

## Unit 7: Ready To Work

### Day 1

#### Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"><li>• Solve customer service problems.</li></ul>	<ul style="list-style-type: none"><li>• Work as a team.</li><li>• Give retrospective advice to co-workers.</li><li>• Identify one's rights on the job.</li></ul>	<ul style="list-style-type: none"><li>• Use complex sentences and modals to discuss hypothetical situations.</li></ul>

#### Materials/Preparation:

- Student Book Unit 7
- Copies of **TG 7:15**, *What If...*, cut into cards and stacked
- Copies of **TG 7:16**, *Problems at the Supermarket Cards*, cut into cards and stacked

#### Key Vocabulary:

hypothetical

#### Notes to Instructor:

This the last week of the course. A few of the daily lesson plans in this unit are somewhat shorter than those that precede it for several reasons. First, more time is included in each day for the instructor to review those topics that students have expressed a desire to review. This review may take the place of role plays, worksheet, grammar and pronunciation practice, or even interview or online application practice.

In the past, we have usually done the BEST Plus post tests during this week of the course, and sometimes during the following week as well (after the course is over), if necessary. Students will need to sign for a half-hour appointment for their BEST Plus post test that will take place before or after class this week. Confer with the other staff at the SSLC and pass around a scheduling sign-up sheet for students today.

Reserve the computer lab for the graduation ceremony and party to be held on the last day of the course (Unit 7 Day 4). If the computer lab is not available, you can rearrange the classroom that day, or use the conference room.

**Warm-up: What if?**

**20 minutes**

Set Up

1. Write the following question on the board:

*If you had a million dollars, what would you do?*

2. Ask students to think about the question for a moment, and then ask for volunteers to talk about what they would do.
3. Take a few volunteers' ideas, and then point out that some students are (hopefully) answering the questions with *I would*. Write *I would* on the board and ask a few more people for their ideas. Encourage them to begin their answers to the question with *I would*. For example:

*If I had a million dollars, I would go shopping!*

*I would buy a house.*

*I would bring my family to this country.*

Process

4. Point out the fact that we use these *hypothetical* sentences to talk about situations that don't exist. We use the past tense and *would* to express that the situation isn't real, is unlikely, or is impossible. Hypothetical sentences can be used when you want to talk about what you would do if the current situation were different; i.e., if things change.

Write *hypothetical* on the board and practice the pronunciation.

5. Ask students to get into pairs. Give each group a stack of cards from **TG 7:15**, *What If...*, and ask them to take turns pulling a card and asking their partner the question on the card. Students should answer with *I would....*
6. Circulate among students to assist and give individual feedback on grammar, pronunciation, and the content of their responses.

Reportback & Feedback

7. Bring the class back together and ask for volunteers to give their answers to some of the questions. Elicit several students' answers to the same questions, and try to encourage as much class conversation and debate as possible.

**Presentation: Solve Workplace Problems**

**10 minutes**

Set Up

1. Remind students that we have recently been talking about dealing with complaints and angry customers. We have also been talking about working with co-workers and supervisors. There will certainly be times when problems come up in the workplace and employees will have to work together as a team to solve them.

### Process

2. Ask students if they have ever had a big problem on their job that was hard to solve. Get a few students' stories. Ask students what was done to solve the problem – were they involved in the process? What was the outcome? What would you have done differently?
3. Point out that co-workers often have to work together, as a team, to solve problems. As we have seen in previous units, “teamwork” is a very important work value in the United States. Employers look for employees that are willing to work with others. It is just as important to be professional and friendly with co-workers as it is to be with the customers.

### Transition

2. Tell students that, in the following activity, they will have the opportunity to practice solving a workplace problem as a team.

### **Activity: Problems at the Supermarket**

**45 minutes**

#### Set Up

1. Divide students into teams. The teams should be of equal numbers, and each team should have no fewer than four and no more than six members.
2. Tell students that they are the managers of a large supermarket. They are having a lot of problems, and your customers are not happy. Each one of them will know about one or two of the problems. They must discuss the problems together and then come up with solutions for the problem.

#### Process

3. Give each student at least one *Problems at the Supermarket Card* from **TG 7:16**. Ask them to read their problem carefully and ask questions if they do not understand.
4. Now, ask students to turn to **SB 7:2, Work as a Team**. As a group, go over the language that can be used during their discussions, and practice each of the example sentences.
5. Tell students to work together to identify and solve their problems, using the language on **SB 7:2** during their discussions. After 20-25 minutes, they should have come up with and agreed upon solutions for all six of their problems.

#### Reportback & Feedback

6. After the time is up, bring the class back together. Tell them they are now going to hear solutions from each of the groups, and should try to reach agreement on the best solutions.
7. Go through each of the problems in turn, letting one representative from each group give their answer. Encourage class discussion on each, and try to help them reach consensus on the best solution or solutions to each problem. Make sure each member of the group makes a presentation at least once. Also, encourage students to use the language from the

worksheet to make their cases and express agreement and disagreement. Interrupt the class periodically if necessary to review and practice the language.

### Wrap Up

8. As a final step, ask students what was difficult, if anything, about working in such a large group to solve problems. Ask if they have had other experiences like this, and elicit students' stories if possible. Reiterate that teamwork is highly valued in United States work culture.

### **Activity: Customer Service Hypotheticals**

**40+ minutes**

**Note to Instructor:** This activity can be used to help student practice the language of hypotheticals and team problem-solving while they review the course content.

A list of *Customer Service What Ifs* and *Customer Service Review Scenarios* (written by a previous Customer Service ESOL class!) may be found on **SB 7:3-4**. You can use these in various ways. The What Ifs can be used as conversation cards, and both worksheets can be used for team problem-solving. You could use them as the basis for role plays. For a writing and review assignment, you could even ask your class to write their own review scenarios for a future class. However you use these worksheets, they are good preparation for the Retail Readiness Assessment and the National Certification Examination in Customer Service, as well as a good review of course content in the final week of class.

### **Presentation: Your Rights on the Job**

**30 minutes**

**Note to Instructor:** This can be a difficult presentation because students often ask questions to which you do not know the answer. Be clear with students that you do not know all the details of each employment law and are certainly not able to give them any legal advice. This is *general* information. The websites listed below will help them get more information about specific questions. If they do have specific problems, they should talk to a lawyer.

### Set Up

1. Point out to students that, in this class, they have talked a lot about the sales associate's responsibilities to customers and co-workers. However, as they already know, they also have rights as workers. The employers have responsibilities to them.
2. Ask students if they have stories about being treated unfairly on the job. If so, what happened? What did they do about it?
3. Point out that, as we have been practicing, most problems can be solved by discussing them with supervisors. Employees should always do this first. However, in some cases there are abuses, unfortunately. In those cases, employees should understand their basic rights.

### Process

3. Ask students what some of their workplace rights are in the United States. Write them on the board as they brainstorm. Make sure the following are included:

- The right to a safe and healthy workplace.
- The right to form and join a union.
- Freedom from discrimination and harassment on the basis of race, sex, age, and disability. [Language is not included under this.]
- The right to refuse work if the job is immediately dangerous to your life or health.
- The right to report safety problems to OSHA.

4. Ask students where they can report a health or safety problem [OSHA].  
Ask students where they can report a discrimination or harassment problems [Equal Employment Opportunities Commission].

Point out that these government agencies can be found under the Department of Labor in the local telephone book. They have counterparts in each state.

Also, point out that in the United States, it is illegal for the employer to fire or punish you for reporting a workplace problem. At the same time, Maryland, Virginia, and DC are “at-will” states, which means that employers can terminate employment at any time without reason (as long as they not doing so in retaliation for reporting a workplace problem or trying to form a union.)

In Montgomery County, free legal assistance is provided to immigrants by Casa de Maryland. The phone number for CASA de Maryland is (301) 431-4185 and the website is [www.casademaryland.org](http://www.casademaryland.org).

Finally, the website [www.workplacefairness.org](http://www.workplacefairness.org) provides a lot of information for all types of problems and workers. It is a good place to go for general information.

### Wrap Up

5. Finish by reiterating to students that they have rights on the job in the United States. Of course, the first course of action is to simply talk to a supervisor or manager about a problem, before seeking legal help. In many cases, you can solve the problem in this way. However, they should never simply accept discrimination, harassment, illegal treatment, or dangerous or unhealthy work conditions.

### **Wrap Up**

**5 minutes**

Explain to students that the class will be having a graduation ceremony and small party on the last day of the class. In previous Customer Service ESOL courses at the SSLC, students have always brought in foods (usually typical dishes from their countries of origin) to share with their classmates and the members of the SSLC staff. Ask students if they are interested in doing that in this course.

If they are, prepare and pass around a sign up sheet at this time. Tell students that if they do not like to cook or don't have the time, or if their native dishes are too expensive to make, they can bring anything they want. Drinks, fruit, salads, or desserts are welcome – but they should sign up so everybody knows what will be there and what will be needed.

Also, point out that they do not need to bring large amounts of food. Just enough so that everybody can have a taste or a small portion. In previous classes, people have brought way too much food! Remember, if everybody brings a little, there will still be more than enough to go around.

Post the list in a prominent place in the classroom, so students remember what they promised to bring. Remind them a couple times throughout the rest of the week.

## Unit 7: Ready To Work

### Day 2

#### Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"><li>• Take the Retail Readiness Assessment.</li></ul>	<ul style="list-style-type: none"><li>• <b>Role Play:</b> The Interview</li></ul>	

#### Materials/Preparation:

- Copies of the *Retail Readiness Assessment* for students.

#### Notes to Instructor:

Today, there are only two activities scheduled. They can take up the whole class, or just part of it, as they are open-ended in terms of time. One of the activities is the second and final *Interview Role Play* of the course. If you do not use the entire class period with these activities, the rest of the time can be used for other sorts of review activities or for “catch up”.

By today, you should begin to prepare students’ diplomas for the last day of class. Diploma paper can be found in the SSLC copy room. A Microsoft Word template for the diploma can be found on the SSLC training drive. At the end of today’s class, pass around a sheet (described in the Wrap Up, below) on which students can write their full names as they’d like them to appear on the diploma. Have these diplomas ready to be handed out on the last day of the course, during the graduation ceremony and party.

### **Activity: The Retail Readiness Assessment**

The NRF Retail Readiness Assessment is a complete inventory that assesses students' job-related attitudes and opinions. It contains a long personality "survey" that is ideal practice for both customer service skills and the personality tests that appear on online job applications.

It also contains a large number of challenging multiple-choice survey questions that provide an excellent review.

Doing the entire RRA could easily take half the class time or more, so plan accordingly. You may wish to do only parts of it, and assign the rest to students as homework.

### **Role Play: The Interview**

**50 minutes**

#### Set Up

1. Remind students that for the last few weeks, they have learned about and practiced at least seven common interview questions. Ask them to try to recall all the questions they have practiced, and write them on the board. Here are the seven that have been covered in this curriculum:

*Tell me about yourself.*

*Why should we hire you for this position?*

*Why do you want to work for our company?*

*What are your weaknesses?*

*Give me an example of a problem you had at a previous job. How did you resolve it?*

*Why did you leave your last job?*

*Do you have any questions for us?*

#### Process

2. Tell students that today's role play is going to help them put together everything they have learned about interviews. They are going to take turns role playing an entire interview with all the questions on the board, including appropriate greetings, handshakes, and leave-taking.

3. Before they get started, ask students to once again list the "4 Rules" of answering interview questions. Write them on a piece of flipchart paper or refer them to the list that you already have posted:

- 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

4. Pair students up. Ask them to decide who will play the interviewee the first time they do the role play. They should also decide what customer service position they will interview for, and with which company. All this must be clearly decided before the role play begins.



5. All interviewees should step outside the classroom door. All interviewers should turn to their **Portfolio Workbook P:13** and review the 7 interview questions they should ask their partner when they come back in. Remind interviewers that they should stand to greet their interviewee, shake their hand, and ask them to sit down. At all times, they should play the role of the interviewer (i.e., they should not break character, but instead try to stay as serious as possible in order to give their partner realistic practice.)
6. Tell the interviewees in the hallway that they should walk in to the classroom, find their interviewer, and greet him or her appropriately. They should shake hands firmly and wait until they are invited to sit. They are going to answer 7 interview questions and must take the role play seriously, as if it really is an interview, in order to get realistic practice. Their interviewer will not stop pretending they are really an interviewer.
7. Allow interviewees to go in the classroom and begin the role plays. Circulate to listen, but try not to interrupt an interview role play in session unless the role play seems to be breaking down. Take notes on problems or other issues that arise.
8. After each role play is finished, encourage the interviewers to give feedback to their partners about what they felt they did well, and what parts they think could be improved. Give individual feedback where possible. Help the pair switch roles and begin again.

#### Reportback & Feedback

9. After all students have played the interviewee at least once, bring the class back together. Ask students to tell you how they felt it went, and what they still feel they need to improve. Bring up the problems and issues you noted while you were listening.

#### Wrap Up

10. Tell students they will have at least one more opportunity in class to practice the entire interview. They should try to practice at home in order to improve for the next role play.

#### **Wrap Up**

**5 minutes**

Pass around a sheet of paper. Ask students to carefully print their full names exactly as they would like them to appear on their diplomas. When you get the sheet back, take a moment to make sure you can read each name.

Tell students that, in the next class session, they will be taking their CASAS post tests in reading and listening. There is no need to prepare for these tests, except to make sure they get a good night's rest and a meal before class, so that they have the energy to do well.

## Unit 7: Ready To Work

### Day 3

#### Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
TAKE CASAS POST-TESTS	<ul style="list-style-type: none"><li>• Write plans for the future.</li></ul>	TAKE CASAS POST-TESTS

#### Materials/Preparation:

- CASAS post tests and answer sheets, both listening and reading.

#### Notes to Instructor:

Most of today should be used to administer the CASAS listening and reading post tests. Be sure you have prepared the copies of answer sheets and laid out the audio CD needed for the listening test.

Each test will take about an hour and a break will be needed between them. There is one other activity scheduled for today which can take place before, after, or even between the two tests.

**Writing Activity: Future Plans**

**30 minutes**

Set Up

1. Remind students that they wrote about their own goals for the future at the beginning of the class. Ask them to turn to **SB 1:3** and read what they wrote there eight weeks ago.

Process

2. Explain to students that since the course is ending, it is time to think again about their future plans, especially as they relate to their search for employment and/or their goals for furthering their education.

3. Ask students to open to **SB 7:5, Future Plans**. Call on a volunteer to read the instructions out loud for the class. Tell students that they should write about *at least three* of their future plans on this worksheet. They will have about 20 minutes in class today, and if they need more time they can do it as homework. In the next class session, before the graduation ceremony and party, they will give a short presentation to the class on their future plans. They do not have to present on very personal topics – just a brief explanation of how they plan to find a job, what kind of job they are looking for (or if they have a job, what their plans are for that job, moving up the ladder, etc.), and any other plans that they wish to share.

At home before the next class session, they should practice the presentation out loud. They should practice making eye contact occasionally with the audience and speaking clearly so that others can understand.

**Wrap Up**

**5 minutes**

Remind students about what they have promised to bring for the graduation ceremony and party that will take place in the next class session. Tell them that the party takes place in the second part of the class, and during the first part, we will have work to do and must start on time. In the past, students have sometimes arrived very late to class because they were finishing up their cooking. Ask students to please arrive a little early so they will have time to put their food in the refrigerator or in the kitchen. You may also remind them that they may want to bring their cameras.

You (the instructor) might also want to remember to bring a camera!

## Unit 7: Ready To Work

### Day 4

#### Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"><li>• Review the customer service skills that have been learned in the course.</li></ul>	<ul style="list-style-type: none"><li>• Describe plans for the future.</li></ul> <p style="text-align: center;"><b>GRADUATION!</b></p>	<ul style="list-style-type: none"><li>• Use the future tense.</li></ul>

#### Materials/Preparation:

- Party and graduation supplies, including paper plates, napkins, and plastic silverware.
- Diplomas for each student, signed by both the instructor and the SSLC director.

#### Notes to Instructor:

Today is the last day of the course! Even though students will be looking forward to the party, be sure to start class on time and accomplish the stated learning objectives for the day.

Have prepared students' diplomas and all the set up needed for the party (usually held around the table in the center of the computer lab – keep the food away from the computers!) Tell students to place their food in the kitchen and leave it there until the graduation/party starts in the second half of the class session.

**Review: Customer Service Training**

**45 minutes**

Set Up

1. Announce that today is the last day of the customer service training. Tell students that we will take some time today to review the topics we have studied in the seven units of the course curriculum.

Process

2. Ask students to get into groups of 3. Using one sheet of paper and one student designated to take notes, they should brainstorm all the topics they can remember having studied in the class.

3. Give students about 7-8 minutes to brainstorm. Circulate to assist and answer questions, trying to jog students' memories where necessary.

Reportback & Feedback

4. Bring the class back together. Take about 10 minutes to brainstorm the main topics on the board. Use the *Curriculum Overview Grid*, found at the beginning of this curriculum, to guide the brainstorm. Try to focus students on the skills they have practiced, and ask students to identify whether given skills are customer service skills, job skills, or language skills (or some combination of those).

5. Once the main topics are on the board, ask students the following questions. Encourage a group discussion of each.

*What has been the most difficult part of this course for you?*

*Is there any topic in this course you would like to study and practice more?*

*What has been the best part of this course for you?*

*What is the most important thing you think you have learned in this course?*

Transition

6. Use the class discussion of these four questions to transition into students' brief oral presentations, below.

**Presentations: Future Plans**

**45 minutes**

Set Up

1. Ask students to take out their *Future Plans* worksheets from **SB 7:5** that they did in the last class session and/or for homework.

2. Tell students you would like each student to present their plans to the class in turn. As discussed in the last class session, remind students that you would like them to present their plans as if they were giving a presentation to a group of co-workers. They should try to make eye contact periodically with their audience and should speak in a clear voice, loudly enough to be easily heard by everybody.

### Process

3. Ask each student to give their presentation in turn. Lead the class in some applause after each one.

### Feedback

4. As each student finishes his or her presentation, give some positive feedback. Try to ask a follow-up question or two about the student's plans, and encourage others to do the same.

### Wrap Up

5. Finish by passing around a sheet on which everyone should write their email address (if they want to share it.) Tell students you will photocopy it and give everyone a copy, so that they can keep in touch with each other.

6. Remind students that you want them to keep in contact with the SSLC, especially with the SEE program coordinator, regarding their job search. We want to hear about it when students apply for jobs, get jobs, enroll for more education or take additional training. We would like to keep track of them, so ask to please keep in contact.

## **Graduation and Party**

The rest of the class session can be devoted to the graduation and the party. In the past, we have had a brief graduation ceremony in which the teacher thanks and congratulates the students for their hard work, and reminds them to keep in touch with the SSLC about their job search. It would be great if the SSLC director and the other instructor or SEE coordinator can be present. The teacher announces the name of each graduate in turn and hands him the diploma, and everyone applauds for each graduate.

During or right before the meal, each student describes what he or she has brought and a little bit about its history and/or ingredients, especially if it is a dish from their native countries.

### What If...

What if you saw a co-worker stealing something at work? Would you report him?	What if you found a wallet with one thousand dollars in it?
If you saw a ghost, what would you do?	What if you were invited to a friend's house for dinner and he served your least favorite food?
If you could go anywhere in the world for vacation, where would you go?	If you could work at any company in the United States, where would you work?
If you could live anywhere in the world, where would you live?	If you were president, what would you do?
If you had only one month to live, what would you do?	If you could change one thing about the United States, what would you change?

## **Problems at the Supermarket Cards**

The fruit and vegetables are not fresh.

Nobody will help customers carry their groceries to their cars.

Sometimes the sales associates are rude to customers.

Customers slip and fall because the floors are wet from spills.

It is very difficult to get to the store using public transportation.

There are very long lines at the checkouts.