

Unit 3: Working at a Store

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Dress for success. • Offer choices. 	<ul style="list-style-type: none"> • Build interview skills. 	<ul style="list-style-type: none"> • Identify focus words. • Phrase words into thought groups; pause between them.

Materials/Preparation:

- Student Book Unit 3
- *Dress for Success* Envelopes (SSLC Resource Shelf – 3 envelopes)
- Two pieces of white or light-colored posterboard or flipchart paper, one labeled *Appropriate Professional Attire* at the top and the other labeled *Inappropriate Professional Attire*.
- Masking tape
- Permanent markers, preferably black
- SSLC Audio Tape, *Maytag Washer*

Key Vocabulary:

appearance	sloppy
attire	slacks
button-down	sports jacket
casual	suit
discount	torn
dress code	uniform
khakis	warranty
neat	wrinkled

Notes to Instructor:

Arrange a student tour of the MontgomeryWorks One Stop for sometime during this week. That entire process takes about an hour and a half of class time. The tour has not been built into a specific day of this Unit’s curriculum, because the exact day it can be arrange will vary from course to course. However, a couple lesson plans in this Unit take less time to accomplish than others, so as to leave time to thoroughly cover the Unit and also experience the tour.

Look Ahead:

The final draft Reference List is due to be completed by Day 4 of this Unit. Students should be working on it this week and turning in rough drafts to you to edit and get back to them in time for the Day 4 due date. Students with poor computer skills will probably need extra help with formatting and editing their papers this week.

Warm Up: Mystery Shopper 2 – Reportback

20 minutes

Set Up

1. In preparation for the warm-up, write questions 1 and 4 from the *Mystery Shopper 2* homework sheet (**SB 2:20**) on the board. Ask students to get out their homework sheet. Introduce the warm-up by asking students to tell you what stores they went to and whether they had, in general, positive or negative experiences (or both).

Process

2. Draw students' attention to questions 1 and 4 on the board. Ask them to get into small groups and take turns telling each other about their answers to 1 and 4 – about 3 minutes each. (Tell them you'll discuss the answers to the other questions later.) Circulate to assist and keep conversations on track.

Reportback & Feedback

3. After about 12 minutes, bring the class back together. Ask first about the answers to question 4 – let a few volunteers talk about their experience. Then, ask about question 2, soliciting several volunteers' experiences and writing noteworthy questions on the board.

4. Finally, move the discussion to question 1. As you discuss each student's answers to this question as a class, write words for clothing and appearance on the board in two columns – one column for items or practices you will later classify as appropriate, and one for items or practices you will later classify as inappropriate.

Transition

5. Use the discussion in ste #4 to transition smoothly into the *Dress for Success* presentation, below.

Presentation: Dress for Success

25 minutes

Set Up

1. As you solicit students' reports about what sales associates were wearing, ask them whether they felt associates' appearances were *appropriate* or *inappropriate*, and why. Begin two columns on the board, labeled accordingly, and include words for clothing and also adjectives or phrases that describe clothing, ways to dress, and personal appearance/hygiene.

Process

2. Move the discussion from the specific mystery shopper experiences to a broader discussion of what is appropriate and inappropriate dress in U.S. workplaces. Ask students to compare this to professional attire in their own countries. What are the similarities and differences?

Be sure to include the topic of personal hygiene in this discussion. In order to not offend students, raise the topic by asking them what they find inappropriate in a sales associate or co-worker when it comes to personal hygiene. Keep the discussion in the third person!

3. As you discuss, try to elicit the following vocabulary words:

appearance *neat* *sloppy* *casual* *uniform* *dress code*
pressed/ironed *khakis* *suit* *blouse* *low cut*
slacks *wrinkled* *sports jacket* *torn* *button-down*

4. Make sure the following points are covering during the discussion:

- a. Your work clothes and shoes should always be neat and clean.
- b. As a general rule, you should dress so as not to call undue attention to yourself. You are representing the store/company. Anything that distracts the customer's attention (low cut blouses, slogans on clothing, flashy jewelry, clothing that shows the stomach, chest, feet, or underwear) should not be worn.
- c. Nails should be clean, neat, and not too long.
- d. Casual does not mean sloppy.
- e. Personal hygiene: bathe, wear deodorant, smell good. However, do not use excessive amounts of perfume or cologne.
- f. If you smoke, make sure your clothing and breath do not smell of cigarettes.
- g. Men: shave or trim beard, style hair neatly.
- h. Women: make up should be subtle, jewelry should be minimal and/or not flashy, neatly styled hair, no clothing that is too tight or low cut.
- i. Hats are usually not appropriate in an office, except those that are for religious or cultural observance. In the United States, take off a hat upon entering a building.

5. Discuss the fact that what is considered professional attire differs from job to job. Discuss what constitutes professional attire in a fast food restaurant vs. an office vs. a construction job. Those students are or have been employed can discuss what is/was appropriate attire for their jobs.

Wrap Up

6. By the end of the discussion, you may have columns that look something like the following:

<u>Appropriate</u>	<u>Inappropriate</u>
neat	dirty
clean	torn
presentable	wrinkled
pressed	jeans
skirt (no shorter than 2 inches above the knee)	sneakers
dress	shorts
suit	low-cut blouses
close-toed shoes	tight-fitting clothing
subtle makeup, jewelry, cologne	excessive perfume/cologne
dress heels	sweatpants
tie	“spaghetti straps”
sports jacket	mini-skirts
slacks	t-shirts
khakis	shirts with slogans, pictures, etc.,
button-down shirts	open-toed shoes
blouse	wearing the same outfit repeatedly
deodorant	
matching	
conservative	

Note to Instructor: A former SSLC student once said that there is a “three-color rule” for workplace dress. Any outfit that one wears, including the shoes, should have no more than three colors in total. Any more than that is too distracting and looks less professional. This is an interesting idea to bring up and discuss with students.

Activity: Dress for Success

25 minutes

Note to instructor: Some of the images in the *Dress for Success* envelopes have been chosen because they are humorous, others because they are appropriate. Others have been chosen in an attempt to spark debate. For example, in some cases, most of a model’s outfit will be appropriate for the workplace, but one aspect will be inappropriate (e.g., a low-cut blouse, open-toed shoes, or blue jeans.) Also, each picture has a number on the back so that it can be replaced in the appropriate envelope after the activity is over.

Set Up

1. Divide students into three groups, and give each group a *Dress for Success* envelope.

Process

2. Ask them to go through the envelope and separate the clothing into piles according to whether it is appropriate or inappropriate for the workplace. Discuss. Tell them they must know or find out the English words for each article of clothing pictured. Circulate to assist.

3. Lay out the labeled pieces of flipchart paper or posterboard you have prepared (see Materials/Preparation, above) on a table. Leave out pieces of masking tape.
4. When groups are finished, tell the class they can create two posters that show what is appropriate and inappropriate. They should designate roles for this task within their group: one member of the group to bring the appropriate pictures to the table, another member to bring the inappropriate pictures, and a third with clear handwriting to write captions. Working together with the other groups' designated members, they should tape the images to the posterboard. They should work together so that the same types of clothing do not appear more than once on the poster. Then, the designated writers should write labels below the pictures (i.e. slacks, miniskirt, wrinkled, torn, suit, etc.) Circulate to assist.

Reportback & Feedback

5. When they are finished, discuss the posters as a group. Have them choose a place on the wall and hang the posters. They can stay on the wall for the rest of the course, if possible. (Since the pictures are laminated, the tape can be easily removed so that the pictures can be placed in the envelopes again and re-used in the next course.)

Wrap Up

6. Wrap up this activity by mentioning that the personal appearance of the sales associate is important to the success of a retail store. Any employee represents a company – s/he is the face of the company. It is important, therefore, to make a good first impression. Remind students of the first impressions that the sales associates made in the Mystery Shopper 2 homework activity. Were they positive or negative? Later in the unit, we will see that the appearance and atmosphere of the store itself are also very important.

Transition

Remind students that, in the last unit, the class discussed job interviews. One of the guidelines the class established was “dress professionally” The guidelines we discussed today also apply to interviews – with the exception that interviews often require even more professional attire than would be sometimes be expected on the job.

Now, we will continue with our discussion of interviews, and focus on how to answer a specific common interview question.

Presentation & Activity: Interview Question – *Tell me about yourself* 30 minutes

Note to instructor: This presentation/activity is one of a series of multi-step activities that can be used as warm-ups or at any time during the class. The goal of the activities is to prepare students for job interviews. Each activity focuses on good answers for a different common interview question and provides an opportunity for role play practice. This activity is the first of that series. Use the instructional process outlined below for this and future interview question activities.

Throughout the weeks that you practice the interview question activities, take good opportunities to remind students that while they should always be honest in an interview, they should also be savvy. They should put themselves in the place of the interviewer – what is she looking for? What could cause her concern about me as an employee? The interview is not the time for deep personal reflection and sharing. It is a well-practiced professional conversation, the goal of which is employment.

Today’s Interview Question: Tell me about yourself.

Set Up

1. Write the question on the board.
2. Introduce the request to the class as a common interview “question”. Tell students they will work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. Since this is the first interview question activity, you will have to introduce these. For subsequent activities, students should be able to list them. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. Ask students to begin working in pairs. Circulate to assist and give individual feedback.

Reportback & Feedback

5. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on the question (below) for suggestions and guidance.
6. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:8** and fill it out with the question and good answers.

Practice

7. Remind students about focus words, thought groups, and pauses. Have them identify where these occur in the example answers you have created – first individually and then volunteers can identify them on the board. Then, practice saying the answers first as a whole class, then individually, and then in pairs.

8. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Wrap Up

9. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

Tell me about yourself.

This question should be answered briefly. The interviewee should avoid any answer that is too personal or calls attention to some weakness. It is fine to mention one's country of origin and speak briefly about one's interests, but the interviewee should focus primarily on his/her professional and employment interests and background. Of course, each student's answer will be different, but here are some example answers:

“I'm originally from Argentina, but I've lived in the United States for five years. In my country I worked in public relations for a large company, so I'm interested in positions in which I can work with people regularly and meet their needs.”

“I've lived in the United States for three years and have been studying customer service and sales. I would like to learn more about the banking industry and use the skills I have been learning to help other people.”

Listening Activity: Maytag Washer

25 minutes

Set Up

1. Pre-listening: Tell students that, in Unit 3, they will be learning how to offer choices and alternatives to customers. The listening segment they will hear has to do with washing machines and the different choices available to customers.

Ask students to describe the washing machines they use:

What cycles does your washing machine have? (cold, hot, delicates, woolens)

What size is your washing machine?

Is it front-loading or top-loading?

2. Explain that they will hear some customers discussing washing machines. Play the tape once.

Process

3. Ask students to open to **SB 3:2**, *Maytag Washer*, and skim the page. Then, play the tape again. Students should work individually or in pairs to complete the questions. Play the tape once more.

Reportback & Feedback

4. Go over the answers as a class (located on **TB 3:34**), giving individual feedback where possible.

5. Discuss the meanings of *warranty* and *discount* briefly, as some students will be unsure of their meaning. However, both concepts will be covered in greater detail later in the course.

Wrap Up

6. Discuss why it is a good idea to offer choices to your customer, instead of just suggesting one product. (**Possible answers:** Because the customer knows best what s/he needs; because customers have different needs and wants that they have not necessarily expressed; because each buying decision involves balancing several factors such as price, fit, style, etc.)

Wrap up

10 minutes

If time, ask students to take out their *Mystery Shopper 2* homework and look at their answers for question 3. Lead a brief discussion about how their shopping experience made them feel. Point out that a major goal of a good sales associate is to create a positive experience for the customer – and there are many things a good sales associate can do to help create that positive experience. We have discussed the customer service attitude, speaking clearly, listening actively, finding and fitting customer's needs, and personal appearance, among other things. The focus should always be on the customer.

Unit 3: Working at a Store

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Learn about malls. • Identify types of retail stores and departments • Identify the benefits of working in retail sales. • Direct a customer to a department. • Find information in a retail sales environment. 	<ul style="list-style-type: none"> • Talk about preferences in work and the culture of work in the United States. 	<ul style="list-style-type: none"> • Use polite expressions. • Use comparatives and superlatives. • Use an adverbial clause beginning with <i>because</i> to indicate reason.

Materials/Preparation:

- Copies of **TG 3:35**, *Conversation Cards - Work*, cut into cards and stacked
- Copies of **TG 3:37-38**, *Helping Customers in a Superstore – Products*, cut into cards

Key Vocabulary:

apparel	shift
career	superstore
mall rat	unemployed
profession	workaholic
retail	

Notes to Instructor:

As announced on the first day, this course teaches skills that are applicable in most customer service positions, though our focus is clearly retail sales. By now, you know most of your students' customer service employment goals, and it is likely that some desire a job that is not in retail sales. However, one of today's presentations is designed to highlight some of the benefits of retail sales positions that students may not have considered, as well as make clear the distinction between a job and a career in customer service. Since many of this Unit's – and this course's – lessons are designed to prepare students for the retail sales profession, it may be useful to point out today that retail sales often offers entry level experience in customer service. With this experience, students can then go on to explore other customer service employment opportunities that may interest them.

Warm up: Conversation Cards – Work

15 minutes

Set Up

1. Tell students that part of the class will be devoted to talking about retail sales jobs. Therefore, we will begin the class with conversation cards on the subject of work.

Process

2. The conversation card warm-up process should now be familiar to students. Working in pairs, they will take turns pulling a card from the face-down stack you give each pair, and ask their partners the question. Encourage students to ask follow-up questions and, when it is their turn to answer, speak for at least 30 seconds on the topic.

3. Circulate to listen and assist, giving individual feedback where possible. Try not to interrupt an answer in progress, however. Note new vocabulary words and topics or questions to bring up when the class comes back together.

Reportback & Feedback

4. As a class, discuss only a few of the questions – those that seemed to inspire the most conversation in the pairs. Discuss the vocabulary words *workaholic* and *unemployed*.

Transition

Finish the brief discussion of the warm-up by discussing students' answers to this question: *In your country, what jobs are good jobs? Why?* Try to elicit a list not only of positions, but also characteristics of jobs (e.g., benefits, 40 hours a week, flexible schedules)

Presentation: The benefits of working in retail sales

15 minutes

Set Up

1. Write the words *job* and *profession* on the board. Ask students to give their thoughts on the difference between the two. Point out that a profession is something that people train for and take seriously. In a profession, people can advance through levels of responsibility. Retail sales is often thought of as a job, but that there are many benefits to considering retail sales as a *career*. Write the word *career* on the board, next to *profession*, and discuss its meaning.

Process

2. Ask students to spend a few minutes in groups of 2 or 3 and come up with a list of possible benefits to a career in retail sales. Students who have retail sales experience should ideally be distributed among the groups.

Reportback & Feedback

3. Bring the class back together and ask the groups to share their lists. Make a list on the board of their ideas and take time to discuss and explain them, asking those who have worked in retail sales to give examples from their own experience.

Note to instructor: It is important to have a realistic discussion here while listing the potential benefits of these positions. Retail sales positions vary widely in quality. *Some* retail sales positions will have *some* of these benefits, but it is rare to find one that has them all. Point out that many retail sales positions start at entry level and have few of these benefits. However, one can often advance quickly in retail sales. As an employee moves up through the ranks, it is common for more of these benefits to become attainable. Retail sales careers can be good choices for our immigrant students, providing more flexibility and opportunities for building communication skills than other typical jobs for newcomers to this country.

Be sure that the following benefits are included in the discussion:

- opportunity to help people
- opportunity to work flexible hours and *shifts*
- employee discounts on purchases
- ability to stay in retail sales if you move to another city – retail stores are everywhere
- health insurance benefits
- paid vacation
- flexible salary that can increase with time and effort
- opportunities to meet new people
- learning new skills that can be used in your daily life or other professions
- opportunity to practice English frequently
- if the position pays by commission, it can be motivating

Writing activity: The benefits of a career in retail sales

25 minutes

Note to instructor: If you need to make extra time for the MontgomeryWorks tour, assign this activity as homework.

Set Up

1. Announce that students will now have an opportunity to practice writing in English and further consider the benefits of a career in customer service. Before they do so, though, they will need to quickly review comparatives, superlatives, and adverbial clauses beginning with *because*.

Process

2. On the board, review comparatives, superlatives, and adverbial clauses beginning with *because* (to indicate *reason*) with students. To engage students in the quick review, you may wish to begin sentences on the board and have volunteers finish them.

Examples: People choose careers in retail sales because _____.

A flexible job is important because _____.

Paid vacation is _____ important than flexible hours. [less or more]

_[name of store]_____ probably has good employee discounts.

_____ has as much retail sales experience as _____ has.

3. Ask students to write a paragraph to persuade someone who is also an immigrant to prepare for a career in retail sales. Tell them that these paragraphs will go through a couple revisions, and the final product has the potential to be included in an outreach brochure or flyers for this course! We will keep copies of them in each student's file.

Review the following points about paragraph writing before allowing them to begin:

- Before writing, they should brainstorm some notes about what they are going to write. They should consider what their main point will be.
- Their paragraph should have a topic sentence, supporting details, and a conclusion.
- They should use appropriate capitalization, punctuation, and spelling.
- They should try to use at least one comparative or superlative sentence, and one complex sentence with *because* to indicate reason.

Feedback

4. Give students 15 minutes to write. Circulate to assist. Collect first drafts for review and editing and give back to students within no more than two days for revision. In your editing, consider capitalization, punctuation, grammar, and spelling, as well as organization that includes use of a topic sentence, details to support that topic, and a brief conclusion. By the middle of Unit 4, students should have completed a final draft of this paragraph.

Reading activity: Malls

Set Up

1. Ask students to tell you what kind of building they are in right now. (The SSLC is located in a mall.) Write the word *mall* on the board and practice its pronunciation. Tell students that malls were invented in the United States. Ask them whether or not similar places exist in their countries, and what sorts of things you can do there.

Process

2. Students should turn to **SB 3:3-4** and do the pre-reading exercise for the article *Malls*. Ask students to share their answers.

3. Then, ask students to read the article *Malls*, and then work individually or with a partner to answer the comprehension questions that follow. Circulate to assist.

Reportback & Feedback

4. As a class, go over the answers to the comprehension questions, asking volunteers to provide the correct answers. Discuss the new vocabulary, including *mall rats*, and practice the pronunciation of the new words. Transition into the presentation below.

Presentation: Types of retail stores and departments

25 minutes

Set Up

1. Point out that malls usually have a few large stores like Macy's, Sears, and JC Penney. Ask students what this type of store is called (department store). Write *department store* on the board and practice its pronunciation. Make sure it is clear that departments are the different sections or parts of the store.

Process

2. Elicit examples of departments you might find in a department store like Macy's, and list them on the board, practicing pronunciation and discussing new words (such as *apparel*) where necessary.

women's apparel
menswear
misses / juniors
accessories
infants / newborns
luggage

shoes
jewelry
housewares
appliances
toys
furniture

lingerie

Point out that departments often have different names in different stores.

3. Point out that other retail stores (sometimes attached to a mall) are huge department stores that sell a wide variety of items. Because of their size and shape, they are sometimes called *big box stores* or *superstores*, and they are very popular in the United States. Examples include Target and Wal-Mart. Ask students if they can list other superstores they know. Then, ask students to give examples of superstore departments they know and add these to the existing list on the board. Practice the pronunciation of these words and discuss their meanings.

sporting goods
office supplies
bed and bath / linens
electronics

home and garden
pharmacy
groceries
stationery

4. Finally, point out that smaller, more specialized stores (whether in a mall or outside of a mall) are simply called *retail stores*. The English words for the types of retail stores are often the same or similar to the names of departments in a department store; for example, *sporting goods store*, *office supply store*, *grocery store*. However, there are a few names for store types

that should be mentioned. Try to elicit at least the following retail store types by naming items that may be found within them. (Students will probably come up with more than are listed here.) Write them on the board.

convenience store
drug store
pet store

hardware store
home improvement store

Wrap Up

5. Practice the pronunciation as a group and then individually. Give individual feedback. Leave the names of the departments on the board from the previous presentation.

Additional Activity for Vocabulary Building: If time, give students a list of store types and have groups come up with 5 products that can be found in each. As a class, compare lists and discuss the new vocabulary.

Activity: Helping Customers in a Superstore

25 minutes

Set Up

1. Tell students that they may be able to find their first retail position as a sales associate in a superstore. A job like that would entail helping customers find the items they are looking for in such a large store. Ask them what they would need to know in order to help customers in a superstore (the names and locations of all the departments, the names and locations of items, product features, store policies.)

2. Write on the board:

Excuse me. I'm looking for a _____.

Tell students that you are a customer, and begin to ask various students for different products (toaster, aspirin, sheets, CD player, etc.). Suggest polite ways that sales associates might respond to the customer and write that on the board as well:

Certainly. It's in the _____ department. If you'll come with me, I'll show you.

Yes. You can find them in the _____ department. Follow me.

Students might also ask what they should say if they do not know where the product is located or if they do not understand the customer. You may want to elicit and practice the following responses with students as well:

I'm sorry. Could you repeat that?

I'm not sure. I am not very familiar with that department. But let me take you there. We will find it together or I will find someone to assist you.

Process

3. Have students practice the pronunciation of the customer's question and the sales associate's response. Leave them on the board for reference. Then, give each student a few of the product cards from **TG 3:37-38**. Explain that they should stand up and circulate around the room, taking turns playing the customer and the sales associate. They should ask their classmates for the products listed on their cards and respond to their requests for help. Circulate to listen and assist where necessary, giving feedback to individuals when possible.

Reportback & Feedback

4. When students have finished, follow up by asking volunteers in which department the products on the cards are located. Discuss differences of opinion.

Activity: Scavenger Hunt in the Mall

40 minutes

Note to instructor: This activity is not mandatory, but it is useful and fun if you have the time.

Set Up

1. Divide students into teams. Explain that they will be working as a team, in competition with all the other teams, to complete a *scavenger hunt* in the mall. Write the term *scavenger hunt* on the board and discuss its meaning.
2. Ask teams to use only one copy of **SB 3:5**. Ask the whole team to read it over briefly to see if they have any questions before they begin. Make sure they have a pen with them.

Process

3. Before allowing them to leave in their teams and begin, state the following rules:
 - a. Everyone must speak only English at all times.
 - b. The team must return to class *together* with their paper completed.
 - c. Even if they are not completely finished, each team must return no later than (give a time) . (It is recommended that you give them 30-45 minutes.)

Reportback & Feedback

4. When the teams have returned, compare sheets to see if you can find a winner! Congratulate the winners. Discuss the answers and their experiences as a class. Find out what was difficult and what was easy. Find out what question they asked to get the application and if they had any problems getting it.

Wrap up

5 minutes

Review the day's main points and preview the next class's topics.

Unit 3: Working at a Store

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Identify retail departments. • Suggest alternatives. • Identify characteristics of an inviting store. 	<ul style="list-style-type: none"> • Build interview skills. • Introduction to the resume. 	<ul style="list-style-type: none"> • Articulate word endings to enhance comprehensibility. • Use polite expressions. • Identify focus words and thought groups.

Materials/Preparation:

- Copies of **TG 3:39**, *Department Store Pictionary Game*, cut into cards
- A coin or a die
- Markers, 1 blue, 1 red, and 1 black; and 2 cans of tomatoes, 1 14 oz. size and 1 32 oz. size
- Copies of **TG 3:40**, *Offer Alternatives*, cut into lists A and B

Key Vocabulary:

alternative
carry
competition
in stock

inviting
out of / out of stock
rain check
refer

resume
[plus words from reading]

Notes to Instructor:

Today you will introduce the resume. Each student will need to complete a final draft of his or her resume by the end of Unit 4. A simple model resume is included in the **Portfolio Workbook**. Encourage students to use this as a template. Over the next few classes, you will need to keep the due date in mind and follow the same process of editing and revision as you did for the reference list. Again, students with less computer experience will need quite a bit of assistance. When the final draft is completed, make at least three copies of it - one for the student's permanent SSLC file, and two for the student's portfolio.

There are many different formats for resumes. The model resume for this course has been chosen because of its simplicity and its suitability for the positions to which students will most likely be applying. Some students may wish to use other formats or may already have resumes completed. This is fine; however, even those with already-existing resumes must go through the process of editing and revision so that they end up with an acceptable version for their portfolio. Ideally, a resume should be revised to fit each position for which one is applying. However, many of our students will not be able to do this. As such, help them to craft a resume that is general enough to be used in applying for a range of positions.

Warm up: Department Store Pictionary Game

20 minutes

Set Up

1. Tell students that today's class will begin with a game that helps them review the names of common departments in a department store, which were covered in the previous class lesson.

Process

2. Divide students into two teams. Ask them to decide on a name for their team and write those names in the corner of the board, so that you can keep score.

3. Briefly explain the rules of the game: one student on the first team to play (roll a die or flip a coin) will be shown a card with the name of a department. She should go to the board and draw products from that department on the board until a *teammate* guesses the name of the department. The team has one minute to guess. If they guess it, they get a point. If they do not, the opposing team has one chance to confer and guess. If they guess it, they get a point. The process repeats with the other team, until each team has had 7 chances at the board (or a smaller number of chances – it is only necessary that each team receives the same number of chances at the board. There are 14 cards in all.)

4. As each team member comes up to the board in his or her turn, secretly show them one of the cards cut from **TG 3:39**. Keep score on the board as the game is played.

Wrap Up

5. Bring the class back together. Discuss the difficulties they encountered during the game and give additional feedback where appropriate.

Activity: Interview Question – *Why should we hire you for this position?* 25 min.

Note to instructor: This is the interviewee's opportunity to say positive things about himself or herself. In your class, it is also a useful opportunity to introduce and/or practice important vocabulary concerning job-related traits. Some words describing traits to use are listed below.

When answering this question, students should give two or three personal traits, and **back each one up with a simple example**. That way, they can illustrate for the interviewer **why** they believe they have the characteristics they claim. The best answers to this question are those that focus **on how the applicant can benefit the company**, not how the company can benefit the applicant. See the box below for examples.

Start this activity by having students brainstorm the traits while you write them on the board. Then, in pairs, they can practice interviewing each other and giving their own traits and examples.

Set Up

1. Write the question on the board.
2. Introduce the request to the class as a common interview question. Tell students to work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. Since this is the first interview question activity, you will have to introduce these. For subsequent activities, students should be able to list them. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes the question (below, on following page) for suggestions and guidance.
5. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:9** and fill it out with the question and good answers.
6. Remind students about focus words, thought groups, and pauses. Have them identify where these occur in the example answers you have created – first individually and then volunteers can identify them on the board. Then, practice saying the answers first as a whole class, then individually, and then in pairs.
7. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Reportback & Feedback

8. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

Why should we hire you for this position?

Possible traits:

I am...

neat	a team player	punctual	dependable
detail-oriented	honest	energetic	organized
hard-working	efficient	accurate	friendly
responsible	polite	professional	bilingual
trained in customer service			

“I am hard-working. For example, when I finish my work, I look for other work to do.”

“I am dependable. For example, I arrive on time and get my work done on time.”

Transition

Move from this activity into the following by pointing out that, for many positions, a job seeker will need an effective resume to qualify for an interview.

Presentation: The Resume

20 minutes

Set Up

1. Write the word *resume* on the board and ask students to tell you what it is. Practice the pronunciation. Poll students to find out who already has a resume, if they have used it to apply for jobs in the United States, and whether or not they used resumes for jobs in their countries.

Point out that the main goal of a resume is to get an interview.

Process

2. Point out that a resume is often an employer’s first impression of you. Therefore, a resume must be perfect. There should never be any errors of any sort.

3. Ask students to open to the model resume on **Portfolio Workbook P:6** and take a few minutes to read it. Then, they should work together in pairs or small groups to discover answers to the following questions, based on the model resume:

- What are the parts (sections) of a resume?
- What are some guidelines for writing a resume in the United States?

Circulate to assist.

Reportback & Feedback

4. After students have finished answering the questions in their groups, discuss the answers as a class. Make sure that the following information is covered:

Parts of a resume

Name & contact information
Summary
Professional experience
Education and training
Other skills
“References available upon request.”

Guidelines for writing a resume

Keep it to one page (2 at the most)
No errors of any type
Make it readable (bullets, short sentences)
Focus on skills and accomplishments
Use “action verbs” in the past tense
Never lie.
Don’t include personal information other than contact information
Don’t list references

In some countries, resumes carry pictures and/or a lot of personal information (such as number of children, marital status, non-work-related hobbies, etc.) Point out that U.S. resumes should not contain these things. Part of the reason for this is because there are possibilities for discrimination based upon them (age, marital status, children, etc.) Discuss with students why they might be discriminated against based on some of these characteristics.

Finally, you may see the need to discuss the difference between a curriculum vitae and a resume. In some countries, the exhaustive curriculum vitae is more common than the shorter, goal-focused resume we are advocating here. Some students may have extensive professional and academic experience in their home countries that they want to list. Suggest that they create both documents, but use the resume for the customer service-oriented positions for which they apply.

Reportback & Feedback

5. Now, tell students that they will need to create a resume in this course, the final version of which will be due by the end of the next unit. They will need to go through the same process of editing and revision that they did for the reference list. They may copy the format of the model resume. In addition, they may use the lists of key past tense verbs and key adjectives on **P:7** of the **Portfolio Workbook**.

Activity: It’s all in the past

25 minutes

Set Up

1. Reiterate the guidelines (covered in the previous presentation) that resumes in the United States should focus on accomplishments and incorporate “action verbs” in the past tense. Ask students to open to the list of past tense verbs on **P:7** of the **Portfolio Workbook**. Go over the verbs listed and discuss their meanings as a class.

Process

2. As a class, practice the pronunciation of the past tense verbs. Emphasize the fact that the endings of past tense verbs must be articulated clearly in order to be understood by the listener. Otherwise, the verb may sound as though it is in the present tense. Have students listen to your pronunciation and repeat chorally and then as individuals.

You may need to review with students the three phonetic manifestations of /-ed/: [Id], [d], [t]. For an explanation of these and additional practice, see Gilbert p.____.

3. Individually, students should use that list to write three statements about their past education or employment experience. Two statements should be true, and one should be false. It is important to model this activity first with statements of your own. Otherwise, students do tend to create statements that are too general, all true, or too difficult to guess for some other reason. Here are three example sentences:

I directed a national organization of 3,000 people.
I managed a project with a million dollar budget.
I taught Spanish in a large university.

In the example above, students would have to choose which of the three statements is false.

Reportback & Feedback

4. Circulate while they write to assist and make sure they have written one false statement.
5. Now, students should get into small groups of 3 or 4 and read their statements to each other. Members of the group should try to guess which statement is the false one. Circulate to listen to and give feedback on pronunciation.
6. Follow up by polling the students to find out who managed to fool the most people. Write some particularly good sentences on the board in order to give positive feedback.

Presentation: What to do when an item is not available

20 minutes

Set Up

1. Prepare for this presentation by giving one student the markers that you brought to class and another student the cans of tomatoes.

Process

2. Begin the presentation by asking the first student, in front of the class, for a red marker.

Excuse me. I'm looking for a red marker.

3. Allow the student to respond positively and give you the marker, and then write the exchange on the board.

Excuse me. I'm looking for a red marker.

Sure. Here you go.

Repeat the exchange with the blue marker.

4. Now, ask the same student for a green marker. S/he does not have it, so she will need to come up with a response. Try to elicit something similar to the following response and add it to the exchange on the board:

I'm sorry. We're out of green markers.

Repeat the exchanges above with the second student, asking first for a 32 oz. can of tomatoes (which s/he has) and a 6 oz. can of tomatoes (which s/he does not have.)

5. After the student tells you s/he is out of 6 oz. cans of tomatoes, transition into a discussion of the fact that sometimes you will not have the item that the customer is looking for. First, ask why that might be the case, and write those two reasons on the board:

*The store does not **carry** the items.*

*The store is **out of** those items. (i.e. That item is **out of stock**.)*

Practice

6. Discuss the new terminology (in bold above) and practice the pronunciation.

Process

7. Now, ask students what a sales associate can do in that situation, and write those options on the board:

- a. Offer an **alternative** (another color, size, brand, style, flavor, etc.)
- b. Offer a **rain check** (for the item at the current price, when it comes in).
- c. Offer to special order the item.
- d. Offer to call a different branch of the same store.
- e. Tell the customer that your store does not carry the item and **refer** them to the **competition** (i.e., suggest another store nearby that might carry the item.)

Practice

8. Mention that the last three options will depend upon store policy. Discuss the new terminology (in bold, above) and practice the pronunciation.

Transition

9. Tell students that all of these are options when the store does not have the item the customer is looking for. There will be opportunities later in the course to practice deciding between these options. In the next activity, they will practice offering alternatives.

Activity: Offer alternatives

30 minutes

Set Up

1. Return to the student who has the cans of tomatoes. Ask her again for the item she does not have (a 6 oz. can of tomatoes) and encourage her to offer you an alternative.

Process

2. Discuss appropriate ways to tell the customer the item is not available and to offer an alternative. Write the stock phrases on the board:

I'm sorry. We're out of _____.

OR

I'm sorry. We don't carry _____.

OR

I'm sorry. _____ are not in stock.

Would you like to try ...

- another color?*
- another size?*
- another brand?*
- another style?*
- another flavor? etc.*

Point out that they can suggest general alternatives like those above using the feature categories we discussed in Unit 2 (e.g., *Would you like to try another color?*) or more specific alternatives (e.g., *Would you like to try one in blue?*), depending upon the situation. Write this stock phrase on the board as well, and draw their attention to the use of *in* to offer a color, size, or style alternative:

Would you like to try one in blue?

Repeat the exchange with the student who has the markers (ask for the green marker again). Encourage him/her to use the phrases on the board.

3. Practice the pronunciation of the stock phrases on the board. Ask students to identify the thought groups, focus words, and pauses in the phrases. Have them repeat after you chorally as a class, and then ask individuals to repeat the phrases. Have students practice briefly in pairs.

Practice

4. Ask students to remain in pairs. Pass out the copies you made of the product lists on **TG 3:40**, giving each member of the pair a List A or a List B. Ask them to practice short conversations like the one on the board. Circulate to assist them in choosing good alternatives to offer. Remind them that they can suggest general alternatives or specific alternatives, depending upon the situation.

Reportback & Feedback

4. When they are finished, bring the class back together again (pairs should stay together) and follow up on the activity by role playing one exchange with each member of the class. Give individual feedback and, as a class, discuss responses where useful.

Reading: The characteristics of an inviting store

20 minutes

Note to instructor: If you need to make time for the MontgomeryWorks tour, this reading activity can be done as homework and discussed later as a class.

Set Up

1. Write on the board: *Make a good first impression*. Remind students that you have already discussed this concept in class and ask,

How can you make a good first impression on your customer?

Students will probably mention personal appearance and hygiene, covered earlier in the course.

Process

2. Tell them that a store can also make a good first impression on a customer. If it is a clean and pleasant place, people will be more likely to want to shop there. Ask the class if they have had experiences in which a store was or was not attractive, clean, or safe.

What was it like? How did it feel?

3. Tell students that all sales associates have some responsibility for keeping the store attractive, clean, and safe. Today's reading goes into more detail about how to accomplish this. Ask them to open to **SB 3:6**, *Maintain an Inviting Store*, and do the pre-reading vocabulary exercise in small groups. Discuss the answers as a class and practice the pronunciation of the words.

4. Now ask students to read the article. After they read, they can work on the ranking activity that follows in pairs or small groups. Circulate to assist and give individual feedback.

Reportback & Feedback

5. Discuss the answers as a class. The answers and commentary on the answers are listed on **TB 3:41**.

Wrap up

5 minutes

Briefly review today's main topics. End by reiterating the reading's point that a store should not only be clean and attractive, but should also be safe. In the next class, we will talk more about safety. Also, remind students that the final draft of their reference list is due in the next class session. Remind students that their resume must be completed by the end of Unit 4. That will require some work outside of class. Review with them the due dates for first and final drafts that you have established.

Unit 3: Working at a Store

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Make suggestions and recommendations. • Know when to refer a customer elsewhere. • Role play: Offer alternatives • Promote safety on the job. 	<ul style="list-style-type: none"> • Build interview skills 	<ul style="list-style-type: none"> • Use polite expressions. • Identify focus words. • Identify thought groups and pause between them.

Materials/Preparation:

- Black Portfolios – one for each student
- Copies of **TG 3:43-44**, *Suggestions and Recommendations Cards*, cut into cards and stacked
- SSLC audio tape – *Refer the customer to the competition?*
- Copies of **TG 3:45**, *Offer Alternatives – Role play cards*, cut into cards

Key Vocabulary:

aware	life-threatening	spill
barriers	outlets	trip
common sense	overloaded	victim
CPR	promptly	weakness
dangerous	rack	worker's compensation
slip	injury / injured	

Notes to Instructor:

The final draft of the Reference List should be completed and copied by today. Make sure to keep one copy in the student's permanent file. Give the student at least two copies, as well as a black Portfolio folder. Emphasize that the Portfolio should be kept at home and kept looking nice – it is for job search purposes only.

Warm up: Making suggestions and recommendations

20 minutes

Set Up

1. Tell students that, as a sales associate, they will need to be comfortable making all sorts of recommendations and suggestions. For a warm-up, we will practice making suggestions and recommendations to our classmates.

Write the following lead and question on the board:

I'm looking for a good place to _____.
Can you recommend somewhere?

Process

2. Begin by using the leads on the board to ask various students about good places to get pizza, play basketball, see a movie, and take a walk. Use the students' responses to start building a list together of good ways to make suggestions and recommendations in English, and write these on the board:

I recommend you try _____.
I suggest you try _____.
Why don't you try _____?

3. Lead students in practicing the pronunciation of the questions and suggestions.

4. Now, ask students to get into pairs. Give each pair a face-down stack of the cards that you prepared from copies of **TG 3:43-44**. Tell them they should take turns pulling a card from the top of the stack and asking their classmate for a recommendation, using the leads on the board as models. Partners should make real recommendations and suggestions from their own experience. Circulate to listen, assist, and give feedback to individuals.

Reportback & Feedback

5. Follow up on the activity briefly by asking each student in the class for one recommendation. Discuss some of the students' answers, asking others if they would make the same recommendation, and why or why not.

Activity: Interview Question – *What are your weaknesses?*

25 minutes

Note to instructor: This tricky question can really stump the students. It is important for students to keep in mind the first of our "Four Rules" (which are listed below). They should try to turn this question around, taking another opportunity to say something positive about themselves. Honest is important, but only to a point – they should not be excessively candid with this question. Instead, encourage them to concentrate on answering briefly and positively, avoiding saying anything truly negative about their abilities or past performance, and then move on to the next question in the interview. Discourage students from saying that they don't have any weaknesses! This is obviously untrue for any candidate and will not impress the interviewer.

Some of our past students have reported that interviewers have asked them more pointed questions about their weaknesses. For example, one interviewer asked several of our students, “Are you ever late to work?” Other questions may masquerade as a “weakness” question; for example, “What aspects of your daily responsibilities do you dislike?”, “What suggestions did your previous supervisor have for improvement?”, “How do you think you could be more effective?”, and “Describe a project you worked on that didn’t turn out as well as you expected.” The interviewer will try hard to get the interviewee to say something negative, so students must be prepared. In circumstances such as these, students should follow the same guidelines presented for the “weaknesses” question: be brief, stay positive, and change the subject as soon as possible.

For the question, “Are you ever late to work?”, one possible answer is, “I am very punctual. However, if there is an emergency and I have to be late, I always call.” In this example, the student has answered the question well, yet also managed to say two positive things about herself.

For the question, “Describe a project you worked on that didn’t turn out as well as you expected,” the answers will of course vary widely. The interviewee should take this opportunity to show she has good judgment and other positive traits such as honesty, respect for authority, the ability to resolve problems quickly, responsibility, and the ability to reflect on one’s own actions. Each answer that a student chooses to give should highlight at least one or more of these attributes. Moreover, the problem chosen should ideally be one that the student did not cause herself, but instead one that was beyond her control, but that she was able to address and resolve successfully.

Be sure to teach the students that if an interviewer ever asks a pointed question about the interviewee’s propensity to be dishonest, cheat, or steal, the answer is always a firm “never”.

Finally, mention again the topic of illegal or inappropriate questions. Some questions, such as, “Do you have a car?” or “Are you a citizen?” are illegal, unless asked of everyone and/or required for the job.

Set Up

1. Write the question on the board.
2. Introduce the request to the class as a common interview question. Tell students they are going to work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. Since this is the first interview question activity, you will have to introduce these. For subsequent activities, students should be able to list them. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. Ask students to start their pair work. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on this question (above and below) for suggestions and guidance.
5. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:10** and fill it out with the question and good answers.

Practice

6. Remind students about focus words, thought groups, and pauses. Have them identify where these occur in the example answers you have created – first individually and then volunteers can identify them on the board. Then, practice saying the answers first as a whole class, then individually, and then in pairs.
7. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Wrap Up

8. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

What are your weaknesses?

Possible answers:

“I am very hard-working. If I have any problems on the job, I work to improve myself. I take criticism well and I am a quick learner.”

“I can’t name on particular thing that has caused me problems lately. But, I think that there is always room to improve my skills and experience. I would like to learn even more about serving customers well.”

Listening activity: Refer the customer to the competition?

25 minutes

Set Up

1. Ask students to recall the options they identified in the previous class session for what to do when an item is not available. List them again on the board:

- a. Offer an **alternative** (another color, size, brand, style, flavor, etc.)
- b. Offer a **rain check** (for the item at the current price, when it comes in).
- c. Offer to special order the item.
- d. Offer to call a different branch of the same store.
- e. Tell the customer that your store does not carry the item and **refer** them to the **competition** (i.e., suggest another store nearby that might carry the item.)

2. Remind them that yesterday they practiced offering alternatives. Today, they are going to practice deciding whether to refer a customer to the competition or to offer another option on the list. Point out that the sales associate's most important goal is to meet the customer's needs, and sometimes that even means referring the customer to the competition when the associate's own store cannot meet the need. However, this must be decided on a case-by-case basis. This listening activity will give them practice in deciding.

Process

3. The audio tape has two "cases" for students to consider. Ask them to open to **SB 3:8, Refer the Customer to the Competition?** and read the solutions to the first case. Then, play Case 1 conversation for them twice. Check comprehension with a few factual questions about the case. Then, ask students work together in small groups to decide on the best solution. Encourage students to argue (politely) their opinions and give reasons to support them. It is possible that more than one answer is acceptable – their task is to choose the *best* answer. Circulate to assist.

Reportback & Feedback

4. Discuss the answers (listed below) as a whole class. Give feedback to students.
5. Repeat this process with Case 2.

Note to instructor: The tape script for this activity is listed on **TG 3:42**.

Best answer for Case 1: **b**

Best answer for Case 2: **c**

Role play: Offer alternatives

50 minutes

Set Up

1. Tell students that they will now have the opportunity to role play offering alternatives and deciding on the best course of action.

Process

2. Ask students to pair up and give each pair one of the cards. Instruct them to spread out in the classroom as much as possible, read the card and discuss the most appropriate response, and then take turns playing the customer and the sales associate. Encourage them to role play the entire interaction, starting with the customer entering the “store”. However, remind them that they should stop the interaction before they “pay” – we will discuss that later in the course.

Announce that they’ll be doing the role play in front of the class, so they may wish to practice a few times.

3. Circulate around the room, observing and assisting where necessary. Note problems to address later, but do not interrupt a role play in action. Pay special attention to all aspects of clear speech.

4. After the activity, bring the class back together. This may be a good time to briefly address any general problems that arose during the activity.

5. Ask students to open to **SB 3:9 - Offering Alternatives Role Play Peer Evaluation**. Give them a few minutes to read the form. Tell students that they can use the form to take notes on each role play they watch and to use as a guide when giving feedback afterwards. However, they should not do a lot of writing during the each role play. They should be very quiet and give their full attention to each pair.

You (the instructor) should quickly fill out the instructor version of the *Evaluation* on **TG 3:46** for each “sales associate” during and right after the role play, during the feedback discussion.

Performance & Feedback

6. One by one, pairs should perform their role play in front of the class, taking turns being the customer and the sales associate. Be sure the class is completely quiet and attentive before allowing each pair to begin. Afterwards, first ask the class, *What did they do well?* Discuss the responses. Then, ask the class, *What could they improve?* Discuss the responses. If students have difficulty giving constructive feedback, refer them to their Feedback Forms for ideas and remind them, if necessary, to use the polite feedback strategies they have practiced. Make sure you have filled out your Instructor Feedback Form as fully as possible before moving on to the next pair.

Reportback & Feedback

7. Finish the role plays by discussing any loose ends and/or practicing those elements that seemed most challenging, including any pronunciation challenges. Before students leave, give

them a copy of their Instructor Feedback Form (keep a copy in their file) and make yourself available to discuss your comments if students desire.

Presentation and Reading Activities: Safety in the workplace **40 minutes**

Note to instructor: The two readings, *Safety First* (**SB 3:10-11**) and *Help! There's Been an Accident!* (**SB 3:12-13**) are designed with their accompanying activities to be used either in class or as homework. There is time to do one of the activities in class. Both may be done at home if class time is needed for the MontgomeryWorks tour.

Set Up

1. Remind students that, as mentioned previously in this Unit, safety is an important priority for a sales associate or any other customer service representative. Ask students to tell about any experiences they have had as a customer or a worker when there were safety problems.

Process

2. If either or both readings are done in class, have students read the article through at least once without using a dictionary. Then, discuss the meaning and pronunciation of the underlined vocabulary words.

Alternatively, you could also list the underlined words on the board before students begin to read, and ask them to guess or tell the meanings. Then, students can read the article silently.

3. Have students work in pairs or small groups to answer the questions that follow both readings. Circulate to assist and give feedback to individuals.

Reportback & Feedback

4. Discuss the answers as a class when students have finished. Be sure to make the point repeatedly that safety is the first priority of the sales associate – all other responsibilities are secondary when there is hazardous situation or an emergency in the store.

Suggested answers for both reading activities may be found on **TG 3:47-48**.

If the articles are done as homework, be sure to have students discuss their answers in small groups in the following class session and then review the answers and important points as a whole class afterwards.

Wrap Up

5. To follow up on the activity, the class should brainstorm together a list of all the contact information that should appear on a store emergency number list that they may create. Write students' suggestions on the board. Make sure the following are included:

Ambulance
Fire department
Police department

Taxi
Poison Control Center
Janitor / Building Maintenance
Security
Building Management
Store Manager

For an additional homework assignment, have students create an identical list for posting by their home phones (and one to post next to the SSLC phones!)

Wrap up

5 minutes

Review the day's topics briefly with students. Announce that today was the last day of Unit 3. In the next session, the class will move on to Unit 4, *Using the Telephone*. However, the class will continue to cover topics related to working in a store throughout Unit 4 as well – there is a lot to learn!

Maytag Washer INSTRUCTOR KEY

Instructions: Listen to the tape. Then, answer the questions.

The customers are shopping for a washer. They can choose between two brands: **Maytag** and **General Electric**.

1. Which brand is top loading? **General Electric**
What brand is front loading? **Maytag**
2. How big is the Maytag washer? **3 cubic feet**
3. How many wash cycles does it have? **5**
4. How long is the regular warranty? **5 years**
5. How long is the extended warranty? **10 years**
6. How much does the extended warranty cost? **100 dollars**
7. What is the regular price of the Maytag washer? **\$699 + tax**
8. How much is the discount? **10% for purchase over \$500.**

Bonus question:

How much will the customers pay for the washer? **The discount is \$69.90. They will pay \$629.01 + tax.**

Conversation Cards – Work

<p>Would you prefer to have an easy job or a job in which you make a lot of decisions?</p>	<p>Is it typical for men and women to have the same jobs in your country?</p>
<p>Describe the first job you did for money.</p>	<p>Would you prefer to work four ten-hour days a week or five eight-hour days? Why?</p>
<p>Do you think office romances can be successful? Why or why not?</p>	<p>In the United States, you usually call your co-workers and your boss by their first names. What about in your country?</p>
<p>Would you like a job that involves a lot of travel?</p>	<p>If you could own your own business, what would it be?</p>

<p>Are you a workaholic?</p>	<p>Have you ever been unemployed? If so, what was that like?</p>
<p>When you were a child, what job did you want to have when you were older?</p>	<p>In your country, what jobs are considered good jobs? Why?</p>
<p>What in your family (or among your friends) has the most interesting job? What about the most boring job?</p>	<p>What do you think is the worst job in the world?</p>

*Inspired by Karin's ESL Partyland, 1999, Karin M. Cintron,
www.eslpartyland.com/teachers/conversation/cqwork.htm*

and

*ESL Conversation Questions by Steven Saunders, 2004,
www.esljunction.com/conversation_questions/work.html*

Helping Customers in a Superstore – Products

cough medicine	pantyhose
legal pads	Barbie dolls
shoe polish	tennis rackets
whole wheat crackers	satin sheets
CD player	a birthday card
band-aids	barbecue tools

seeds	an electric hand drill
golf balls	slippers

Department Store Pictionary Game

Copy this page and cut out and stack the cards. Divide students into two teams. One student on the first team to play (flip a coin) will see a card with the name of a department. She should go to the board and draw products from that department on the board until a *teammate* guesses the name of the department. The team has one minute to guess. If they guess it, they get a point. If they do not, the opposing team has one chance to confer and guess. If they guess it, they get a point. The process repeats with the other team, until each team has had 7 chances at the board (or a smaller number of chances – it is only necessary that each team receives the same number of chances at the board. There are 14 cards in all.)

Menswear	Accessories
Shoes	Jewelry
Women's Apparel	Sporting Goods
Appliances	Housewares
Luggage	Infants
Cosmetics	Furniture
Toys	Electronics

Offer Alternatives – Product Lists A and B

Copy this sheet and cut out the lists. Give each student in a pair list A or list B.

List A	List B
Nike tennis shoes	a pair of low-rise blue jeans
a cell phone with camera feature	a pair of black leather gloves
a Prada handbag	a green toothbrush
a black miniskirt	Tylenol gel caps
a Sony television set	a pint of chocolate ice cream
Meow Mix brand cat food	a polka-dotted baby hat
a white blouse	white cotton socks
a striped tie	a small Pepsi
a pair of linen pants	a chicken sandwich
strawberry bubble gum	a yellow sundress

Maintain an Inviting Store
INSTRUCTOR ANSWER KEY AND NOTES

Sight

- __1__ a. Displays in your store windows.
- __2__ b. The entrance to your store.
- __4__ c. Your personal appearance.
- __3__ d. A merchandise display by the door

Display windows can have a powerful pull on customers, but when you decide what and how much to display, consider the speed at which customers are moving through the store. Customers who are enticed to enter will be immediately drawn to the first special display. As you greet each customer, you will be sized up immediately.

Smell

- __2__ a. Outdoor or mall smell.
- __3__ b. Your personal smell.
- __1__ c. The scent just inside the store.
- __4__ d. Odor coming from backroom.

It's important to be conscious of exactly what your customer will experience. You have control of some things more than others. Do what you can to ensure the comfort of your customers.

Sound

- __2__ a. Music playing.
- __1__ b. Your personal greeting.
- __3__ c. Salespeople talking together.
- __4__ d. Vacuum cleaner going.

Your customer will delight in a warm, sincere greeting. Music can create a buying mood by providing a stimulating environment. Pleasant music is inviting, but should not be overwhelming. Customers are often curious, and will be interested in merchandise-related conversations among sales associates, but will not appreciate being neglected while you discuss personal matters with co-workers. Finally, nothing is more distracting than a loud vacuum being operated during store hours.

From CRISP Series Workbook 12: Keeping Up Appearances. p. 66.

Refer the customer to the competition? TAPESCRIPT

Sales associate should be female and the customer male in the first case

In the second case, the sales associate should be male and the customer female.

Case 1: The Software Solution

Sales Associate: Good afternoon, sir. Welcome to Cyber City. What can I help you with today?

Customer: Hi. I'm looking for a computer-based tax program that I read an article about recently. It's called FastTax. Do you carry it?

Sales Associate: Well, we do carry it, but I'm not sure if it's in stock. It has been a big seller this month. Let's go to the software department and take a look. [Pause] No, I'm afraid we are out of stock.

Customer: Oh no! My taxes are due on Monday – I only have three days to get them done! I was really hoping to use that program.

Sales Associate: Let me check and see when the new supply order is due. [Pause] It says here that the new supply is due any time. In fact, it was due yesterday.

Case 2: The Burner Issue

Sales Associate: Good morning! Welcome to Spencer's Garden Shop. Are you looking for something special today?

Customer: I need some flower seeds and potting soil. It's only March, but I really want to get prepared for the spring.

Sales Associate: I can certainly help you with those. They are right over here with our spring gardening supplies.

Customer: Great! Thanks.

Sales Associate: Is there anything else I can help you find today?

Customer: Well, just one more thing. The burner on my gas barbecue is broken. I need to get a new one.

Sales Associate: Oh...I'm afraid we don't carry gas barbecue burners.

Adapted from pp. 48-49 of CRISP Series Workbook __

Suggestions and Recommendations Cards
Inspired by Bogglesworld.com

a good place to eat seafood	a good place to watch movies
a good place to eat food from your country	a good place to eat pizza
a good place to study	a good place to play video games
a good place to buy groceries	a good place to play soccer
a good place to buy CDs	a good place to listen to live music
a good place to shop	a good place to work out

a good place to go hiking	a good place to eat Italian food
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Offering Alternatives – Role Play Cards

<p>The customer has seen a red necklace in the catalog. She wants to buy it to wear with the dress she has just bought, but the necklace is out of stock.</p> <p>What can the sales associate do?</p>	<p>The customer is a college student. He comes into the store to buy a microwave. They ask for a Philips brand microwave, but the microwave is out of stock.</p> <p>What can the sales associate do?</p>
<p>The customer is shopping for lipstick. In the past, she has bought L’Oreal brand lipstick, but the color she prefers it out of stock.</p> <p>What can the sales associate do?</p>	<p>The customer is going to visit his grandmother in the hospital. He wants to take her favorite brand of chocolates, but they are out of stock.</p> <p>What can the sales associate do?</p>
<p>The customer is shopping for a pair of Levi’s brand blue jeans. Your store does not carry this brand, but you do carry other brands of jeans.</p> <p>What can the sales associate do?</p>	<p>The sales associate works in a small flower shop. The customer would like to buy a dozen white roses. The store does not carry white roses.</p> <p>What can the sales associate do?</p>

Offering Alternatives Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement 2 – good 3 – excellent			
<i>The sales associate...</i>	<i>Circle a rating:</i>		
Greeted the customer promptly.	1	2	3
Maintained a smile.	1	2	3
Maintained eye contact.	1	2	3
Was polite and friendly.	1	2	3
Spoke clearly.	1	2	3
Used open-ended questions to find out more information.	1	2	3
Offered the most appropriate alternative.	1	2	3
Used polite and appropriate language to offer the alternative.	1	2	3
Other? _____	1	2	3
_____	1	2	3
Additional Comments: 			

Responding to Safety Hazards INSTRUCTOR KEY

1. What is the first thing you should do if someone spills soda or food onto the sales floor?

- a. Call for a janitor.
- b. Clean it up yourself.
- c. ✓ Make a barrier around the spill or stand near it to direct traffic away from it until it can be cleaned up.

Note to instructor: Depending on the particular store you work in, any of these responses may be acceptable; however, remember that your first priority is to prevent anyone from getting hurt, and erecting a barrier is the best temporary solution.

2. What is the first thing you should do if you find broken glass on the sales floor?

- a. Call for a janitor.
- b. Find a broom and clean it up yourself.
- c. ✓ Make a barrier around the glass or stand near the glass to direct traffic away from it until it can be cleaned up.

3. What should you do if a shopper knocks a pyramid of canned food into the aisle?

- a. Call for a janitor.
- b. ✓ Pick up the cans yourself.
- c. ✓ Check on the shopper, then make a barrier around the cans until they can be cleaned up properly.

Note to instructor: Unlike questions 1 and 2, this situation requires no special equipment or cleaning products. It is important to check on the shopper, but after that, the best solution is to pick up the cans promptly yourself.

4. What should you do if you discover an electrical hazard?

- a. Nothing. The janitor is probably aware of the problem.
- b. Make temporary repairs as best you can.
- c. ✓ Secure the area and report the situation to management for response by an electrician or qualified janitor.

5. What should you do with empty rolling racks?

- a. Call for a custodian to remove them.
- b. ✓ Remove them yourself to a separate room not used by customers.
- c. Move them against a wall where they will be out of the way.

Responding to Injuries and Emergencies **INSTRUCTOR KEY**

Instructions: Read about the following situations and discuss how you should respond.

1. Customer: “I have a terrible pain in my chest. I think I might be having a heart attack. Please help me!”

Call 911!

Then, if you know CPR and it appears the customer is indeed having a heart attack, ask a co-worker to summon security or management and then begin CPR. If you are not certified in CPR, but another sales associate is, have a co-worker locate that person.

2. Customer: “I just cut myself on a staple sticking out from a box of detergent. Do you have a bandage?”

Offer the customer a bandage if you have one available. You should also locate the item/situation that caused the injury and take steps to prevent additional injuries.

3. Customer: “Excuse me. A lady in the next aisle just slipped on a spill of some kind, and I think she has hurt herself.”

First, erect a barrier around the spill to ensure that others will not be hurt. Then, remain calm as you attempt to determine from the woman the extent of her injury so you will be able to inform those who respond so they can take the appropriate action. Never attempt to move the victim. Follow your company’s procedures for dealing with minor injuries to customers. You should notify management and/or security about the incident to receive guidance on what further steps should be taken.