____ the (date) _____, please.

Trainee A: How many people, (sir or madam)?

Trainee B: _____ (number)

Trainee A: And what time would you like?

Trainee B: _____ (am/pm)

Trainee A: Let me check if that time is available. That's fine. (Sorry, sir or madam, but that time is fully booked. Is _____ (am/pm ok?) May I have your surname, please?

Trainee B: _____ (last name)

Trainee A: So that's _____ people at _____ o'clock on the _____. Could I have your phone number, please?

Trainee B: _____ (number)

Trainee A: Let me repeat that _____ (number). We look forward to seeing you, _____ (name) on _____ (day). Thank you for your booking.

Restaurant Reservation List: ____/____/2012

8:00 am	Jones 4 pax	Ph: 999 6732	3:00		
	Winstrom 2 pax	Ph: 212 9874			
	Seang 6 pax	Ph: 321 9988			
8:30			3:30		
9:00	Manivane 3 pax	Ph: 786 5463	4:00		
9:30			4:30		
10:00	Smith 8 pax	Ph: 657 5434	5:00		
10:30			5:30		
11:00			6:00		
11:30			6:30	Phillips 3 pax	Ph: 212 8756
				Ching 12 pax	Ph: 323 6574
12:00 PM			7:00 PM	Nightingale 4 pax	Ph: 589 4829
				Nguyen 6 pax	Ph: 878 5621
				Lister 3 pax	Ph: 675 9994
12:30			7:30		
1:00			8:00	Evans 2 pax	Ph: 655 7867
1:30			8:30		
2:00			9:00		
2:30			9:30		

2.3 Note customer's details and ask customer to spell name and address, if appropriate

Introduction

Being able to take a customer or guest's details is one of the most important skills when speaking on the telephone. Much of this type of information is similar and includes customer name, address, phone number and dates but listening for specific information and spelling are critical for effective communication. Taking down the wrong information is embarrassing for the customer and staff. Arriving at an airport and seeing their name spelt correctly makes a guest feel happy and gives a good impression for your organisation so it is important to make sure that you can listen for specific information well.



Names

Activity



Put the names below into the correct column. Guess the nationality of each name. The first one has been done for you. Repeat the names with your partner. Do you know anyone other common names from other countries?

Title	First Name/Given Names	Surname/Last Name	Nationality
Mr.	Tomo	Watanabe	Japanese

- | | |
|----------------------------|------------------------------|
| 1. Watanabe Mr. Tomo | 2. Jessica Miss Jones |
| 3. Nguyen Thi Van Mrs. | 4. Mr. McDonald Angus |
| 5. Ms. Jacqueline Bouverie | 6. Mr. Smith Bruce |
| 7. Kim Ae Sook Miss | 8. Bortolotto Mr. Alessandro |
| 9. Mrs. Babkin Valentina | 10. Mr. Gerber Heinrich |



Read the following dialogue. What is the problem?

Telephone Conversation between a Customer Service Officer and a Customer

Customer service officer:	Good morning, Acme Computers.
Customer:	Good morning, I would like to buy a labtop case.
Customer service officer:	A what?
Customer:	A labtop case!
Customer services officer:	I have no idea what you are talking about. What is a labtop case?
Customer:	I don't have all day! How many times do I have to tell you what I want?
Customer services officer:	I can't understand you. We only sell laptop cases. You will have to call another company. Customer service officer hangs up the phone.

Useful language

Activity



If you cannot understand what a customer has said, you can say one of the following.

Useful language

Could you repeat that, please?
 Could you repeat that slowly, please?
 I'm sorry, I missed that.
 Sorry, I didn't catch that.
 I'm sorry?
 Excuse me?
 Do you mean?
 Can you speak more slowly, please?
 Could you spell that?



Practice Dialogues

Activity



In the dialogues below, underline what the service industry worker says to the customer or guest to make sure they understand exactly what has been said. Then practice the dialogues in pairs. Remember to use intonation, stress and rhythm.

Dialogue 1

Guest: Can you tell me where the post office is?

Front desk attendant: I'm sorry?

Guest: Can you tell me where the post office is?

Front desk attendant: Yes, it's on the corner of Main Street and Park Street.

Dialogue 2

Guest: Is there a Thai restaurant nearby?

Concierge: Do you mean a restaurant where you must wear a tie?

Guest: No, I mean a restaurant with food from Thailand.

Dialogue 3

Customer: We're arriving on the second of November.

Tour reservations officer: I'm sorry, I didn't catch that.

Customer: We're arriving on the second of November.

Tour reservations officer: The second of November. I'll just enter that date on the computer.

Customer: We're arriving on the fifth and leaving on the tenth.

Tour reservations officer: Could you repeat that, please?

Customer: We're arriving on the fifth and leaving on the tenth.

Dialogue 4

Client: My mobile number is 0448 691 252.

Human resource officer: Could you repeat that slowly, please?

Guest: Of course. 0448 691 252.

Dialogue 5

Customer: My surname is Higgins.

Ticketing reservations officer: Sorry, could you spell that, please?

Customer: Higgins. H-I-G-G-I-N-S.

Ticketing reservations officer: Is that H for Hotel, I for India, G for Golf, G for Golf, I for India, N for November and S for Sierra?

Customer: Yes, that's correct.

Address

Activity



Rearrange the questions below into the correct word order. The first one has been done for you. Can you think of any other ways of asking for name and address? Which questions are the most polite? Discuss with your partner.

1. name What's your , please?	<u>What's your name, please?</u>
2. your Can tell you me address , please?	_____
3. Could have your I please? name	_____
4. where And you do live? you	_____
5. mind you Would telling your me address, madam?	_____
6. ? Name address and	_____
7. tell me Could your you address?	_____
8. spell your Could name you?	_____
9. do spell How you that?	_____
10. me Tell address? Your	_____



Complete the form below with information from at least 5 other trainees. Fill in your own details first. Use the questions above to help you.

Title	First Name/Given Names	Surname/Last Name	Phone number
1.			
2.			
3.			
4.			
5.			
6.			

2.4 Reconfirm details of bookings, requests or orders

Introduction

When taking an order, booking or request it is important to take notes and listen for key words. When the guest or customer has completed their request, you should repeat the information back to the customer to check that you have understood correctly. This is polite and it provides an opportunity to reconfirm the booking, order or request which ensures that the correct information has been communicated.



Listening for specific information

Activity



Listen to the recording and complete the guest registration form.

GUEST REGISTRATION FORM Welcome to the Grand Hotel DEPARTURE TIME: 11:00 AM	
--	--

CONFIRMATION NUMBER	
ARRIVAL DATE	
DEPARTURE DATE	
ARRIVAL TIME	
NO. ROOM (Number of rooms)	
ROOM TYPE	
ROOM RATE	
NO. OF GUESTS (Number of guests)	
ADVANCE DEPOSIT	
ROOM NO.(Room number)	
NO. OF NIGHTS	



Look at the tapescript below. The receptionist confirms each piece of information provided by the guest. Circle the parts of the conversation where the receptionist checks the guest's information. What language does the receptionist use? Discuss with your partner.

Conversation between Mr. Bob Andrews and a hotel receptionist	
Hotel receptionist:	Good morning, The Grand Hotel. How can I help you?
Bob:	Good morning. I'd like to book a room, please.
Receptionist:	Certainly, sir. Can I have your name, please?
Bob:	Bob Andrews. B-O-B A-N-D-R-E-W-S.
Receptionist:	Right. And when will you be arriving, sir?

Conversation between Mr. Bob Andrews and a hotel receptionist

Bob: We're arriving on the 25th of this month and we'd like to stay for three nights.

Receptionist: I see. Arriving on the 25th and leaving on the 28th.

Bob: That's right.

Receptionist: OK. A single room sir?

Bob: Ah, no, double. For myself and my wife.

Receptionist: Fine. Smoking or non-smoking?

Bob: Uh, non-smoking. And could we have a room with a view, please? Last time we stayed at the Grand, we had a great view of the city.

Receptionist: I understand. I can put you in a room with a city view. That's 250 a double per night including breakfast.

Bob: OK. That's fine.

Receptionist: And how will you be paying, sir?

Bob: Ah, credit card.

Receptionist: Right. Your credit card number please, sir?

Bob: 4434 1234 5687 9920

Receptionist: So that's 4434 1234 5687 9920.

Bob: That's right.

Receptionist: 750 will be charged to your card. And may I have your phone number please, sir?

Bob: Ah, I'll give you my mobile. +61 416 330 220.

Receptionist: Right, that's +61 416 330 220. What time will you be arriving on 25th?

Bob: About 4pm.

Receptionist: Oh, fine. So that's a city view, non-smoking room for three nights from the 25th. Your confirmation number is RM200100. We'll look forward to seeing you then.

Bob: Thank you.

Receptionist: It's our pleasure, Mr. Andrews. Goodbye.

Speaking

Activity



In pairs practice reading the dialogue below. First fill in the gaps. Read the dialogue and check if your partner hears the correct information. Change roles and read again.

Conversation between a guest and a hotel receptionist

Hotel receptionist:	Good morning, The Grand Hotel. How can I help you?
Guest:	Good morning. I'd like to book a room, please.
Receptionist:	Certainly, sir. Can I have your name please?
Guest:	_____.
Receptionist:	Right. And when will you be arriving, sir?
Guest:	We're arriving on the _____ of this month and we'd like to stay for three nights.
Receptionist:	I see. Arriving on the _____ and leaving on the _____.
Guest:	That's right.
Receptionist:	OK. A single room sir?
Guest:	Ah, no, a double. For myself and my wife.
Receptionist:	Fine. Smoking or non-smoking?
Guest:	Uh, non-smoking. And could we have a room with a view, please? Last time we stayed at the Grand, we had a great view of the city.
Receptionist:	I understand. I can put you in a room with a city view. That's _____ a double per night including breakfast.
Guest:	OK. That's fine.
Receptionist:	And how will you be paying, sir?
Guest:	Ah, credit card.
Receptionist:	Right. Your credit card number please, sir?
Guest:	_____.
Receptionist:	So that's _____.
Guest:	That's right.

Conversation between a guest and a hotel receptionist

Receptionist: _____ will be charged to your card. And may I have your phone number please, sir?

Guest: Ah, I'll give you my mobile. _____.

Receptionist: Right, that's _____. What time will you be arriving on _____?

Guest: About _____.

Receptionist: Oh, fine. So that's a city view, non-smoking room for _____ nights from the _____. Your confirmation number is _____. We'll look forward to seeing you then.

Guest: Thank you.

Receptionist: It's our pleasure, _____. Goodbye.

2.5 Thank the customer and say goodbye politely

Introduction

Using an appropriate greeting for the time of day helps to establish a friendly rapport with a customer or guest and finishing a conversation in a polite and friendly manner is also important. You should thank the customer, use their name and say goodbye politely at the end of each conversation. It is important not to end a conversation abruptly, even if you are busy as this leaves a bad impression for the customer.



If you have handled the customer's requests well, the customer may compliment you on your assistance. It is polite to acknowledge a compliment and respond appropriately.

Accepting compliments

Accepting compliments and saying goodbye

Accepting compliments

For general compliments, you can respond with the following:

Thank you, sir.

That's good to hear.

Thank you, madam.

You can also say:

I'm glad to hear it, sir.

Accepting compliments and saying goodbye

I'm glad you liked it.

I'm pleased to hear it.

For personal compliments, you can respond with:

That's nice of you to say so.

Thank you, it's very nice of you to say so.

Thank you.

Activity

Look at the compliments and responses below. Choose the best response for each compliment. Then practice saying the responses with your partner.

Compliment	Response
You have a very nice telephone manner.	a. I know. b. Yes. c. Of course. d. Thank you, madam.
The service here is wonderful.	a. I'm glad. b. No, it isn't. c. Thank you, that's good to hear. d. Are you sure?
Thank you for your help!	a. Yes. b. You're welcome, madam. Goodbye. c. Please don't go. d. Thank you.
The staff here are very friendly.	a. Why? b. Thank you, sir. c. Yes, I know. d. Yes, very friendly, I'm sure.
You have a very pleasant manner.	a. Thank you. It's nice of you to say so. b. That's nice. c. I love you. d. Could you repeat that louder, please?

Thanking the customer or guest

There are many different situations and contexts for telephone conversations in the service industry. Match the situation with the correct response then repeat the responses with your partner. Remember to be polite! Can you think of any other ways to say thank you?

Context or situation	Responses
1. A guest checking out of your hotel.	a. Thank you for waiting, sir. I'll put you through to her now.
2. A customer who booked a tour.	b. Thanks for phoning room service Mr. Andrews. We'll send it to your room straight away.
3. A lady who provided feedback about an advertisement mistake.	c. Thanks for staying with us. We look forward to seeing you again soon.
4. A customer who booked a flight.	d. Thank you for making a booking. Enjoy your tour.
5. A male guest who asked for some ice.	e. Thank you for the feedback, madam. I'll ask sales and marketing to change it.
6. A customer who wants to speak to your manager.	f. Thank you for choosing Fast Travel. I hope you have a wonderful flight.
7. A female customer who thanked you for your restaurant recommendation.	g. Thank you for sharing this information. We will ask the tour company to fix it before the next tour.
8. A customer who complained about the toilet on the tour bus.	h. You're welcome, madam. I'm glad you enjoyed your meal.

Saying goodbye politely

Activity

It is important to say "goodbye" at the end of a phone conversation. Goodbye has a falling intonation on the final syllable:

↘ Goodbye



Practice saying "goodbye" in a polite and friendly way with your partner.



Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 2.1 Record 3 examples of yourself taking a request or order on the phone:
 - Make sure you confirm the request or order
 - Thank the guest or customer and say goodbye politely
 - 2.2. Bring an example of a booking you have taken which includes the name of the customer or guest, time and date and any special requests.
 - 2.3. Provide copies of five messages you have taken ensuring they include the person's name and details.
-

Summary

Respond to customer requests or orders

When responding to customer requests or orders:

- Confirm the details with the customer
- Check availability of bookings before confirming the booking
- Note the customer's details and ask the customer to spell name and address if needed
- Reconfirm the order or request
- Thank the customer and say goodbye politely.

Element 3:

Make calls to place orders

3.1 Identify self and state purpose of the call

Introduction

In previous sections you have seen that in all phone conversations it is important to say who you are and which department you work in or give your position. When making a call, it is still necessary to identify who you are and why you are calling. This gives the person you are talking to an opportunity to think about what you might need and to decide the appropriate person to speak to. If you place orders regularly, identifying yourself may let the other person know what you require already.



Practice Dialogue

Activity



Look at the example dialogue below. Repeat the short conversation with your partner.

Telephone conversation between customer and supplier

Supplier: Hello, Tom Tom Travel, Dana speaking. How can I help you?

Customer: Hi, this is Travis, the reservations manager from the Grand Hotel. I would like to book a tour for some guests, please.

Useful language:

In the dialogue above both the supplier and customer identify who they are and where they work. The customer states his name, position or job title and his company name. Then he says why he is calling. He also says 'please'!

When phoning to place an order you should use:

(your name) + job title or department + company name

You can then state why you are calling:

I would like to

I am phoning because

I am ringing to

Role plays

Activity



In pairs practise the dialogues below. Your trainer may ask you to practise in front of the class. Remember to be polite. Use the example dialogue above to help you.

Restaurant and wine supplier	
Trainee A	Trainee B
Job title: Restaurant Manager Company: Chill Cafe Purpose: Order more wine	Company: The Vintage Cork Name: Sandra Supplies: Wine

Front desk and taxi company	
Trainee A	Trainee B
Job title: Front desk attendant Company: The Grand Hotel Purpose: Book a taxi for a guest	Company: Executive Taxis Name: Merrick Service: Taxis

Chef and vegetable supplier	
Trainee A	Trainee B
Job title: Sous Chef Company: Perfect Beach Resort Purpose: Order vegetables	Company: The Veggie People Name: Summer Supplies: Fruit and vegetables

General Manager and Hospital	
Trainee A	Trainee B
Job title: General Manager Company: Tom Tom Travel Purpose: Need an ambulance for a sick customer	Company: Jakarta General Hospital Name: Wayan Service: Medical

3.2 Enquire about availability, delivery times and dates and costs, as appropriate

Introduction

When making orders on the telephone, it is important to check details which may include availability, time, dates and costs. You may be ordering something that is urgent and important or you may be arranging something for a guest or customer so you must clarify all of the necessary details.



Dialogue - Gap fill

Activity



Read the dialgue below and fill in the gaps with the appropriate words below.

- | | | | | |
|----------|------------|---------|------------|---------------|
| a) 10 | b) Tom | c) 25th | d) bags | e) vegetables |
| f) boxes | g) o'clock | h) Sous | i) morning | j) deliver |

Telephone conversation between customer and supplier

- Supplier: Hello, The Veggie People, (1)_____ speaking. How can I help you?
- Customer: Hi, this is Sally, the (2)_____ Chef from the Grand Hotel. I would like to order some vegetables, please.
- Supplier: Certainly Sally, what do you need?
- Customer: Could I get (3) _____kgs of carrots, 2 (4)_____ of potatoes and 8(5)_____ of mushrooms, please?
- Supplier: Is that all?
- Customer: Yes, thanks. When can you deliver the (6) _____?
- Supplier: We (7) _____ daily in the morning at 8 (8) _____ and in the afternoon at 3 o'clock. What time would you like us to deliver?
- Customer: In the (9) _____ on Wednesday, please, at 8am. How much will that be?
- Supplier: Wenesday morning is fine. That will be forty three in total.
- Customer: Is there a delivery fee?
- Supplier: No, delivery is free.

Telephone conversation between customer and supplier

Customer: Great!

Supplier: Let me repeat your order. That's 10kgs of carrots, 2 bags of potatoes and 8 boxes of mushrooms for Wednesday the (10) _____ October at 8am. Is that correct?


Customer: Yes, that's everything. Thanks!

Supplier: You're welcome! Goodbye, Sally!

Customer: Bye!


Practice

Activity

 In pairs practise the dialogue above. Trainee A is the customer and Trainee B the Supplier. Change roles and read again.

Questions

Activity

 Read the dialogue above and answer the questions.

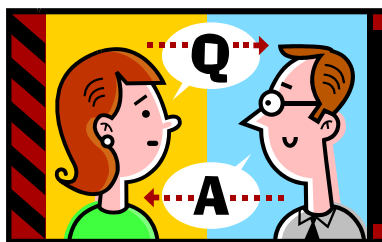
1. What is the Chef's name?

2. What does she order?

3. What times and days does the supplier deliver?

4. What date will the vegetables be delivered?

5. Is there a delivery fee?



Useful Language

Useful language: Countable and Uncountable nouns

All nouns are either countable or uncountable or (sometimes) both.

Countable nouns

As the name says, a countable noun is a thing that can be counted. There can be one (single) or many (plural).

For plural, you usually add an 's' to the end of the verb:

three tables five bowls two guests

You can use these words in front of a single countable noun:

a the this that every each either neither

You can use these words in front of a plural countable noun:

the these those some any enough a few several many

Uncountable nouns

An uncountable noun is something that can't be counted. A lot of food and drink nouns are uncountable.

rice meat bread beef water wine

You often use a 'quantifier' in front of uncountable nouns:

a lot of a little some much

a bit of any (used with questions and negative sentences)

You cannot use a/an with uncountable nouns, but you can say:

a glass of water a bowl of rice five slices of bread two bottles of wine

Uncountable nouns use the single verb form:

Jam is a sweet-tasting spread. Rice is a common food in Asia.



Countable or uncountable?

Activity



Put the nouns into the correct category below. Two have been done for you.

coffee	bottle	dish	oil	bean	vegetable
rice	soup	carrot	tea	potato	dumpling
syrup	salt	cup	food	drink	egg
butter	sauce	pork	toast	juice	ice cream
Countable nouns			Uncountable nouns		
bottle			coffee		



Which word?

Activity



Write the best word or phrase from the box into the sentences. You may not need to use all the words, and some words may be used more than once.

	a	an	the	some	any	a few	many	much
Example:	Would you like <u>some</u> soup to start with?							
1.	How _____ plates do you need?							
2.	We don't have _____ soy sauce.							
3.	How _____ rice would you like?							
4.	It comes with _____ seafood salad.							
5.	How _____ cups of tea did they drink?							
6.	How _____ salt did you use?							
7.	You can enjoy _____ wide variety of dishes.							

3.3 Agree to terms and conditions

Introduction

When ordering items or making bookings, there are often charges or terms and conditions that the supplier or service provider may outline. This could include a deposit, delivery fees, full payment, an account or certain times for delivery or pick up. The supplier or service provider may have special conditions or penalties relating to refunds or late payments and it is important that you understand these terms and conditions before you finalise an order or booking otherwise you may cost your company a lot of money!



Modal verbs of obligation

Modal verbs are used to indicate modality, such as, likelihood, permission, ability and obligation. When making bookings or orders, a supplier or service provider will often have a list of rules or obligations that need to be followed. These are called terms and conditions. The modal verb 'must' (positive) or 'must not' (negative) is often used in terms and conditions. There are many other modal verbs, such as, should, could, can, have to, ought to and shall but terms and conditions mostly use 'must' or 'have to'.

Modal	Example	Use
Must	You must pay a deposit.	Obligation
	You must not copy the material.	Prohibition
Have to	You have to pay a deposit.	Obligation

Practice

Activity



Complete the sentences below with the correct form of 'must' or 'must not'.

1. You _____ pay a 10 percent deposit.

2. You _____ smoke in here!



3. You _____ pay by cash!



4. You _____ wash your hands.



5. You _____ enter!



6. You _____ deliver before 8am or after 4pm.



7. You _____ park here!



8. You _____ have footwear here.



Modal search

Activity



Read the following terms and conditions from the Tom Tom Travel company. Circle the modal verbs of obligation.

Terms and conditions of travel

1. Passports:

Each participant must:

a) ensure that he/she has a valid passport.

The Company cannot be held liable for any loss of passport(s) due to any reason whatsoever.

2. Reservation:

A reservation must be made in the written form by mail, telefax or e-mail and accompanied by an acknowledgement of these Terms and Conditions.

The reservation shall become a binding contract between the Client and the Company only upon issuance by the Company of a written confirmation of the reservation.

A deposit of 30% must be paid by the client at least seven days prior to departure.

3. Payment:

The deposit must be payable by bank transfer at the time of reservation. The remaining portion of the tour price agreed between the Client and the Company must be paid by the Client in full upon his/her arrival in the country outlined.

Accepting terms and conditions

Activity



Complete the sentences with the correct words from the box below.

Terms and conditions of travel

That's fine! Ok! No, I don't agree! Yes, I accept. I agree. I'm not sure. Yes.

1. Do you accept the terms and conditions? _____
2. Are these payment terms alright? _____
3. Do you agree with the flight cancellation fees? _____
4. Are these terms ok? _____
5. Is it ok to deliver the items before 7am? _____
6. Do you agree to pay the service charge? _____
7. You don't seem to understand. Will you pay the fee? _____

3.4 Thank the supplier and say goodbye politely


Introduction

Saying goodbye politely and thanking a supplier is an important step in the ordering or booking process. These final comments can leave the supplier or service provider feeling happy and enthusiastic about serving you. Even if there has been a problem with an order, it is important to thank the person for their help.



Polite or Impolite

Activity

 Look at the words below. Put them in order from most polite to least polite. Number 1 is most polite and number 5 is the least polite.

	Thanks!	Thanks a lot!	Thank you!	Thank you so much for your help!	Cheers!
1.	_____				
2.	_____				
3.	_____				
4.	_____				
5.	_____				



Now practise saying the expressions with your partner.



Look at the different ways of saying goodbye below. Put them in order from most polite to least polite. Number 1 is the most polite and number 5 is the least polite.

	Bye!	See you later!	Goodbye!	Catch you later!	See ya!
1.	_____				
2.	_____				
3.	_____				
4.	_____				
5.	_____				



Practise saying thank you and goodbye with your partner. Can you think of any other ways to say goodbye?

Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

3.1 Record yourself making a call to place an order ensuring you:

- Identify yourself and state the purpose of the call
- Enquire about availability, delivery times and dates and costs
- Thank the supplier and say goodbye politely.

3.2. Provide a copy of a supplier's or your own company's terms and conditions. This could include payment terms and conditions, delivery terms and conditions or use of facilities such as pool, gym, jet ski, hire car or rooms.

Summary

Make calls to place orders

When making a call to place an order:

- Always identify yourself and state the reason why you are calling
- Speak clearly and spell your name if required
- Ask for information regarding availability, times and dates and costs
- Check information and make sure the details are confirmed
- Ask about any terms and conditions and check if you do not understand
- Agree to terms and conditions if appropriate
- Always end the call by thanking the supplier and saying goodbye politely.

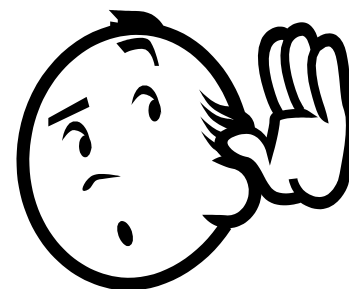
Element 4:

Handle customer complaints

4.1 Listen to the nature of the complaint

Introduction

The first step in dealing with any complaint is to listen. Complaints can relate to many things from facilities to service and developing a clear understanding of the nature of the complaint will help you to solve the problem. Telephone complaints are challenging because you are unable to see the person or object that the customer may be complaining about. Like all telephone conversations in the hospitality and tourism context, taking notes is essential to effective communication.



Listening for specific information

Activity



You will hear a conversation between a customer and an event officer. As you listen, complete the answers below.

Conversation	
Customer:	I'd like to change conference rooms for tomorrow. I booked a room with internet access and the conference room I have been given has no internet access.
Event officer:	I'm sorry about that, sir. That's the only conference room available tomorrow. Would it be possible for you to change your conference to another date?
Customer:	I can't change my conference to another date. I need a conference room with internet access. You do realize that I made this booking in June!
Event officer:	I'm sorry, sir. There has obviously been a mistake with your original booking. But, as I said, there are no other conference rooms available tomorrow.
Customer:	Well, that's not good enough! I booked a conference room with internet access and that's what I want! I cannot hold this conference without it.
Event officer:	I understand, sir. I'm extremely sorry that there has been a mistake. Could you please wait a moment while I get the manager?
Customer:	Yes, I will. This needs to be fixed straight away.

Questions

1. The customer booked the conference room in _____.
2. When is the conference being held? The conference is being held _____.
3. Why is the customer unhappy with the conference room? The customer is unhappy with the conference room because it does not have _____.
4. The event officer apologizes _____ times.
5. The events officer finally suggests that he will get the _____.

What's the problem?

Activity



Read the service worker's solutions below and write what you think the customer's problem is.

Choose from the following situations

- a) The waiter brought the wrong order to the customer's table.
- b) The airline has lost the passenger's luggage
- c) The tour has been canceled.
- d) The customer's glass was dirty
- e) The guest ordered a family suite, but was given a different room.

1. I am terribly sorry, sir. I will bring you a clean glass right away.

2. I am sorry about your room. I will see if we have a vacant suite and move you right away.

3. I am very sorry. We are making every effort to find your bags and return them to you. As soon as we find them we will bring them to you.

4. We are very sorry that the tour has been cancelled. We will refund your money immediately or book you on the next tour.

5. I am sorry. I will bring your red curry and rice now.

Choose from the following situations

6. I am terribly sorry, sir. I will bring you a clean glass right away.

7. I am sorry about your room. I will see if we have a vacant suite and move you right away.

8. I am very sorry. We are making every effort to find your bags and return them to you. As soon as we find them we will bring them to you.

9. We are very sorry that the tour has been cancelled. We will refund your money immediately or book you on the next tour.

10. I am sorry. I will bring your red curry and rice now.

Expressions

Activity



When a guest makes a complaint, it's important to respond quickly so that the situation does not become worse. There are expressions in English that we use to show that we are listening to the person's complaint and that we are concerned.

Choose from the following expressions

- f) a) Oh, I see.
g) b) Of course, sir, I understand.
h) c) I apologize for the error.
i) d) I'll do something about that immediately.

_____ a person says they are sorry for something that has gone wrong.

_____ a person offers to take action straight away.

_____ shows someone is listening.

_____ someone shows they understand the problem.

Question tags

Question tags are short questions added to the end of a sentence. They are often used to clarify that information is correct or that something has been done.

For example:

Question tags

You're from Australia, aren't you?

The airport is six kilometers from the city centre, isn't it?

These accounts are up-to-date, aren't they?

The refrigerator in Room 605 has been restocked, hasn't it?

Question tags are common in spoken English.

To keep a conversation going.

For example, 'Your name is Andrew, isn't it?'

As a statement, rather than a real question.

For example, 'You are going to finish the work before you go home, aren't you?'

As a way of clarifying something. The speaker thinks he knows the answer, but he is just checking to make sure.

For example – 'You are going to the meeting this afternoon, aren't you?'

The question tags in this module are used for clarification. The voice rises (rising intonation) towards the end of the question



Activity



Read the following grammar rules about question tags:

Grammar rules - Question Tags

Usually a positive statement is followed by a negative tag.

For example - 'The tourists had a wonderful time, didn't they?'

A negative statement is usually followed by a positive tag.

For example – 'You're not asking me to clean this mess up, are you?'

If the main verb in the sentence is 'have,' we often use 'do' in the question tag.

For example – 'You have a fax machine, don't you?'

In the present tense, if the subject is 'I', then are or aren't is used in the question tag.

For example – 'I'm sitting in the back seat of the bus, aren't I?'



Choose the correct question tags from the list to complete the questions below:

didn't you?	are they?	don't you?	did you?
do they?	is there?	have you?	isn't it?
1. There isn't a cash machine in the hotel, _____?			
2. You want to pay for the souvenirs in cash, _____?			
3. You haven't talked to the customer service officer yet, _____?			
4. They are not going to cancel the conference, _____?			
5. The airplane is arriving at 7.30 pm, _____?			
6. You wanted the booking for the 7th June, _____?			
7. You didn't leave the computer on, _____?			
8. They don't need to fill in the form, _____?			

Handling complaints

When a guest makes a complaint or has a problem, it is essential to handle the situation properly. In dealing with a complaint, it is important to follow these steps and use the following language.

Activity



Read the following phrases and practice saying them with a partner:

1. Apologize

- I am terribly sorry...
- I am really sorry about the...
- I apologize for the...
- I would like to apologize on behalf of....

2. Summarize the problem so you show you understand

- You say you have lost all of your luggage
- That is not what you ordered
- You want a suite, not a standard room
- You were hoping to go on a tour and it has been cancelled.

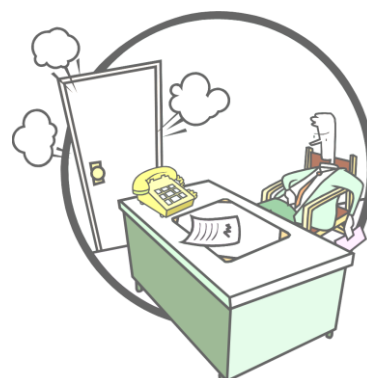


3. Let the customer know you understand their feelings

- I understand how you feel
- I know how you must be feeling
- I understand what you are saying
- I can appreciate what you are saying.

4. Offer a solution

- I will talk to my supervisor right away
- I will see to it immediately
- I will see what I can do
- If you give me a minute I will give you an answer.



5. Apologize again

- Once again I am sorry about the problem
- Again I am sorry about what happened
- My apologies again for the mistake
- Thank you for your patience and I would just like to apologies once again.

4.2 Acknowledge details of the complaint

Introduction

Activity



Read the dialogue below then answer the questions. What is the problem?

Conversation between guest and reception

Shana: Well, here we are. Let's have a look at the view. Oh no!

Frank: What's the matter?

Shana: Didn't you book a room with a view of the sea, Frank?

Frank: Yes, why?

Shana: Well come and have a look at this view! It's a concrete wall!

Frank: What?

(Frank comes over to the window and looks out)

Oh no. They've made a mistake with the booking. Don't worry, I'll call reception.
(Frank calls reception)

Front desk: How can I help you?

Conversation between guest and reception

Frank: It's Frank Marconi here, in Room 1010.

Front desk: Yes, sir?

Frank: We booked a room with a view of the sea. This room has no view.

Front desk: Oh, I see.

Frank: We want to move rooms.

Front desk: Of course, sir. I apologize for the error. I'll move you immediately.

Frank: Good.

Front desk: I'll send the porter to your room now to collect your luggage and he'll take you to your new room.

Frank: That's great. Thanks very much.

Front desk: Not at all. I'm very sorry for the mistake. The porter's on his way now.

Now answer these questions:

1. Who telephoned reception?

2. What is their room number?

3. What do they want to do now?

4. When can the guests move to a new room?

5. Who does the receptionist send to the room?





Read the dialog again. Find expressions in the dialog which show that the front desk attendant.

was polite and professional

apologised for the error

dealt effectively with the situation

kept the guest happy



Handling complaints

When a guest or customer makes a complaint it is important to respond quickly, so that the situation doesn't become worse.

Look at the dialogue between Frank and the front desk attendant again. Notice how the attendant handles the complaint.

"I see."

The receptionist shows he is listening and wants to understand the problem. He doesn't try to solve the problem straight away. He listens and waits until the guest has explained the problem.

"Of course, sir."

He shows he understands the customer's feelings. Using 'sir' also shows respect.

"I apologise for the error."

He apologises on behalf of the organisation. At all times, the receptionist is polite and respectful to the guest.



Apologising

Your trainer will read out the apologies below. Repeat them focusing on intonation, rhythm and stress. Which words are stressed?

Apologies

- I'm sorry
- I'm sorry to hear that
- I'm sorry about that
- I'm sorry about the mistake, sir
- I'm terribly sorry
- I'm very sorry
- I'm very sorry about that
- I'm very sorry for the inconvenience
- I'm so sorry. Would it be alright if.....
- I'm really very sorry
- I'm extremely sorry.

4.3 Respond to the complaint explaining the process to be taken to deal with it and obtain the customer's agreement to the process

Introduction

Activity



Look at the customer statements below. Choose an appropriate reply from the response box. Practise the dialogues. Trainee A is the customer and Trainee B responds. Change roles.

Customer says:	Response:
We want some water on our table now!	Certainly sir. Would you like still or sparkling water?
My taxi isn't here!	
We've been waiting for thirty minutes for our food!	
Can I use your phone?	
I don't have any clean towels in my room!	
My wife needs help with this bag!	
Thank you for the brochures.	

Responses

1. I'm sorry, sir. I'll see if your meals are ready.
2. Would you like me to check to see if it's on its way?
3. I'll get some for you right away, sir.
4. You're welcome. Is there anything else I can help you with?
5. May I carry that for you madam?
6. Of course you may. You can use the one right here.

Different types of complaints

Activity



In some cultures, people often complain. Below is a list of common reasons why people complain. Match the reason for the complaint with the person they would most likely complain to.

Position or Job Title	
food and beverage attendant	tour reservations officer
room attendant	front desk attendant
food and beverage attendant	concierge
passenger services officer	front office cashier

Complain to	Reason for complaint
	Your new camera is missing from your room
	Your meal is cold
	The sheets on your bed are not clean
	Your luggage is not on the airport carousel
	The taxi you booked did not arrive
	You have been charged for room refrigerator items you did not use
	Your tour was cancelled, but you were not informed
	You were served the wrong meal

Explaining the process of dealing with a complaint

Activity



Discuss in group

Discussion

In groups, discuss the following:

Have you ever had a bad experience while travelling?

What was it?

Was it someone else's fault or was it yours?

Who did you complain to?



Match the words in the box with the correct meaning.

Vocabulary

- | | |
|------------------|---|
| 1. apologise | A. showing that you really mean what you say in order to keep good customer relations. |
| 2. assure | B. to maintain/to keep |
| 3. inconvenience | C. the trouble that arises from something |
| 4. uphold | D. to say that you are sorry for something that has happened |
| 5. reputation | E. friendly feelings towards other people |
| 6. unfortunate | F. the opinion people have about something |
| 7. rectify | G. an action that you do that shows other people how you feel about something |
| 8. gesture | H. something you feel sorry about |
| 9. good will | I. to promise that something will happen in the future, so that you don't feel worried. |
| 10. sincerely | J. to fix |

Difficult Situations

Read the following text about the Smith's visit to Big Desert:

1. The Smith family arrived at the hotel resort in Big Desert. They were very happy with their rooms. Mr. Smith and Adam returned to the front desk and made a booking for a driver and a tour guide officer to take them to visit the caves the following morning. He also asked the front desk attendant to arrange for the necessary permits for his family and for Mrs. Smith's friend, Sara. He then asked if he could book a 4X4 desert drive for Adam. The front desk attendant said that he would make the booking. Adam was very excited. However, some time later, he called Mr. Smith to say that, unfortunately, there were no places left on the 4X4 desert drive because it was fully booked. Mr. Smith gave Adam the bad news. Adam was extremely disappointed.

2. The family went to the ground floor restaurant. In the restaurant, Mrs. Smith saw her friend, Sara. After dinner, Mr. Smith asked if Sara would like to join them for an after-dinner drink. They went to the Arabesque Tea Room together. When they got to the tea room, there were no tables left. There was nowhere else to talk, so they stood in the foyer. This made them feel very uncomfortable.

3. The following morning, the Smith family and Sara met with the driver and tour guide in the foyer of the hotel. The guide gave each of them an information pamphlet about the caves they were going to visit. The guide handed the family's permits to Mr. Smith, who suddenly realized that Sara's permit was missing. He asked the guide where Sara's permit was. The guide was very apologetic, but said that Sara would not be able to enter the caves without a permit. Mr and Mrs. Smith complained to him because they had requested the permits the previous day. Sara got out of the car and reluctantly said goodbye to the Smiths.



Activity

Now, read the text again and underline the difficult situations which the Smiths might later complain about.

Mr. Smith's complaint

Mr. Smith is not satisfied by the service he has received at the hotel. He rings the manager of the hotel to express his dissatisfaction. Read the telephone conversation and fill in the gaps with the correct words. Use the words below:

- | | | | | |
|------------|---------------|-----------------|------------------|------------------|
| a) stress | b) terrible | c) disappointed | d) annoyed | e) unhappily |
| f) shocked | g) frustrated | h) dissatisfied | i) embarrassment | j) uncomfortable |

Conversation between Mr. Smith and the General Manager

- Manager: Hello, General Manager, Ian Jones, speaking. How may I help you?
- Mr. Smith: Hello, this is Mr. Smith from room 906. I'm ringing to tell you that I am 1) d_____ with the handling of certain matters by your staff since I arrived at your hotel.
- Manager: I'm very sorry to hear that, sir. May I ask what happened?
- Mr. Smith: To begin with, after speaking to the front desk attendant, my son and I believed that we had booked a seat for him on a 4X4 desert drive.
- Manager: I see.
- Mr. Smith: A couple of hours later, we were told that the trip was already fully booked. I became 2) f_____ because the front desk attendant did not offer an apology or suggest a different activity for my son. My son was very 3) d_____, which caused my wife and I a great deal of 4) s_____.
- Manager: I understand, Mr. Smith. So your son was unable to join the drive. Is that correct?
- Mr. Smith: Yes!
- Manager: I am very sorry about this, Mr. Smith.
- Mr. Smith: Also, that evening, both the tea room and the restaurant were full. I was 5) s_____ that your staff did not provide my family with any suggestions about where we could have after-dinner drinks with our friend. We had to sit 6) u_____ in the foyer of the hotel, while other guests stared at us. This was a very 7) u_____ experience.

Conversation between Mr. Smith and the General Manager

- Manager: Yes sir, I agree. This is not a pleasant experience. So the restaurant and tea room were full and the staff did not suggest any alternatives?
- Mr. Smith: No, they did not!
- Manager: Again, sir, I must apologise for this unfortunate situation.
- Mr. Smith: Unfortunately this is not the end of the story. I was most8) a_____ by the following matter. My family and our friend booked a private tour of the caves for today. We had arranged for permits for everyone so we could enter the caves. You could imagine my 9) e_____ when the tour guide officer handed over my family's permits, but did not have one for our friend. Our friend was not able to go on the tour as planned, which left us feeling 10) t_____.
- Manager: I see Mr. Smith. So your family had permits but there was no permit for your friend?
- Mr. Smith: Yes, that's correct.
- Manager: Is there anything else, Mr. Smith?
- Mr. Smith: Thankfully, no. But a most unpleasant day.



Activity



Read the conversation again. How many problems does Mr. Smith describe? What are they? Discuss with your partner and report back to the group.

Responding to the complaint

Mr. Smith explained several experiences that he was not happy with. Read below and see how the manager responds to the complaint.

Responding to the complaint	
Manager:	On behalf of the Grand Hotel, Mr. Smith, I would like to sincerely apologise for the concerns that you have raised. I assure you that the Grand Hotel will do everything we can to rectify the situation.
Mr. Smith:	I hope so!
Manager:	Firstly, regarding the booking for the desert drive for your son. I will speak to the booking officer today and explain the stress that his booking mistake caused for you and your son.
Mr. Smith:	Yes, my son was very upset.
Manager:	And in response to the tea room situation I'll meet with the restaurant staff straight away and instruct them to be more helpful of guests in the future.
Mr. Smith:	Good! It was not a pleasant situation.
Manager:	Finally, I would like to address the permit problem. I can assure you, Mr. Smith, that this is the first time that this has happened and I will meet with the tour guide officer and discuss ways to ensure that this does not happen again. I hope that these actions are satisfactory.
Mr. Smith:	Yes, this should be fine.
Manager:	Once again, Mr. Smith, I apologise for any inconvenience caused to you and your family and I will speak to the staff involved immediately.
Mr. Smith:	Thank you for your help!



Questions

1. Does the manager respond to all Mr. Smith's problems? Underline the words in the conversation that show this.

2. What does the manager say he will do?

3. What words in the conversation signal a sequence or process?

4. Does Mr. Smith accept the action described by the manager? How do you know?

5. Does the manager respond effectively? Discuss with your partner.



4.4 Take action within parameters of job role to resolve the complaint

Introduction

Not everyone working in an organisation has the power or authority to make decisions to fix a problem. Promising something to a customer or guest that you cannot deliver can make a difficult situation worse. It is important to recognise your position within your company and only offer solutions that you are able to provide within the scope of your job role. If you are not sure of what you can promise, you can always say that you will need to speak to your manager to determine the correct action. This is much better than promising something that you can't deliver.



What can I do?

Activity



Look at the job roles below and the decisions. Can these people make these decisions? Discuss with your partner then report back to the class.

Job role	Decisions
Front desk officer	Can give a free room night to a guest?
Tour guide officer	Can buy a new bus for the company?
Recreation Manager	Can ask children to leave the gym?
Marketing Officer	Can refer the customer to speak to a manager?
Waitress	Can give a guest free champagne?
General Manager	Can refund a customer's bill?
Receptionist	Can give a guest money?
Kitchenhand	Can apologise to a guest?
Account Officer	Can give a free flight to a customer?
Pool Attendant	Can ask guests to be quiet in the pool?

Memory Game

Activity



Your trainer will give you two sets of cards. Read the instructions below and play the game.

Instructions

Work in pairs:

1. Card sets A and B are shuffled and laid face down in rows and columns on the table.
2. On each turn, you must turn over any two cards. If you have a complaint with an appropriate response, you can collect those cards and take another turn.
3. If the complaint and the response do not match, or if you get two complaints/responses, the cards are turned face-down again.
4. Be sure to always keep the cards in their original position so you can remember where the cards that have been already turned over are.
5. The game is finished when all of the complaints and responses have been matched.
6. The winner is the player who has collected the most cards.

Grammar - 'I will'

Grammar: Future 'I will'

Will

Will is an auxiliary verb, so it does not change for different subjects:

- I will take it now. You will take it now
- She will take it now. He will take it now
- We will take it now. Will they take it now?

Will and verb

After 'will', use the simple form of the verb:

- I will bring your bill after lunch
- I will see you tomorrow.

Will – short forms

Will is often shortened to 'll.

- I'll ask the housemaid to clean it later
- We'll ring for a taxi at 4 o'clock.

Grammar: Future 'I will'**When to use 'will'**

Use 'will' when you have just decided what to do, not for something you have already planned.

- I'll tell the manager as soon as she comes back
- I'll carry your bags for you.

Activity

Write the sentences with the short form of the verb 'will', and the correct pronoun in the box below. The first one has been done for you.

Remember to use capital letters and punctuation.

Pronoun Words used as substitutes for nouns:
e.g. I, you, he, she, we, you (plural), they.

Example:

Mrs. Ling will be in this afternoon. She'll be in this afternoon.

Sentence	Short form
Mr. and Mrs. Wallace will meet you in the foyer.	They'll meet you in the foyer.
I will get it delivered to your room straight away.	_____ get it delivered to your room straight away.
We will get a new one for you.	_____ get a new one for you.
I will get the room attendant to clean your room while you are away.	_____ get the room attendant to clean your room while you are away.
The housemaid will show you where to go.	_____ show you where to go.



Get it right!

Activity



Read the complaints and circle the correct response. Number 1 has been done for you.



1. Our room is too small.

- a. Why?
- b. I don't know if we have one.
- c. I'll see if another one is available for you, sir.
- d. This is the room you booked, sir.

2. The elevator is broken!

- a. I'm sorry, that's no good.
- b. Yes, that's right.
- c. Yes, I'm sorry about that. Would you mind taking the other elevator, please?
- d. I'm afraid it is. Use the other one.

3. You haven't given us enough towels!

- a. I'll send some to your room immediately.
- b. I'll talk to the manager.
- c. I'll get some then.
- d. I'm very sorry.

4. The lights in our room don't work.

- a. Were they working before?
- b. Would you mind waiting until morning, madam?
- c. I'm afraid that's no good.
- d. I'll send someone to fix them right away.

5. There's no hairdryer in our room.

- a. Housekeeping will bring one up, madam.
- b. I see.
- c. Can you use a towel, madam?
- d. Would you mind waiting until after dinner?

6. We'd like a room with a spa. We expected there would be one

- a. We don't have one.
- b. I'm sorry about that.
- c. I'm afraid we don't have one, sir.
- d. This hotel doesn't have spas.

7. The next room is very noisy.

- a. How can I help that, sir?
- b. I'm sorry about that. I'll take care of that right away.
- c. I'm sorry about that. I'll tell the manager.
- d. I understand.



With a partner, practice these dialogues with the complaints and the correct response.

Jumbled sentences

Activity



Put the words into the right order to make a correct sentence. The first one has been done for you. Then practice saying the sentences.

Example:

1. porter your I'll to the bring ask luggage

I'll ask the porter to bring your luggage _____

2. right will manager you see away The .

3. there's available I'll if room you a see for .

4. now you booking I'll the for make .

5. for 6pm arrange We'll a at taxi you .

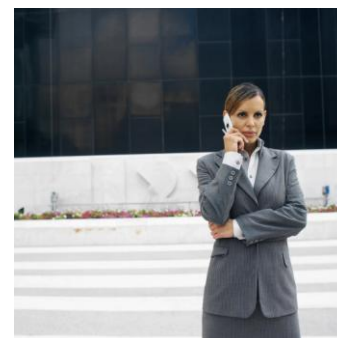
6. soon to manager I'll as the possible as speak .



4.5 Refer the complaint to a supervisor if necessary

Introduction

Sometimes a complaint cannot be solved immediately because you may not have the authority to make a decision or you may not know what to do. In these situations you may have to refer the complaint to your manager. It is important to remain polite and inform the customer that you will get your supervisor. You must do this quickly as the customer will want the problem resolved as soon as possible.



Useful language

Activity



Put the correct form of the verbs in the gap then read the sentences with your partner. More than one answer is possible.

Verbs						
get	wait	hold	ask	call	arrange	put
1. Could you _____ while I _____ my supervisor?						
2. I'll have to _____ my manager, sir.						
3. Would you mind _____, madam?						
4. Please _____, while I _____ you through.						
5. I'll _____ for my supervisor to _____ you back.						



Telephone expressions

Activity



Match the telephone expression on the left with the meaning on the right and write the answers in the spaces provided below.

a) The phone is engaged.	1. There is someone talking on the phone now.
b) Hold on.	2. We will phone you later.
c) Pardon.	3. Goodbye.
d) No-one is answering.	4. I didn't understand/hear what you said.
e) I'll put you through.	5. Tell him I want him to call me later.
f) Get him to call me.	6. Hello. This is _____ speaking.
g) Speaking.	7. I am phoning you because you called me.
h) Cheerio!	8. Could you tell me your name please?
i) We'll call you back.	9. No one is answering the phone.
j) I'm returning your call.	10. I can't hear you because the line is bad.
k) This is a bad connection.	11. The number you have called is incorrect.
l) You have the wrong number.	12. I will connect you to that person.
m) Who's calling?	13. Please don't hang up (don't put the phone down).
a) _____ b) _____ c) _____ d) _____ e) _____ f) _____	
g) _____ h) _____ i) _____ j) _____ k) _____ l) _____	
m) _____	

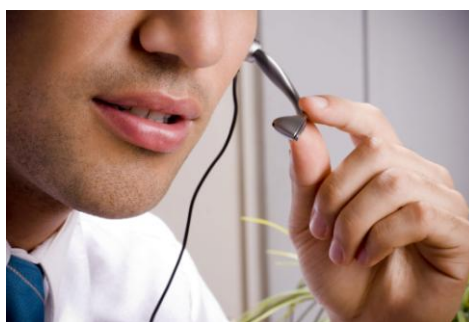




Choose from the phrases in the first column above to complete the following conversations:

1. Caller: Can I speak to the manager, please?
Receptionist: Yes, one moment and _____.
2. Receptionist: I am sorry, the manager is not in his office. Would you like to leave a message?
Caller: _____
Receptionist: Yes, sir. Does he have your number?
3. Manager: Hello, this is the manager _____
I wasn't in my office when you rang before.
Now _____.
4. Manager: I am sorry, I can't hear what you are saying.

I am going to have to hang up.
Caller: No, please don't hang up _____
I'll move the phone. There. Is that better?
Manager: _____! What did you say?



Role play

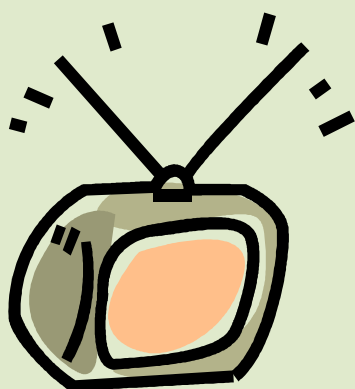
Activity



In pairs, read the following role play cards. Choose one of the situations and write a suitable dialogue then practise with your partner.

1. Trainee A: Guest

You call the front desk of the hotel because the television is not working in your room.



Trainee B: front desk attendant

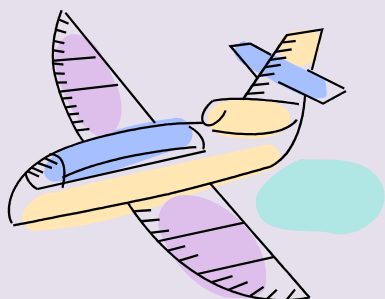
A guest calls the front desk. However, you can't understand what the problem is.

- Answer the phone politely and professionally
- Try to work out what the problem is (clarify the problem)
- Apologize for the mistake
- Offer a solution
- Finish the conversation politely.



2. Trainee A: staff member of a company

You call the human resources officer to request four weeks' vacation leave.



Trainee B: human resources officer

You receive a phone call from a member of staff, requesting vacation leave. However, you don't understand completely what the staff member wants.

- Answer the phone politely and professionally
- Try to work out what the request is about. (clarify)
- Offer a solution
- Finish the conversation politely.



3. Trainee A: customer

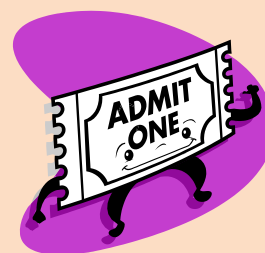
You call the ticketing reservations officer about tickets you bought. The tickets are for the wrong event.



Trainee B: sales and marketing representative

You receive a phone call from a customer. However, you don't understand completely what the problem is about.

- Answer the phone politely and professionally
- Try to work out what the request is about. (clarify)
- Offer a solution
- Finish the conversation politely.



4.6 Follow up by completing all necessary paper work

Introduction

Complaint form

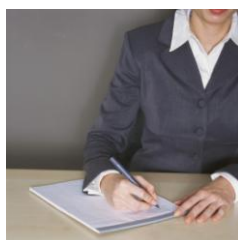
Activity



Look at the complaint form below and answer the questions.

Complaint Form			12 / 04 / 2012 Month / Day / Year
Customer name:			
Smith	Adam	Anthony	Details of complaint:
Last Name	First Name	Middle Name	
Action taken:			<p><u>Mr. Smith rang front desk on the 11th April at 5pm to complain about his tour to Big Desert.</u></p> <p><u>The tour bus air conditioning was broken</u></p>
<p><u>Apologised to Mr. Smith</u> <u>Rang the tour company and explained the situation.</u> <u>Informed my supervisor Mr. Leeks</u></p>			
Follow up required:			<p>Staff Name: <u>Andrew Mann</u></p> <p>Position: <u>Front desk attendant</u></p> <p>Employee number: <u>877</u></p>
<p><u>Check bus air conditioning for next tour</u></p>			
<ol style="list-style-type: none"> 1. What is the customer's name? _____ 2. When was the complaint made? _____ 3. What is the staff member's job? _____ 4. What was the problem? _____ 5. What did Andrew do? _____ 			

Check your answers with your partner.





Look at the complaints below. Choose one complaint and complete the complaint form. You will have to complete your own action, name and position. Make sure the position is appropriate for the complaint.

Name of guest or customer	Complaint Details
Mr. Alfred Michael Simmons	No hairdryer in his room.
Miss. Francesca Diavolo	Lost her camera from next to the pool.
Mrs. Manivanh Praya	Her flight was cancelled.
Mr. Tomo Watanabe	Wi-fi not working in the café.
Miss. Chi Thi Tran	People in the room next door very noisy.
Mr. Xi Ching	Airport pick-up did not arrive. He had to get a taxi.
Mrs. Caroline Smith	Ordered tomato soup but got pea soup instead.

Complaint Form

/ / 2012
 Month / Day / Year

Customer name:			Details of complaint:
Last Name	First Name	Middle Name	
Action taken:			_____
_____			_____
_____			_____
Follow up required:			Staff Name: _____
_____			Position: _____
_____			Employee number: _____

Discuss your actions with your partner. Do you agree with the action taken?

Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

4.1 Provide details of 3 complaints that you had to deal including:

- The nature of the complaint
- The action that you took to deal with the complaint
- The response from the customer or guest

4.2. Provide a copy of the procedures for handling complaints at your workplace.

4.3. Provide a copy of an example of a completed complaints form from your workplace.

Summary

Handle customer complaints

When handling a complaint:

- Always listen to the details of the complaint
- Acknowledge the complaint and repeat the details to the customer or guest
- Respond to the complaint and explain the process that will be taken to resolve the situation
- Make sure the customer agrees with the solution or proposed action
- Take action to resolve the complaint within the boundaries of your job role
- Seek assistance from a supervisor if required
- Complete any paperwork that is required to document the complaint and the action taken to resolve the issue
- Always remain calm and be polite.

Element 5: Make complaints

5.1 Identify self and reason for calling

Introduction

The first step in making a complaint is to identify who you are and why you are calling. This helps the person handling the complaint predict what the problem might be and could help them to provide a solution or find someone else who can assist. It is important that you speak slowly and clearly so the person you are talking to can understand you. You may be asked to spell your name or your company's name, so you will need to pronounce your personal details clearly.



Choose your own complaint!

Activity

In the box below there are some people's names, company names and some examples of complaints. Trainee A chooses a name, company name and complaint and reads it out to your partner. Trainee B writes down the information in the information sheet. Trainee B must not look at the examples while Trainee A speaks! Practise a few times with different information then change roles. How many did you get correct?



Use the dialogue below to help you:

Trainee A: Hello, this is _____ (name) from _____ (company name). I'm phoning because _____ (complaint).


Example:

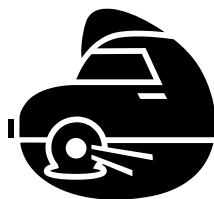
Trainee A: Hello, this is Michael Simmons from ACME computers. I'm ringing because I have a complaint about my bill.
Trainee B: Can you spell your name, please?
Trainee A: Simmons; S-I-M-M-O-N-S

Useful language

I'm	phoning	because ...
	calling	to complain about ...
	ringing	in regards to a problem with...
	contacting you	regarding a complaint ...
		because I would like to complain about ...

Name	Company name	Complaint Details
Mr. Alfred Michael Simmons	ACME Computers	No hairdryer in his room.
Miss. Francesca Diavolo	From room 232	Lost her camera from next to the pool. Nobody there to help.
Mrs. Manivanh Praya	Booked on Flight AB 776	Her flight was cancelled.
Mr. Tomo Watanabe	Phoning from the Terrace Café	Wi-fi not working in the café.
Miss. Chi Thi Tran	From the Engineering conference	People in the room next door very noisy.
Mr. Xi Ching	Precious Textiles	Airport pick-up did not arrive. He had to get a taxi.
Mrs. Caroline Smith	Tom Tom Travel	Charged too much on her bill.

 Think of some names, company names and some common examples of complaints. Fill in the spaces above and practise with your partner again. Use the pictures below to help you.



5.2 State facts about a problem or situation

Introduction

After providing your name and company name, the next step is to outline the complaint or problem clearly. If there are many parts to the problem, it is important to explain all of the issues in a clear order so the person you are speaking to can understand all of the problems. In English, sequencing words help to identify different parts of a situation and using these words well can help to explain a complaint or problem effectively. Remember to remain calm and polite when making a complaint.

Sequencing or signal words

Activity



Complete the following sequence with signal words below

Finally	Firstly	Secondly
---------	---------	----------

Greeting a guest

When you greet a guest at the front desk, it is important to follow the following steps.
 _____, you should make eye contact and smile. _____, you should greet the guest warmly. _____, you should ask the guest how you may help them.

Shaking hands

Activity



Now put the following sequence in the correct order by writing numbers one to six in the spaces provided. The first one has been done for you.



Shaking hands with a person is commonly done when we meet someone for the first time. When dealing with guests and clients, it is also customary to shake hands

_____ Next, extend your right arm towards the other person, with your hand vertically straight and your thumb up.

_____ After that, give 3-4 shakes up and down.

1 To begin with, make eye contact with the other person and lift your whole right arm.

_____ Finally, let go of the person's hand.

_____ Then, give his hand a gentle squeeze.

_____ When the other person offers his hand, hold it completely in yours.

Role play - Complaint Menu





Look at the neighbour complaint menu below. Can you add any other common complaints about a neighbour?

Neighbour Complaint Menu	
They always have loud parties.	The children scream a lot.
The dog barks all night.	The baby cries all night.
There is always rubbish in front of the house.	

Activity



In groups of three, look at the other Complaint Menus below and add more complaints in each box. You should have at least four complaints in each box.

Boss Complaint Menu	Friend Complaint Menu
<p>She always yells.</p> 	<p>Always late.</p> 
Restaurant Manager Complaint Menu	Brother and Sister Complaint Menu
<p>Glasses always dirty.</p> 	<p>She always leaves clothes in the bathroom. He always plays loud music.</p> 

Use the signal words below to help you prepare a short conversation complaining about the problems in the Complaint Menus above. Trainee A is the complainer. Trainee B and C try to apologise for each complaint. Remember to remain calm and polite, even if the complainer is angry.

firstly	next	finally	then
secondly	after that	in conclusion	thirdly
to begin with	also	to sum up	furthermore
first of all			

For example:

Trainee A:	Firstly, I want to complain about the noisy parties. I cannot sleep.
Trainee B or C:	We are sorry about this.
Trainee A:	Secondly, your dog barks all night and I cannot stand it.
Trainee B or C:	We apologise for the barking. He is a naughty dog.
Trainee A:	Also, the children do not stop screaming.
Trainee B or C:	We understand. We will ask them to be more quiet.
Trainee A:	Finally, there is always rubbish in front of the house.
Trainee B or C:	We are very sorry. We will clean it up straight away.

Discussion Questions

Activity



Read the questions below and discuss in groups of three or four.

1. Would you complain if you received poor service at a restaurant? Why or why not?
2. Would you complain to your boss about regularly working to many night shifts?
3. How often do you complain?
4. What are five reasons why people complain?
5. When you make a complaint, what are your expectations?

5.3 State calmly how the problem or situation may be resolved

Introduction

In the previous section you practised stating the facts or parts of a complaint. Once you have explained the problem, it is important to explain how you want the problem solved. It is not effective to be angry or to ask for something that the person you are talking to cannot provide. Be clear about what you want, when you want it and remain calm and polite. If you are rude, angry or impolite, the customer service representative will most likely not want to help you.



Matching exercise

Activity



Look at the problems below. Match an appropriate solution to the problem. Discuss your answers with your partner. Do you agree? Are the solutions satisfactory? Can you suggest any other suitable solutions?

Problem or Complaint	Solutions
1. Your coffee is cold.	a) You want to remove the charge from your bill.
2. Your room is smoking and you booked non-smoking.	b) You want a new bus as soon as possible.
3. You ordered yellow paper but you received blue.	c) You want to change rooms.
4. You did not drink anything from the mini-bar but you were charged for a bottle of champagne.	d) You want a new coffee and you want it for free.
5. You ordered a 20 seat bus but a car arrived instead.	e) You want the chef to apologise to your wife.
6. You told the waiter you were allergic to eggs but there were eggs in your food and now you are sick.	f) You want the order replaced with the correct colour.
7. You wanted to go to the train station but the taxi took you to the airport.	g) You want to be taken to the train station and turn the meter off.
8. You asked for a birthday cake with your wife's name on it but they spelt her name incorrectly.	h) You want the restaurant to take you to hospital and pay for the bill.

Useful Expressions

Activity



Look at the expressions below which can be used when requesting a solution to a problem. Can you think of any others? Write polite or impolite next to the expressions.

Useful expressions	Polite or Impolite?
I would like to speak to your manager, please.	
I want to speak to your supervisor.	
Can I speak with your supervisor, please?	
Get me your supervisor!	
I would like you to	
I want to speak to someone who can help me, please.	
Put your manager on the phone!	
I want you to	
I would appreciate it if you could	
It would be great if you could	
I would be happy if you	
Give me	



Role play

Activity



Read the situations below. Complete the dialogues then practise with your partner. You can write what you want but make sure your requests are appropriate.

Dialogue 1: Noisy room	
A: Guest	B: Receptionist
<p>You are a guest at the Grand Hotel. You have checked into your room already. There is a lot of noise from building works being done on the outside of the hotel. You want to change rooms.</p> <p>Ring reception and outline the problem and what solution you would like.</p> <p>Say that you want to move today.</p> <p>Remember to be polite and calm.</p>	<p>Take the call from the guest who wants to change rooms. You can't move them today but a quieter room on the other side of the hotel will become available tomorrow.</p> <p>Make sure you:</p> <p>Answer the phone formally and politely</p> <p>Respond to the caller's requests</p> <p>Use words to show that you understand the caller</p> <p>Confirm the arrangements</p> <p>Finish the call politely.</p>

Dialogue 2: Airline ticket	
A: Customer	B: Customer service officer (Tom Tom Travel)
<p>You have booked a flight on the 25th October but when your ticket was issued the date is wrong and it says the 24th October. Also, they have booked you in economy and you would like business class.</p> <p>Ring the customer service department and outline the problem.</p> <p>Explain what you want them to do</p> <ul style="list-style-type: none"> • change you ticket dates • reissue a new ticket • change from economy to business class • ask when you will receive the new ticket. <p>Remember to be polite and calm.</p> <p>Use sequence words:</p> <p>Firstly, also, secondly</p>	<p>Take the call from the customer who wants to change their ticket. Explain that there are no business class seats left on that date.</p> <p>Make sure you:</p> <p>Answer the phone formally and politely</p> <p>Respond to the caller's requests</p> <p>Use words to show that you understand the caller</p> <p>Confirm the arrangements</p> <p>Finish the call politely.</p>

Dialogue 3: Wrong order	
A: Chef	B: Receptionist and Manager
<p>You ordered several things from a supplier and they sent the wrong things. You ordered:</p> <ul style="list-style-type: none"> • 10 kilograms of carrots • 8 kilograms of broccoli • 1 box of tomatoes • 2 bags of potatoes <p>But the supplier sent you:</p> <ul style="list-style-type: none"> • 10 kilograms of apples • No broccoli • 2 boxes of tomatoes • 1 bag of potatoes <p>This is not the first time that this problem has happened.</p> <p>Ring the supplier and outline the problem.</p> <p>Use sequence words:</p> <p>Firstly, also, secondly</p> <p>Ask to speak to the manager.</p> <p>Explain what you want them to do.</p> <ul style="list-style-type: none"> • send the write items and quantities • confirm when they will deliver • you want an apology • you want them to fix the problem in the future. <p>Remember to be polite and calm.</p>	<p>Take the call from the chef who wants to change their order to the correct items. Explain that the manager is not available and that you will deal with the problem.</p> <p>Make sure you:</p> <p>Answer the phone formally and politely</p> <p>Respond to the caller's requests</p> <p>Use words to show that you understand the caller</p> <p>Confirm the arrangements</p> <p>Finish the call politely.</p>



Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

5.1 Record yourself making 3 outgoing telephone calls ensuring your recordings:

- Identify yourself clearly and state the reason for calling
- Clearly outline the problem or complaint
- Explain calmly how the problem or situation can be resolved.

5.2. Provide five examples of complaints you have made and how they were resolved.

Summary

Make complaints

When making a complaint:

- Make sure you identify yourself and state the reason for calling
- Remain calm and always be polite
- Clearly state the facts about the problem or situation
- Calmly outline how the problem can be resolved
- Thank the person for their help and say goodbye politely

Presentation of written work

1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

2. Style



Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organized. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognize and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

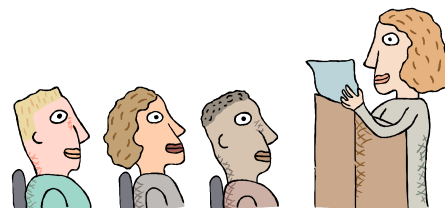
- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

3. Presenting Written Work

Types of written work

Students may be asked to write:

- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.



Format

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

Cover Sheet

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

Keeping a Copy

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

Inclusive language

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patient's in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	<i>Humankind</i>
Barman/maid	<i>Bar attendant</i>
Host/hostess	<i>Host</i>
Waiter/waitress	<i>Waiter or waiting staff</i>

Recommended reading

Finn, C., 2007, *Manners on the Telephone*, Picture Window Books, Minneapolis, Minn.

Hughes, J., 2006, *Telephone English*, Macmillan, Oxford. (includes phrase bank, audio CD and role plays.

Lowe, s., 2004, [kit], *Telphoning*, Delta, Addlestone, Surrey.

Maxwell, D., 2006, *Phone skills for the information age*, McGraw-Hill/Irwin, New York.

Trainee evaluation sheet

Error! Reference source not found.

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the competency seemed relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency was at the right level for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got enough help from my trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of activities was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency allowed me to use my own initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training was well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer had time to answer my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how I was going to be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough time to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer feedback was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough equipment was available and it worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities were too hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best things about this unit were:

The worst things about this unit were:

The things you should change in this unit are:

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
AID** 