

Customer complaint - introduction

Name _____ Date _____



Damaged door

Customer Hi, can you help me? I've got a bit of a problem.

Shop I'm sorry to hear that. What's the problem?

Customer I received my door yesterday but it has a dent in it.

It looks very bad.

Shop OK. Can I have your order number please?

Customer It's AED1278.

Shop Thank you. One moment, while I check the details.

Shop Ah yes, it's here. I can send out a replacement door for you.

Customer Yes! That would be great. Thank you.

Shop We can deliver a replacement door on Tuesday. Is that OK?

Customer Yes, thank you. That would be great. What time?

Shop It's an all day delivery, so it will be between 9 am and 9 pm.

Customer That's fine. Thank you.

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Making a complaint

1. Why did the customer call the shop?

2. Was the shop assistant helpful? Yes / No

3. Did the shop assistant apologise? Yes / No

4. Did they resolve the issue? Yes / No

5. What action did the shop take?

6. Was the customer happy with the result ? Yes / No

7. Do you think the shop assistant responded in a polite manner? Yes / No

8. The door will be delivered at 9am. Yes / No / Can't tell

Customer complaint - introduction

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<u>Making a complaint</u>	<u>Apologising</u>
I've got a bit of a problem.	I apologise for the inconvenience.
I'd like to make a complaint.	I'm sorry to hear that.
I'm sorry to trouble you, but ...	Oh, I'm sorry about that.
Excuse me. I have a problem...	I'm really sorry.
Excuse me. Can you help me please?	Yes of course.
I've got a problem ...	I'd like to apologise for...
<u>Asking for specifics</u>	<u>Taking action</u>
Please tell me what the problem is.	I will send a replacement.
What's the problem?	I will make sure the problem is sorted for you.
Oh dear. What's the problem?	No problem, I will deal with it for you. Leave it with me.
Can I have your order number?	I'm sorry to have to say this, but

Making a complaint / Dealing with a complaint

Role play Name _____ Date _____



1. You are in a restaurant.
You order food but it is very salty.
Call the manager over, and complain about the food.

1. You are the manager.
A customer complains about the food.
You apologise to the customer and resolve the issue by giving a free meal.

2. You ordered an item for delivery.
You were told it would arrive before 2pm but it is late.
Telephone the shop to make a complaint about the service.

2. You are the shop assistant.
You enquire about the problem.
You apologise and give a reason for the delay.
You say you will take action by asking the driver where he is.

3. You bought a pack of pens but one pen is missing.
You telephone customer service.
They ask you about the problem.
You complain about the missing pen.
Ask for a replacement to be sent out to you.

3. You are the customer service assistant.
You enquire about the situation and apologise for the missing pen.
You give a reason for the missing pen.
You make a promise telling the customer you will send a replacement as soon as possible.

Customer Complaints

Functional Skills mapping and teaching notes.

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/>

Entry Level 2 Functional Skills English

Speaking, Listening and Communication skill standard: Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

- a) Understand the main points of short explanations and instructions ✓
- b) Make appropriate contributions that are clearly understood ✓
- c) Express, simply, feelings or opinions and understand those expressed by others ✓
- d) Communicate information so that the meaning is clear ✓
- e) Ask and respond to straightforward questions ✓
- f) Follow the gist of discussions

Writing skill standard: Write short texts with some awareness of the intended audience

- a) Use written words and phrases to record and present information
- b) Construct compound sentences using common conjunctions
- c) Punctuate correctly, using upper and lower case, full stops and question marks
- d) Spell correctly all high frequency words and words with common spelling patterns

Reading skill standard: Read and understand straightforward texts that explain, inform or recount information

- a) Understand the main events in chronological texts ✓
- b) Read and understand simple instructions and directions ✓
- c) Read and understand high frequency words and words with common spelling patterns
- d) Use knowledge of alphabetical order to locate information

Entry Level 3 Functional Skills English

Speaking, Listening and Communication skill standard: Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

- a) Follow the main points of discussions ✓
- b) Use techniques to clarify and confirm understanding ✓
- c) Give own point of view and respond appropriately to others' point of view
- d) Use appropriate language in formal discussions/exchanges ✓
- e) Make relevant contributions, allowing for and responding to others' input ✓

Writing skill standard: Write texts with some adaptation to the intended audience

- a) Plan, draft and organise writing
- b) Sequence writing logically and clearly
- c) Use basic grammar including appropriate verb-tense and subject-verb agreement
- d) Check work for accuracy, including spelling

Reading skill standard: Read and understand the purpose and content of straightforward texts that explain, inform and recount information

- a) Understand the main points of texts ✓
- b) Obtain specific information through detailed reading ✓
- c) Use organisational features to locate information ✓
- d) Read / understand texts in different formats using strategies / techniques appropriate to task ✓

** This resource also covers many adult literacy <http://www.excellencegateway.org.uk/content/etf1286> and adult ESOL <http://www.excellencegateway.org.uk/content/etf1194> curriculum elements.

Making / Dealing with Complaints

Start the activity by brainstorming situations in which people make complaints, Write the students' ideas on the board.

Use pages 1-3 to continue with the topic. Use pages 1-2 as a reading exercise or a listening exercise (using two volunteer students to read the dialogue aloud). Students can write the answers on page 2 or give them orally. Use page 3 as a matching exercise or for general discussion and practice.

Before class, make one copy of page 5 for each pair of students and cut as indicated. They could be laminated so that they can be used many times. Split the class into pairs and ask them to role play the three situations.

Finally ask students to role-play complaints for some of the other situations listed on the board at the start of the lesson. The aim is to use the complaints expressions as part of their role-plays.