Unit 5: Closing The Sale

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Talk about money. • Recognize buying signals. • Ask for the sale. • Identify names of U.S. coins and bills. • Count back change.	• Prepare for online job applications.	• Pronounce large numbers.

Materials/Preparation:

- Student Book Unit 5
- Photocopies of **TG 5:37-38**, *Talking About Money – Conversation Cards*, cut out and stacked
- SSLC Audiotape, *Buying Signals*
- Piece of flipchart paper on which you have written the S.O.L.D. technique titles from **SB 5:2**. [optional]
- Several sets of play money: coins and bills. Each pair of students should have one set, if possible.
- Calculators

Key Vocabulary:

bargain	charity	quarter
bill	coin	sale
buying signals	dime	transaction
calculator	nickel	
cash	online job application	
change	penny	
charge		

Notes to Instructor:

This unit deals with the use of math in sales transactions. In the past, the majority of SSLC students have had acceptable to strong math skills. As such, we do not emphasize the heavy practice of math skills as much as the ABE version of the EFF Retail Sales Curriculum does. However, there are students who lack even fundamental math skills. Unfortunately, it is not always possible to address all these student needs in class, though the instructor can try to assist as much as possible. For most of them math activities in this unit, students can use a calculator (make sure they know how!) However, inform the SEE coordinator of a student's need for great math knowledge; he or she may be able to refer the student to additional help.

In preparation for assisting students with online job applications, you should fill one out. Try the CVS application at *http://www.cvs.com/corpInfo/careers/stores_hourly.html*.

Warm-up: Talking About Money **15 minutes**

Set Up

1. Write the word *money* on the board. Tell students that we are now moving into Unit 5, which deals finally with closing the sale and handling money. We will start with some conversation questions on the general topic of money.

Process

2. Ask students to get into pairs. Give each a pair a face-down stack of conversation cards from **TG 5:37-38**, *Talking About Money*. Instruct them to take turns pulling a card and asking their partner the question. They should not look at all the questions at once. Encourage them to take the opportunity to get a lot of conversation practice in English.

3. Circulate among students to listen, assist, and give individual feedback. Encourage students to ask follow-up questions based on their partner's responses.

Reportback & Feedback

4. Bring the class back together. Follow up by asking volunteers to answer some of the questions, and discuss the answers as a class. Poll students to get a range of opinions on some of the questions.

5. Elicit the definitions of the words *cash*, *charge*, *bargain* and *charity*, write them on the board, and practice their pronunciations. Give individual feedback on pronunciation.

Transition

6. One of the questions in the stack is, "What did you buy yesterday?" Ask students for their responses to this question last. Ask them if a sales associate helped them with their purchase, and what that experience was like. Use the class discussion of the responses to transition into the next presentation.

Presentation: Close The Sale **15 minutes**

Set Up

1. Tell students that you have spent the class so far talking about all the different stages of a sales associate's interaction with a customer. Ask students to list the different stages that you have covered in class. Give them the first one (*greet the customer*), and elicit the rest. Write them on the board as they are elicited:

ask open-ended questions (to determine customer needs)
observe the customer
listen to the customer
fit the product to the customer
describe features and benefits of products
compare products
make suggestions and offer alternatives
direct a customer to a department
help a customer on the telephone

Process

2. Tell students that now you will discuss the last stage of the interaction: closing the sale. Write *closing the sale* on the board and ask students to tell you what it means [helping the customer make a final decision and buy the item.] Make sure students understand the meaning of the word *sale* in this context.

3. Point out that a sales associate should observe the customer and listen to what the customer says, in order to identify *buying signals*. These are things that customers **says** or **does** that show you that they are ready to buy. Write *buying signals* on the board and practice the pronunciation.

Point out that a buying signal can be very obvious. For example, a customer might say, "I want to buy this." Or, a buying signal can be more subtle; for example, the customer might handle the product many times.

4. Ask students to brainstorm things that they think may be buying signals. These can be things that the customers say or things that they do. Keep a list on the board of their ideas. Discuss whether some of the ideas are really buying signals, or perhaps just questions.

Wrap Up & Transition

4. Point out that if a sales associate can learn to recognize the buying signals, s/he will know when it is time to close the sale. Tell them that in the next activity, they will listen for several buying signals from a customer.

Listening Activity: Buying Signals **20 minutes**

Set Up

1. Tell students they are going to listen to an interaction between a customer and a sales associate. They should listen for the customer's buying signals. There are three.

Process

2. Play the SSLC audiotape, *Buying Signals*, once. Ask a few comprehension questions:

What product is the customer buying?
How much does it cost?
Do you think the customer is ready to buy it?

3. Ask students to take out a piece of paper and listen to the tape again. They should write out the three buying signals they hear. Play the tape again so that students have time to write all three.

Reportback/Feedback

4. Ask students what buying signals they heard. Make a list on the board. If necessary, play the tape once more. Here are the three buying signals:

- *What is the price of this?*
- *I've been looking for one just like this for my mother.*
- *Can it be exchanged or returned?*

5. Ask students if the sales associate on the tape recognized the buying signals [yes]. Because she did recognize the signals, she was able to ask for the sale. Write *ask for the sale* on the board. Ask them what the sales associate said to ask for the sale. Write it on the board:

Then I'd be happy to wrap this up for you. Will that be cash, check, or charge today?

Note to Instructor: The transcript for the Buying Signals audio segment is on **TG 5:39**.

Transition

6. Tell students that there is another step to take after they notice a customer's buying signals. Ask them to guess what it is [asking for the sale].

Reading Activity: Ask for the Sale **40 minutes**

Set Up

1. Tell students that it is important to *ask for the sale* after the customer gives a buying signal. Write *ask for the sale* on the board. Make sure students understand the word *sale* in this context. Point out that if a sales associate does not ask for it, s/he may lose the sale altogether.

2. Ask students to think back to the listening activity they just completed. How did the sales associate ask for the sale? Elicit students' recollections and write the phrases on the board:

Can I help you find anything else you've been looking for?
I'll be happy to wrap this up for you.
Will that be cash, check, or charge today?

Process

3. Ask students to open to **SB 5:2-4**, *Asking for the Sale*. Ask them to read the title and subject headings of the article. Then, ask them what they think they are going to learn by reading it.

Point out that the article contains four techniques that they can use for closing the sale.

4. Ask students to take 10-12 minutes to read the article through at least once. They should avoid using a dictionary during their first reading, and instead just read for the general meaning. They may use one during the second reading if they would like. They should underline any important words that are new to them.

While students are reading, write the four techniques on the board or put up a piece of flipchart paper on which you have written the four techniques.

Post-Reading Activity

5. When students have finished reading, bring the class back together. Ask a few comprehension questions about the article, such as:

Why is it a good idea to ask for the sale?
When should you ask for the sale?
What are the four special techniques for asking for the sale?
Has a sales associate used one of these techniques with you before?

6. Ask students to bring up any new vocabulary words. Write them on the board and discuss their meanings. However, do not go too far into the meanings of the words and phrases in the technique titles – these will be discussed shortly.

7. Now, show students the techniques you have written on the board or on the flipchart paper. Ask students to work in groups of three to write a *one- or two-sentence* summary of each technique. Emphasize that students must use *their own words* to summarize the technique.

8. Give students 8 or 9 minutes to write their summaries. Circulate among students to assist and give feedback where necessary.

Reportback & Feedback

9. When they have finished, call on groups to give their summaries of each technique. Discuss each technique in turn, and make sure that all students understand the technique. If time allows, have each group write up their brief summary for each technique on the board. Then, the class can vote on the best summary for the technique at the end of each discussion. If you are using flipchart paper, leave the techniques and their summaries on the wall for future reference.

Presentation: U.S. Coins and Bills & Counting Change 15 minutes

<u>Set Up</u>

1. Transition from the previous activity by pointing out that after the sales associate asks for the sale, he or she will need to help the customer pay. This is called a *transaction*. Write this word on the board.

2. Ask students: *What are the three main ways to pay?*
Elicit their responses and write them on the board: *cash, check, credit card*

3. Point out that, in this class, we will talk about all the ways to pay – i.e., all the different kinds of *transactions*. For now, we're going to concentrate on paying with cash; that is, with *coins* and *bills*. Write these words up on the board and show them examples of play coins and bills to make sure students understand the meanings.

4. Also attempt to elicit the word *change,* another word for coins. Write *change* on the board. Make sure students understand that change can mean coins, or it can mean the money that a customer gets back when he pays cash. Practice the pronunciations of all the new words.
<u>Process</u>

3. One by one, hold up the play coins and bills and elicit their names. This should go quickly, as it is likely that most students know these words. However, emphasize the correct way to refer to the bills. Here is the list of coins and bills to discuss:

penny	*nickel*	*dime*	*quarter*
a dollar	*one-dollar bill*	*five-dollar bill*	*ten-dollar bill, etc.…*

You may also want to find out who in the class knows about the existence of our less-common coins and bills (half dollars, silver dollars, two-dollar bills, five hundred dollar bills.)

4. Now, point out that there is also a correct way to read amounts of money in English. Write the following amounts on the board and ask volunteers to read them aloud.

$4.56 *78¢* *$27.50* *$990.34* *$207.55* *$.08*

Encourage students to read each amount fully; that is, *$4.56* should be read as, *four dollars and fifty-six cents*. For our purposes in this course, this is how we will read number amounts. However, point out that they will also hear people read this amount as *four fifty-six*. They may also hear people read $990 as *nine hundred and ninety*. This is incorrect, but common. The appropriate way to read it is *nine hundred ninety*.

Call students' attention to the following three symbols we use with money amounts: $. ¢

Activity: Counting Out Change **20 minutes**

Set Up

1. Write $14.26 on the board.

2. Point out that when you give customers their change after a cash transaction, you should attempt to make each amount using the *fewest* coins and bills possible. Ask students how they would give a customer $14.26 in change. [one ten-dollar bill, four one-dollar bills, one quarter, and one penny.]

Process

3. Now, ask students to get into pairs. Give each pair a set of play money (coins and bills). Ask them to open to **SB 5:5**, *Counting Out Change***.** They should work together to make change for each of the amounts listed there, using the fewest coins and bills possible.

4. Circulate to assist and give feedback.

Reportback & Feedback

5. Ask for volunteers to count out the change for each amount. As volunteers count, ask them to clearly say the amount and the names of the bills and coins. Give individual feedback where possible.

Wrap Up

6. Listen to students say the money amounts in this activity. If necessary, finish the activity by leading students in extra pronunciation practice of number pairs like *13* and *30*, *19* and *90*, etc. Point out that this distinction can sometimes be quite important (e.g., the difference between $19 and $90!) Note that besides slightly different phonetics, there is a difference in stress between words like *nineteen* (stress usually on the second syllable) and *ninety* (stress usually on the first syllable). The same goes for all such pairs, of course.

Activity: Counting Back Change Practice **15 minutes**

Note to Instructor: These two worksheet activities are provided for additional, individual practice. Though many students may do them quickly, they are useful preparation for the role plays that will happen later in Unit 5. These may also be assigned as homework. You can use these worksheets as diagnostic tools, to get a sense of students' math abilities. Try having students do them without using a calculator.

Set Up

1. Tell students that, in the next class session, they will role play a cash transaction in which they have to give change back to a customer promptly. They will now have the opportunity to practice this skill on their own, before having to do it in a role play.

Process

2. Ask students to open to **SB 5:6-7** and look at both worksheets. In each one, they are to look at the total cost of the items and the amount of money the customer gave. Then, they should write the total change to give back to the customer, and which coins and bills would be used.

3. Have students work individually to do any or all of these worksheets. You may prefer that students work in pairs. Circulate among students to assist.

Reportback & Feedback

4. Bring the class back together and call for volunteers to review each answer. Discuss any problems or questions, and give feedback where possible. Make sure students understand because in the next class session they will have to use these skills.

Presentation: Fill Out Online Applications **20 minutes**

Note to Instructor: Online job applications are increasingly common, especially at big retailers that provide entry-level customer service positions: Best Buy, CVS, Circuit City, and many others. These applications can cause many problems for our students. Applicants must be proficient at using a computer. The applications require a large amount of reading and test-taking savvy. For example, "incorrect" answers, which can be in many cases accidental or the result of misunderstanding (or because the applicant was very honest), will cause an applicant to be booted off the application at several points, and all work will be lost. Moreover, the majority of these applications contain very lengthy (100 questions!) and rather tricky "personality tests" that utilize idioms and grammatical structures that can be difficult for students. In this course we must spend some time preparing students for these tests. It is highly recommended that the instructor fill out an online application in preparation for assisting students. Try CVS's application at the following URL: http://www.cvs.com/corpInfo/careers/stores_hourly.html

<u>Set Up</u>

1. Remind students that they discussed paper job applications in the last unit. Write the words *online application* on the board. Ask students if anyone has ever filled out an *online application*. If so, ask other questions to get details about their experiences:

> *What do you think about online job applications?*
> *What was difficult about it?*
> *Do you prefer paper or online applications? Why?*

<u>Process</u>

2. Explain that online applications are very common. It is often the case that paper applications are simply not available – they must use the computer if they are going to apply. In most cases, it is impossible to get an interview until the application is filled out.

3. Ask students who have filled out online applications if they have any *advice* for their classmates regarding these applications. Write their suggestions on the board and discuss them as a class.

If volunteers bring up the personality tests on these applications, make a note of it on the board and tell everyone that you will be discussing and practicing these in greater depth later in the course.

4. Point out that these applications can take a very long time to complete. If the following advice was not offered by student volunteers, make these suggestions:

- Give yourself plenty of time to complete an online application. It will likely take over an hour to complete, so do not sit down at a store's computer kiosk 30 minutes before it closes. There are ways to save your information, but they are not always reliable – it is best to finish the application in one sitting. Do it at home or at the SSLC if you can.

- You will need to type in a lot of information, most of which should already be listed on your resume and reference list. Be sure to have copies of these documents in your portfolio and have them by your side when you fill out the application. If possible, have with you as well photocopies of paper applications you have filled out. It is likely the questions will be similar on the online application, and you will save yourself much time if you can just copy over the answers.

• If you have the computer skills to do this, carry a copy of your resume and reference list on a memory stick or a disk. On online applications, you are often able to upload these documents, thereby saving yourself typing time.

Note to instructor: If students do not know how to use a memory stick or disk, or to upload documents, it would be useful to hold a short training session on this after class one day.

• If you don't feel comfortable using a computer, a mouse, or typing, consider practicing these skills at a workshop or at the SSLC. Talk to your SEE advisor about upcoming workshops. At the very least, we will have time to practice filling out an online application together as a class in the next unit. The more you practice, the easier it will become.

• U.S. employers value flexibility and availability in job candidates – especially for hourly positions. Show these attributes when you fill out online applications. Be as flexible as possible when you list the times and days when you are available to work. Be aware that if you refuse (on the application) to work nights or weekends, you may be automatically booted off the application, and all your work will be lost. Remember – your main goal in filling out the application is to get the interview. When you finally get the interview, then you can always explain your schedule in more detail to the interviewer. Everybody has times in their schedule when they cannot work – employers understand this, but the application does not.

• Read questions very carefully. If you answer some of the questions incorrectly (for example, your willingness to submit to a drug test), you could be automatically booted off the application, and all your work will be lost. This is another reason why you need to schedule a lot of time to fill out these applications.

• Online job applications often have a 100-question "personality test" at the end. These can be challenging. Later in the unit, we will discuss these and practice them. For now, just be aware that they are a characteristic of online job applications that are often not found on paper applications.

Note to Instructor: No matter how many suggestions other students give, it is likely that you will need to make most of the points above. This is an unfortunately teacher-centered format for giving information. Make it more student-centered by encouraging discussion on each of the points and by giving an oral group "quiz" at the end to review the main points. Have students take notes on the tips that you give.

Wrap Up

5. Tell students that they can start practicing now if they would like. If students have attended a recent job fair at MontgomeryWorks with a company that has an online application, they can use that for practice. Or, they can try the CVS online application at the following URL: http://www.cvs.com/corpInfo/careers/stores_hourly.html This has just been an introduction. We will return to the topic of online job applications on Day 3 of this unit and again in Unit 6.

Wrap Up & Homework **5 minutes**

Review the day's topics with students. Let them know that in the next class session they will get a chance to use the cash registers and practice closing a sales transaction.

Homework

Assign *Mystery Shopper 4* on **SB 5:8.** Tell them that it is due in the next class session. That is a short turn-around time, but most people do have at least one small retail transaction every day. However, tell students it is not mandatory to spend money. They could also observe a cash transaction for a few minutes in a store.

Unit 5: Closing The Sale

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Use a cash register. • Reconcile a cash register. • **Role Play:** Do a cash transaction.		• Use polite expressions. • Use idiomatic expressions. • Articulate word endings to enhance comprehensibility.

Materials/Preparation:

- Copies of *Shopping Lists*, **TG 5:41-42,** cut into cards and stacked
- A few of the SSLC cash registers
- Calculators
- Boxed food or other item that has a clearly discernible barcode
- Play money (coins and bills)

Key Vocabulary:

balance
barcode
calculate
cash register
cashier
code
drawer/till
float
inventory
log in / sign in
receipt
reconcile
ring up
sales tax
scan
sku number
stock

Notes to Instructor:

Before this class session, you must familiarize yourself with the SSLC cash registers. Read the instruction booklets and practice several times before attempting to use them in front of the class for the demonstrations, and instructing students on how to use them.

Please note that you will need to have the computer lab reserved on Day 4 of this unit, for practice filling out online applications.

Warm Up: The Cashier **5 minutes**

Note to Instructor: Today's schedule is quite tight, and students should have plenty of time to practice using the cash registers. Therefore, use the *Set Up* phase of the presentation below, *Use the Cash Register*, as the warm up. As outlined below, lead a discussion about students' experiences as cashiers and introduce them to the cash register.

Presentation: Use the Cash Register **30 minutes**

<u>Set Up</u>

1. Place one of the SSLC cash registers front and center in the classroom, so that all students can see it clearly. Ask students to tell you what it is. Elicit and write the words *cash register* on the board. Practice the pronunciation as a group.

Ask also what the job title is of the employee who uses the cash register. Elicit *cashier* and write it on the board. Practice the pronunciation as a group.

2. Ask students if any of them have had to use a cash register before. Ask them to tell when and where they used the cash register, and if they liked it or not, and why.

<u>Process</u>

3. Ask students what the purposes of a cash register are. What does it do? Elicit students' responses. Ask they suggest these functions, write them on the board and take the opportunity to introduce important vocabulary. Below you will find a list of major purposes of the cash register. Make sure that all these are listed by the end of the presentation, and that you have elicited or introduced all the new vocabulary words that are in italics, below. Show the parts and actions on the cash register in front of you as they are elicited.

- Keeps money and checks secure (in the *drawer*, sometimes also called a *till*)
- *Calculates* the total of the sale (*ring up*)
- Calculates change
- Calculates sales tax
- Prints receipts
- Reads a bar code and recognizes the *sku number* of each items
- Keeps track of *stock* or *inventory* (when the sales associate *scans* the *barcode*) and tells managers when they need to reorder items

<u>Practice</u>

4. Practice the pronunciations of the new words on the board, first as a class and then individually. Give individual feedback. Check to see if students have any questions.

5. After everybody has all their notes down, erase the board. Check for vocabulary retention by showing or describing the following parts or actions, and having students guess what new vocabulary word you are referring to. Use the following list to guide the retention check:

cash register	drawer / till	receipt	calculate	
sales tax	change	ring up	scan	barcode

6. Now, ask students to form groups of three at each of the cash register stations you have set up in the room. Demonstrate how to do the basic functions listed below. This is also preparation for the role play activity that will happen later in the class. After showing students the functions, circulate among students to assist and make sure that each student has an opportunity to practice them.

Functions:
- Ring up three items costing $1.25, $4.02, and $.90.
- Open the drawer.
- Take out change for this purchase, assuming a customer gives a $20 bill.
- Print and tear off a receipt

Transition

Let students know that the following exercise will give them another opportunity to practice all these new vocabulary words.

Activity: Cash Register Vocabulary **10 minutes**

Set Up

1. Tell students that this is just a quick activity to practice the new words.

Process

2. Ask students to open to **SB 5:9**, *Cash Register Vocabulary*, and read the instructions. Then, give them a few minutes to do the worksheet individually.

3. When they are finished, ask students to compare their answers with a partner.

Reportback & Feedback

4. Call on volunteers to read the story, sentence by sentence. Discuss any questions or problems that students have.

5. As a group, practice the pronunciation of the new words. Call students' attention to the ends of the words. Tell them that carefully pronouncing the ends of their words will help them be understood by others. Tell them to focus on this throughout the day's class. Give individual pronunciation feedback where possible.

Transition

6. Tell students that they now know the main parts and purposes of a cash register. We will next look at the some of the important procedures that the cashier has to do.

Presentation: Opening, Closing, and Reconciling a Cash Register 20 minutes

Note to Instructor: Keep the cash register in the front of the room, so that students can see it and you can refer to it as you go through this presentation.

Set Up

1. Tell students that retail stores have their own procedures for opening and closing a register. Assure students that, if they need to use a cash register at their new jobs, they will receive training there. In this class, we will speak generally about the procedures that are necessary parts of most cashier positions.

Process

1. Return to those students (if any) who have experience using a cash register. Ask them what, in their experience, is important about opening a cash register. Elicit their ideas and write them on the board. If there are few or none who have been cashiers, ask students what they *think* is important about opening a cash register.

Make sure the following are mentioned. Write at least the italicized words on the board:

- Cashiers usually have to *sign out cash* so that they have money in the till to begin selling.
- Sometimes money is kept in the till so that employees don't have to start with an empty register each time. This money is called the *float*. It is left in the till at the end of the day after everything has been counted.
- Usually the cashier has an employee *code* that he or she must use to *log in* or *sign in* to the cash register. This is so the register can keep track of who is using it during which time periods, and so that you are not blamed for others' mistakes.
- After opening a cash register, money should be recounted just to be certain the amount in the till corresponds with the amount that should be in there according to the previous cashier's records.

2. Point out that we in the class are all honest people. Ask students:

How can you make sure the employer knows your honest?
How can a store stop people from stealing money?

Elicit students' responses. Make sure that the following two important points are made:

- One way to do this is to use the shelf above the till. When a customer gives you cash, do not place the money directly into the till. Instead, place it on the shelf until you have given completed the transaction and given the change. Sometimes people forget how much cash they have given you (and sometimes a cashier makes a mistake), and if they question the amount of change they received, you will be able to show them the money you have left on the shelf. This practice protects both cashier and customer.

- Another way to show your employer that you are honest, and to help the store combat theft, is to r*econcile the cash register*. Write *reconcile the cash register* on the board. Elicit or explain the meaning of the phrase: at the end of a shift, a cashier must make sure that the amount of cash, credit card receipts, and checks is correct based on the amount sold for the day.

3. Write the following on the board:

Float:	$30.00
Receipts:	$47.00 $23.50 $14.98
Total Receipts:	_____________
Total:	$115.48

4. Walk students through the scenario on the board. Tell them that, at the beginning of the day, the cashier had a float of $30.00. At the end of the day, a cashier has these three *receipts* from her cash transactions. Ask them to *calculate* the total receipts [$85.48]. Write the total on the board. Point out that this number is the *cash balance* in the register. Write *calculate* and *cash balance* on the board.

5. Now, ask students to look at the total on the board. Is the cash register *balanced?* That is, if they calculate the total receipts and add in the float, does that equal the total that is in the cash register? Yes, so the register is *balanced*. Write this word on the board. Tell students that this entire process is called *reconciling the cash register*.

<u>Wrap Up</u>

6. Check to see if there are any questions or confusions. If there are, have a student volunteer or two walk the class through the reconciling process out loud, using the words on the board throughout. Practice the pronunciations of the words on the board as a group. Encourage students to pay particular attention to the ends of their words. Give individual feedback where possible.

<u>Transition</u>

7. Announce that they will now have the opportunity to practice reconciling a cash register.

Activity: Reconcile the Register – Vocabulary Practice 15 minutes

Set Up

1. Ask students to open to **SB 5:10,** *Reconcile the Register,* and look over the worksheet. This sheet will help them practice some of the concepts they have just discussed.

Process

2. Ask students to work individually to complete the sheet. You can have students complete the entire sheet in about 7-8 minutes, or you can have them complete each part (A, B, and C) separately and then review the answers as a group before moving on to the next part.

3. Circulate among students to assist and give individual feedback where possible.

4. When they are finished, ask students to take a minute to compare their answers with those of a classmate sitting near them.

Reportback & Feedback

5. Review all the answers as a class. Discuss any questions or confusions that arise.

Activity: Reconciling Practice 15 minutes

Note to Instructor: Today's schedule is tight, so this worksheet could also be assigned as homework.

Set Up

1. Tell students they will have an opportunity to practice the entire reconciling process. Ask them to open to **SB 5:11,** *Reconciling Practice*, and skim the worksheet.

Process

2. Ask students to work individually to do problems #1-3 on the worksheet. Circulate among them to assist and give feedback.

3. When they are finished, ask students to briefly compare their answers with those of a classmate and discuss any answers that differ.

Reportback & Feedback

4. Review the answers as a class. Have volunteers describe for the class how they arrived at their answers. The answers are located on **TG 5:40**. Discuss any questions that students have.

Transition

5. Tell students that they've learned about some of the technical aspects of a cashier's responsibilities. Now you are going to focus on the appropriate language and behavior for a cashier.

Mystery Shopper Reportback **15 minutes**

Set Up

1. Ask students to raise their hands if they completed their *Mystery Shopper 4* assignment from the previous class. Put students into groups so that, if possible, there are at least two people in each group who completed the assignment. Ask students to get out their *Mystery Shopper 4* from **SB 5:8.**

Process

2. Give students 6-7 minutes to tell each other about their experiences. Circulate to listen and make a mental note of which students to call on afterwards to tell their stories. Try to choose a few who have generally positive stories, and a few who have generally negative stories.

Reportback & Feedback

3. Bring the class back together and call on volunteers to tell where they went, what they bought, and what the cashier said and did. Discuss the appropriateness of the behavior and language, and how the experiences made the students *feel*.

Be sure to ask how the cashier gave them their change. Call their attention to the fact that the cashier likely put their change in their hand. Point out that in the United States, putting the change down on the counter instead of in the hand is generally considered quite rude.

Wrap Up

4. Lastly, ask students for their responses to question #6 on the *Mystery Shopper 4* worksheet. Use this to transition into the following activity, which focuses on a polite transaction between a customer and a sales associate.

Activity: Paying With Cash **15 minutes**

Note to Instructor: Prepare for this activity by choosing one advanced student from the group before class or during the break. Give him or her a copy of the Paying With Cash dialogue from **SB 5:12** and ask the student practice the role of customer, while you play the role of sales associate. This student will role play the dialogue with you in front of the class.

Have a cash register in front of you with $1.63 in play money in it. Give the volunteer student $50 in play money.

Set Up

1. Remind students that, in the *Mystery Shopp*er *4* exercise, they focused on the language and behavior of the cashier. Now they are going to see and practice an appropriate exchange between a cashier and a customer.

Process

2. Ask the volunteer student to come up to the front of the room. Make sure the student has the play money and the script.

3. Perform the role play with the student. Perform it as it is scripted, being careful to count the change out and put the change in the customer's hand.

4. After the role play is over, allow the volunteer to sit down. Ask the class the following questions:

> *What did you notice about the role play? What did the sales cashier do?*
> *What did the sales cashier say before counting out the change?* [Out of $50?]
> *How did the cashier count out the change?* [Put in the hand as it was counted]
> *What was the last thing the cashier did?* [Gave the customer the receipt]
> *What was the last thing the cashier said?* [Have a nice day!]

5. Now, ask students to open to **SB 5:12**, *Paying With Cash*, and take a couple minutes to read the dialogue. Then, ask them to get into pairs and take turns playing the cashier and the customer in the role play.

6. Circulate among students to listen and give individual feedback. In particular, encourage students to clearly enunciate the ends of words in order to speak more clearly.

Reportback & Feedback

7. Have a couple students role play the dialogue for the class. The class should be encouraged to give feedback. Ask the class:

> What did they do well?
> What could they improve?

Ask the same questions of the students who do the role plays.

Role Play: A Cash Transaction **40 minutes**

Note to Instructor: To prepare for this role play, set up a few stations around the room that each have a cash register stocked with play money. Also leave a separate box or stack of play money in bills at each station for the customer to use in paying the cashier. The customers should use only bills to pay, the ensure that the cashier will have to give them change.

Set Up

1. Tell students that they are going to now have the opportunity to use the cash registers and practice a cash transaction.

2. Ask students how the cashier might greet a customer at the cash register. Elicit a few ideas and write the best ideas on the board. Here are a couple that are appropriate:

Hello. Did you find everything you were looking for today?
Good afternoon. How are you today?

Remind students that the cashier should always smile and be friendly and helpful to the customer, just like a sales associate.

<u>Process</u>

3. Give each student a couple of the shopping lists from **TG 5:41-42,** *Shopping Lists*.

4. Ask students to get into groups of three and go to one of the cash register stations.

5. Explain that the purpose of the activity is to role play a cash transaction. One student will play the cashier, and the other two students will play customers (one after the other). The cashier should greet them, ring up their purchases, tell them their total, accept their money, give them their change, and complete the interaction.

Make sure students understand that the separate stack of bills is for them to use in paying the cashier. They should only pay with bills (not change).

6. Circulate among students to help them get started with their role plays and give them individual feedback and guidance. As you observe, make sure that the students playing the cashiers are doing the following:

- Smiling.
- Making eye contact with customers.
- Giving the change back in the hand
- Saying, "Out of ____?"
- Placing money on the shelf above the till
- Greeting and taking leave politely

Take notes about aspects of the role plays that you think the entire class would benefit from discussing.

<u>Performance & Feedback</u>

7. There is probably not enough time in class for every student to do the role play in front of the class. Instead, encourage students to get a lot of practice in their small groups and to give each other feedback (along with yours). If time, ask for volunteers to do one or two role plays in front of the class.

<u>Wrap Up</u>

8. Bring the class back together, and ask students what they enjoyed, what was difficult, and what things they feel they still need to practice.

Wrap Up

Ask students to bring an ID to the next class session, as they will be needed in a role play.

Also, tell students that on Day 4 of Unit 5 (in two class sessions) the class will be working on filling out online applications. As such, they should think about whether there is an actual online application they would like to fill out during that session, and be sure to bring the URL. If not, they will have to fill out the application that the teacher assigns them (only as practice – they do not need to submit it if they don't want to.)

Unit 5: Closing The Sale

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Accept credit cards as payment. • Accept checks as payment. • Role play credit card and check transactions.		• Use polite and idiomatic expressions.

Materials/Preparation:

- Copies of **TG 5:43-44**, *Credit Card Conversation Questions*, cut into cards and stacked.
- Several small packaged items (such as canned or boxed food, pieces of clothing) with homemade "price tags" on them. There should be one priced item for each group of three students.
- Copies of sample credit card on **TG 5:45**, cut out and glued together so that each "credit card" has a back and a front. Make one for every student in the class.
- Copies of **TG 5:46**, *Blank Checks*, cut out. There should be at least four blank checks for each student.
- SSLC cash registers
- Audiotape, *Cash, Check, or Charge?,* on the SSLC resource shelf.

Key Vocabulary:

authorization	expiration date
charge	signature
credit	valid
date of issue	

Notes to Instructor:

During this session, mention to students that each retail store will have their own procedures and requirements for accepting checks and credit cards. The procedures we will practice in class are likely to be similar to those encountered in the workplace, but naturally there will be some differences. Changes in technology add to these differences. They will receive training from their employer in handling each type of transaction.

There is a lot of copying, cutting, and even some pasting needed for this lesson, so be sure to leave yourself plenty of time for preparation.

Warm Up: Credit Card Conversation Questions **15 minutes**

Set Up

1. Remind students that in the previous class session, they practiced accepting cash payments. In this class, they are going to talk about the other two most common forms of payment. Ask students to name them [credit card and check].

2. Write *credit* on the board and ask students to tell you what it means [buying something now, but paying later].

3. Tell students that today's class will begin with a discussion of credit cards.

Process

4. Ask students to get into groups of three. Give each group a face-down stack of cards from **TG 5:43-44**, *Credit Card Conversation Questions*.

5. Ask students to take turns pulling a card and asking each other the questions. Encourage them to take the opportunity to practice conversing in English as much as possible.

6. Circulate to among students to listen, answer questions, and give feedback. Encourage students to ask follow-up questions after their partner answers the question in order to find out more information.

Reportback & Feedback

7. Bring class back together and discuss the answers to a few of the questions, especially the two that pertain to the advantages and disadvantages of credit cards. Try to stimulate a class discussion.

Transition

8. Lastly, ask the class when they pay with credit cards – what types of purchases do they make, and in what types of stores? Use this discussion to transition into the next presentation.

Presentation: Accepting Credit Cards **20 minutes**

Note to instructor: During today's presentations, students may bring up the fact that sometimes the customer can swipe his own credit card and that many cashiers never compare the signatures on the card with the signature on the receipt. Remind them that procedures differ from store to store, but the basics are often the same. We do want to practice checking signatures in this class because it may be required in their jobs, but also because it is a safety practice for both the store and the customer.

Set Up

1. Tell students that, as cashiers, they will most likely accept credit cards as payment. The use of credit cards is very common in the United States. Today we're going to talk about what is required for this type of payment and then we will practice it.

<u>Process</u>

2. Mention that most of us have either made or watched many credit card purchases in our lives. Ask students:

What are the steps in accepting a credit card payment?

3. As students bring up the steps, write them in sequence on the board. As the steps are mentioned, take time to discuss them. Underline the important vocabulary words as you write them – they are italicized in the list below. Here is a suggested sequence:

1. Accept the customer's credit card.
2. Check the card's *expiration date*.
3. *Scan* or *swipe* the card.
4. Receive *authorization* from the computer, confirming the card is *valid*.
5. Ask customer to sign the receipt. Provide a pen.
6. Compare the customer's *signature* on the receipt to the signature on the back of the card.
7. Return the card to the customer, along with their copy of the receipt.

4. Practice the pronunciation of the new words. Ask students if they have any questions about the sequence outlined above.

5. Tell students that sometimes, the credit card's authorization is *denied*. The card cannot be used for payment. Ask students: *Why does this happen?* and elicit their responses. Write them on the board. Here is a list of possibilities:

- The card has been reported lost or stolen.
- The customer didn't pay the bill.
- The customer is over his/her credit limit.
- The bank made an error.

Point out that it doesn't matter, though, what the reason is. There could be any reason for the denied authorization. The cashier must be careful to remain friendly and helpful.

6. Ask students:

How should you handle a denied credit card authorization? What should you say and do?

Elicit students' responses and write them on the board. Emphasize that the cashier should tell the customer about the problem in a friendly way, being careful to keep the voice low so as not to further embarrass the customer. The cashier should offer to try again, but also offer to accept another form of payment.

7. Elicit and write on the board the language to be used in the situation described above. For example:

I'm sorry. The authorization was denied. Would you like me to try again, or would you like to use another form of payment?

Practice & Feedback

8. Practice the pronunciation of this response first as a group, and then in pairs and individually. Encourage students to practice chunking the sentences into thought groups and enunciating the ends of the words, to improve comprehensibility. Give individual feedback.

Wrap Up

9. Leave the credit card acceptance procedure on the board as well as the English for handling a denied authorization. Students can refer to these in the next activity. Transition into the role play below.

Role Play: Accepting Credit Cards **35 minutes**

Note to instructor: Prepare for this role play by setting up the SSLC cash registers in stations around the room.

Set Up

1. Tell students they will now have the opportunity to role play a credit card transaction.

2. Pass out the *Sample Credit Cards* from **TG 5:45** that you have prepared for class. Ask students to print their names on the front of their card and sign the back.

3. Ask students to get into groups of 3 and go to one of the cash register stations you have prepared in the room. Give each group one of the priced items you have prepared (see materials list above.)

Performance & Feedback

4. They should take turns playing the cashier and helping each customer in turn with his credit card transaction. Ask them to also practice telling a customer that his credit card has been denied. Remind students to role play the entire interaction, greeting and taking leave of the customers politely and appropriately.

5. Circulate to assist and give individual feedback on their language, pronunciation, and behavior toward the customer. Remind students to make eye contact with the customers and smile.

Wrap Up

6. Every student should practice the credit card transaction at least two times during this role play activity. If time, ask for volunteers to do the role play in front of the class.

Listening Activity: Cash, Check, or Charge? 20 minutes

Set Up

1. Ask students which form of payment we have yet to discuss [check]. Write on the board: *Cash, check, or charge?* and make sure that students know what this means.

2. Tell them they will listen to a check transaction between a cashier and a customer.

Process

2. Play the SSLC audiotape *Cash, Check, or Charge?* once. Then, ask students the following comprehension questions:

3. Ask students to open to **SB 5:13** *Cash, Check, or Charge?*. They should to the tape again and write the missing words and phrases in the blanks on their worksheet.

Play the tape once more. You may need to play the tape a third and final time, so that everyone has a chance to finish the listening exercise.

Reportback & Feedback

4. Call on volunteers to go over the answers to the listening activity.

5. Ask students questions to judge their comprehension of the content.

Transition

6. Use this discussion to transition into the presentation on accepting checks, below.

Presentation: Accepting Checks 20 minutes

Note to Instructor: To prepare for this activity, draw a large blank check on the board. For a model, use those on **TG 5:46,** *Blank Checks*. You can use the drawing to illustrate your points during this presentation.

Set Up

1. Ask students, *Who here has a checking account?* Ask those students, *When you do pay with a check?* Discuss their responses as a class.

Process

2. Point out that each store will have its own policy about accepting checks. All stores will require at least one form of ID, while some will require two. Some stores will require that the check be issued by a local bank, while other stores will not accept checks at all.

3. Ask students, *What information must be on every check you accept?* Elicit their responses. Make sure the following are mentioned:

- Name
- Address
- Telephone Number
- Correct date
- Amount (written out and also in numerical form)
- Signature

As students bring up the information, write it on the board and also point it out on the large check you have drawn.

3. Now, remind students that checking ID is very important in a check transaction. Ask them to think of polite ways to ask for ID, and write their ideas on the board:

May I see your ID, please?

Practice the pronunciation of the questions first as a group and then individually.

4. Ask students what they must check when they are checking ID. Elicit their ideas and make sure the following are mentioned:

- The ID must be government-issued (a driver's license, military ID, etc.)
- The picture on the ID must be a picture of the customer.
- Check the expiration date to make sure the ID is valid.
- The signature on the license must match the signature on the check.
- Write the ID number and the expiration date on the front of the check, to the right of the name and address. (Show them where to write it using the check on the board.)

5. Ask students why they think that stores are so careful to check ID before accepting checks as payment. Elicit and discuss their responses as a class.

<u>Practice & Feedback</u>

6. Ask students to get out the IDs they brought to class. They should pair up with a classmate sitting next to them and take turns asking each other for their IDs and looking for the expiration date and signature. Circulate to assist and give feedback.

<u>Wrap Up</u>

7. If you have room, leave the points from this activity up on the board for use during the role play activity. Before the role play activity, students will prepare further by practicing writing checks.

Presentation & Activity: Writing Checks **15 minutes**

Note to Instructor: Make sure the drawing of the blank check is still up on the board for this activity.

Set Up

1. Write the amount *$127.48* in the box on the blank check. In the *To:* line, write *Macy's*.

Presentation

2. Point out that there are a few important things to remember when writing (or reading!) a check. The first has to do with how you write out the amount. Write out the amount on the appropriate line on the check on the board:

One hundred twenty-seven dollars and 48/00----------------------------------.

Show students how the only dash (-) is between the tens place and the ones place in the dollar amount. There is no dash used between the hundreds place and the tens place.

3. Next, point out you should write the word *and* between the dollar amount and the cents amount. You should not write *and* between the hundreds place and the tens place.

4. Show students how the change should be written and explain that it is important to draw the line all the way to the end, so that no one can write anything else in this space. In the same way, you should starting writing out the number at the far left-hand side of the blank provided for this purpose. In other words, nobody should be able to write anything on the line before the word One in the example above.

5. Remind students to date and sign the check by doing the same with the check on the board.

6. Point out that the *For:* line is optional – it is for the check writer to record what he bought with the check. The cashier should not write any information on this line.

7. Mention that if an error is made on a check and needs to be crossed out and changed, it is important that the check writer initial that change. Otherwise, the bank may not accept it.

Practice & Feedback

8. Give each student a few of the checks you have copied and cut out from **TG 5:46**, *Blank Checks*.

9. Write Barnes & Nobles and $18.99 on the board. Tell students they should write a check to Barnes & Nobles for this amount.

10. Circulate to assist and give feedback. Check to make sure they are following all the check-writing guidelines that you presented.

Wrap Up

10. Make sure all students have written the check correctly. If time, have students check a classmate's check to make sure there are no errors.

Role Play: Accepting Checks **35 minutes**

Note to instructor: Prepare for this role play by setting up the SSLC cash registers in stations around the room.

Set Up

1. Tell students they will now have the opportunity to role play a credit card transaction.

2. Ask students to get out the IDs that you asked them to bring to class. (If anyone does not feel comfortable using their own ID, just ask them to use a piece of paper to make a sample ID.) Make sure that each student has a few blank checks from **TG 5:46,** *Blank Checks*, to practice with.

3. Ask students to get into groups of 3 and go to one of the cash register stations you have prepared in the room. Give each group one of the priced items you have prepared (see materials list above.)

Performance & Feedback

4. They should take turns playing the cashier and helping each customer in turn with his check transaction. Remind students to role play the entire interaction, greeting and taking leave of the customers politely and appropriately.

5. Circulate to assist and give individual feedback on their language, pronunciation, and behavior toward the customer. Remind students to make eye contact with the customers and smile.

Wrap Up

6. Every student should practice the check transaction at least two times during this role play activity. If time, ask for volunteers to do the role play in front of the class.

Wrap Up **5 minutes**

1. Tell students that they have now practiced accepting the three main forms of payment: cash, credit card, and check. Remind students that they will receive training at their jobs, and each retail store will have its own procedures. They need not worry that they will have to handle money without training, practice, and supervision.

2. Tell students that they will be practicing online applications in the next class session. They should remember to bring their portfolio containing their resume and reference list. They should also bring the URL of an online application they want to fill out, if possible.

Note to Instructor: Make sure you have reserved the computer lab for the next class session.

Unit 5: Closing The Sale

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• Identify types of sales, discounts, and promotions. • Describe a sale, promotion, discount, or clearance.	• Take personality tests that are part of online job applications. • Use a Likert Scale. • Fill out online applications.	• Use idiomatic expressions. • Use phrasal verbs.

Materials/Preparation:

• Computer Lab must be reserved for this day.

Key Vocabulary:

clearance
coupon
discount
personality test
promotion
regular price merchandise
sale

Notes to Instructor:

See notes on online job applications and personality tests in Unit 5 Day 1.

Students will practice online personality tests today. It would ideal to practice the personality test on the CVS website, but there is no way to page through the length online application to get there. As such, for students' practice, use the Personality Tests 1 & 2 in the Student Book or the online practice site described in the Instructor's Note for that activity, below.

Warm Up: Personality Test **15 minutes**

Set Up

1. In preparation, write the following statement on the board:

I like pizza.

Below it, write the following options:

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

2. Ask students to decide how they feel about this statement. Do they strongly agree with it? Just agree? Disagree? Strongly disagree? Poll the students as to their opinions.

3. Repeat this process with the following two statements:

I want a job as a cashier.
My ideal vacation is a week on the beach.

Process

4. Once it is clear that students understand how to answer these questions, ask them to turn to **SB 5:14,** *Personality Test 1.* Ask them to work individually to answer the questions.

5. Circulate to assist. Do not give feedback at this point – students should answer according to their own opinions. When the students are finished, ask students to pair up and compare their answers. Tell them to note which ones they have different answers, and discuss why they chose the answers that they did.

6. Bring the class back together. Go through each answer and poll the class for their responses Allow a little bit of warm-up discussion on the questions about which there is disagreement. Again, don't give too much feedback – this is about students' opinions.

Transition

7. Move from the previous discussion into the next topic. Ask students if they have ever taken a test like this as part of an online application.

Presentation: Online Personality Tests 20 minutes

Set Up

1. Ask students if they have ever had to complete a "personality test" as part of an online application. If so, ask them to tell the class what it was like and how they felt about. Ask them how long it was, what was difficult about it, etc.

Process

2. Explain to students that many online applications have personality tests at the end of them. They are tests just like the warm-up we just did. You have to indicate how much you agree or disagree with a series of up to 100 questions. The tests can be difficult because they are long, there is a lot of reading, and they sometimes use complicated language.

3. Erase the previous examples from the board. Write up the following statement:

People do a lot of things that make me angry.

4. First, ask a few volunteers what their level of agreement is, according to the scale you used previously. Then, ask students:

Why do you think employers care whether or not you agree with this statement?

Elicit students' ideas.

5. Point out (if students do not) that employers want to understand what kind of person you are, how you'd be likely to react in certain circumstances, and what kind of decisions you would make. They want to know if you are a person they want on their team.

6. Point out that it is important to be honest, of course. However, you must *also* think about the questions from an employer's perspective. Tell students to ask themselves the following questions each time they answer a question on a personality test:

Why does an employer want to know this?
If I were the employer, what answer would I be looking for?

You may want to point out that, at the same time, students should not spend too long on each question. It is impossible to know for sure why they are asking each question. An applicant can just make his or her best guess and move on.

Practice & Feedback

7. Ask students to get into pairs and compare their answers again on **SB 5:14,** *Personality Test 1*. Now that they are thinking from the employer's perspective, would they change the way they think about any of the answers? Ask them to discuss whether or not they would want an employee that answered these questions in the way they did. Discuss in pairs.

8. Bring the class back together and ask them if they would change any of their answers, and why. Discuss any questions for which students disagree on a lot on the response.

Take the opportunity to reiterate the points that they cannot know for certain why a given answer is there, and ultimately they will just have to choose the answer that is best for them. We are just practicing strategies for being more successful on these tests. A poorly-answered question here or there will not ruin their chances of being invited for an interview, so if a question is too difficult or confusing, just move on to the next one.

Activity: Practice the Tests **40 minutes**

Note to Instructor: For this activity, have students practice personality tests. It is not possible to quickly move through an online application to get to the personality test at the end, so students will not be able to fill out an actual online job application's personality test unless they have already completed the lengthy application first, which can take many students well over an hour. If this is not possible in your class, you have two other options for this 40 minute activity. You can have students do **SB 5:15-16,** *Personality Test 2* and *Personality Test 3*, individually or in pairs. Or, you can have students go to the computers and fill out the *Sims Personality Test* at http://www.personalitylab.org/tests/bfi_sims.htm. As part of your class preparation, go through it once yourself so that you can help students get started. Note that students do NOT have to fill out the additional information section at the bottom of the test in order to get their scores – this can and should be bypassed.

No matter whether you ask students to do the *Personality Test 2* and *Personality Test 3* worksheets on **SB 5:15-16,** or the online practice test or both, circulate among students to assist and give feedback, and take time at the end for the class to discuss problematic statements on the tests and to ask questions.

There are several phrasal verbs and idiomatic expressions that are commonly used in these online personality tests. A few of them appear in these worksheets. Take time to write the following on the board and make sure students understand their meaning:

depend on	*crabby*	*get even*	*take it easy*
get along	*take a chance*	*turn the other cheek*	*to be sure of oneself*

Past classes have found it useful to wrap up this discussion by using the questions on *Personality Test 2* to develop a list of "United States Work Values" that can be extrapolated from the statements that applicants are asked to respond to. For example, from the statement, "People do a lot of things that make you angry", students might guess that a work value is "Have a positive attitude", or "Be patient with customers and co-workers; don't have a bad temper." You can create this list on the board or assign it for homework. Students can keep the list in their portfolios and use it as a study guide before taking a real personality test on an online job application.

Some of the work values for hourly workers that our students have identified in the past include:

- Be prompt.
- Finish every task you begin.
- Be flexible in the times you are available to work.
- Be energetic.
- Stay calm and professional, even under stress.
- Be able to multi-task.
- Know and obey the rules.
- Prioritize safety.

Presentation & Practice: Fill Out Online Applications 40 minutes

Note to Instructor: For this activity, have students pair up at the computers. If you have a small class, each student can have his or her own computer. Remind students of the discussion of online applications on Day 1 of this unit. You may want to lead students in a brief review of the main points of that lesson.

Unless you have identified an online application that students want to fill out for real, use the CVS online application at *http://www.cvs.com/corpInfo/careers/stores_hourly.html*. As part of your preparation, fill this out on your own so that you will have an idea of the challenges that students will face.

Work through at least the beginning of the application with students. Then, you can let students work individually or in their pairs, and circulate to assist. In particular, you should make sure that all students can do the following online tasks:

- Use the click-and-type boxes to write information.
- Use the click-and-drop down boxes to make a selection from a list.
- Make a username and password so that they can log back in if they have to end their session before they finish the application.
- Use their portfolio to access information quickly when is it called for on the online application.
- If your class has more advanced computer skills, show them how to upload their resume to the online application. However, if this is very complicated for your students, it is not necessary.

Point out that this activity is just for practice. Students do not have to send their application in if they don't want to; or, if they application automatically gets submitted, they do not have to respond to an interview invitation. If students do get all the way through the CVS online application, however, they will have the opportunity to practice an actual online personality test! It is therefore particularly important that each student create a username and password, because they can log back in later or at home to finish the test.

To wrap up this activity, remind students that they can log back in later to complete the application if they would like. Remind them that they must read all the questions carefully, because certain answers regarding their ability to work nights and weekends, their willingness to submit to drug tests, and their age (if they accidentally indicate they are younger than 18, for example), will get them automatically kicked off the application, and all their work will be lost.

Presentation: Sales, Discounts, and Promotions 20 minutes

<u>Set Up</u>

1. Ask students if they are "sale shoppers". If so, why? Discuss students' responses as a class, asking follow-up questions where appropriate. Find out where they shop for sales, what they buy on sale, where they use coupons, etc.

Process

2. Point out that most customers look for a “good deal”. Sales associates should know about sales and promotions in their store. Write *sale* and *special promotion* on the board and make sure students know the definition of both:

- *Sale* – [Items that are offered at a lower price than normal. In other words, they are being offered at a *discount*.]
- *Special promotions* – [When a store offers NEW items at a lower price so that people will try them for the first time.]

3. Ask students what they think sales associates should know about sale and promotional items. Elicit or suggest the following:

A good sales associate knows….
- where the items are located in the store.
- when the sale/promotion begins and ends.
- what merchandise is included.

4. Add the following terms to *sale, discount,* and *promotion* on the board. Ask students what each one means, and see if they can give examples.

- *Regular-priced merchandise* – [Items at regular price with no discount.]
- *Clearance merchandise* – [Items reduced in price because the store no longer wants to carry them or because they are discontinued; for example, holiday items after the holiday is over.]
- *Coupons* – [Pieces of paper that offer a certain amount of money off the regular price. Usually found in newspapers, magazines, or stores.]

Wrap Up

5. Review the words on the board and practice the pronunciation as a class. Ask if students have any questions about the differences between each of the words. Then, transition into the next activity, in which they’ll have an opportunity to practice identifying each type of discount.

Activity: Identify the Discount **25 minutes**

Set Up

1. Ask students to open to **SB 5:17,** *Identify the Discount*, and read the instructions. Then, go over the instructions briefly as a class.

Process

2. Ask students to complete the worksheet individually. Circulate among students to assist and give feedback. Check spelling.

3. When students have finished, bring the class back together and call on volunteers to review the answers. Discuss any that may have caused confusion for students.

4. Practice the pronunciation of the discount terms one more time as a class.

Transition

5. Leave the discount terms on the board. After you are sure that students understand what each means and there is no confusion, move into assigning the homework below.

Wrap Up **5 minutes**

1. Assign homework:

Writing Activity: Homework

For homework, students should write a short ad for an item, similar to the ads on **SB 5:17,** *Identify the Discount*. The ad should be for one of the following: a sale item, a special promotion, a coupon, or a clearance. However, just like in the ads on **SB 5:17,** students *should not* use the term itself (sale, promotion, coupon, etc.) in the ad! Also, they should not write their names on the ad. These two points are important. Emphasize that the written ad can and should be short. They can use pictures if they would like.

The next class session will begin with a class activity based on these ads.

2. Briefly review the topics covered in today's class and check to see if students have any remaining questions on the main points or on the homework assignment.

Talking About Money – Conversation Cards

What are you saving money for?	**Are you good at saving money?**
Do you sometimes buy things you don't need?	**Has anyone ever stolen money from you?**
Do you give money to charity?	**Do you buy lottery tickets? Why or why not?**
What is something you bought recently that was a good bargain?	**What did you buy yesterday?**

If you won a million dollars, what would you do with it?	**Some people say, “Money makes the world go ‘round”.** **What does this mean?** **Do you agree or disagree? Why?**
How do you usually pay for the items you buy: cash, check, or credit card?	**In the United States, people sometimes say to their children, “Money doesn’t grow on trees!”** **What do you think that means? What lesson are they teaching their children?**

Buying Signals
Audio Transcript

Customer: Excuse me. What is the price of this?

Sales Associate: Oh, isn't that a beautiful scarf? It's $34.99.

Customer: I've been looking for one just like this for my mother.

Sales Associate: Well, I am so glad we have it for you! We just started carrying this line last week.

Customer: Can it be exchanged or returned?

Sales Associate: Yes, ma'am. Just be sure to keep the receipt. You can bring it back in the next sixty days if your mother isn't happy with it.

Can I help you find anything else you've been looking for?

Customer: No, I can't think of anything else right now.

Sales Associate: Then I'd be happy to wrap this up for you. Will that be cash, check, or charge today?

Reconciling Practice
INSTRUCTOR KEY

1**.** The float is $89.95. The final cash balance is $379.07.

Receipts	$13.99 $14.99 $7.02 $253.12
Total From Receipts	***289.19***
Float	***89.95***
Total	***379.07***

Is the register balanced? **Yes**

2. The sales associate puts $100 in the till at the beginning of the day. She counts the money at the end. She has $215.73.

Receipts	$79.99 $43.55 $12.19
Total From Receipts	***135.73***
Float	***100***
Total	***235.73***

Is the register balanced? **No**

3. When the sales associate begins his shift, the float is $24.55. His final cash balance is $86.81.

Receipts	$12.50 $32.99 $16.77
Total From Receipts	***62.26***
Float	***24.55***
Total	***86.81***

Is the register balanced? **Yes**

Shopping Lists

Shopping List

carton of milk	$1.95
loaf of bread	$1.55
2 cans of soup	$.99 each

Shopping List

pack of batteries	$3.99
extension cord	$10.00
keychain	$2.99

Shopping List

gift certificate	$10.00
greeting card	$1.95
ribbon	$1.95

Shopping List

cold medicine	$6.99
packet of tissues	$1.45
orange juice	$1.20

Shopping List

watering can	$2.99
potting soil	$10.99
fertilizer	$2.99

Shopping List

bottle of shampoo	$3.45
bottle of conditioner	$4.99
2 bars of soap	$.60

Shopping List

pair of slippers	$9.99
magazine	$2.59
sunscreen	$5.99

Shopping List

sewing needles	$4.99
buttons	$5.50
thread	$1.95

Shopping List

notebook	$3.99
pack of pens	$2.99
scissors	$2.88

Shopping List

balloons	$2.99
chips	$1.99
candy	$3.95

Credit Card Conversation Cards

Do you think people these days use credit cards too much?	**How can you teach children to use credit cards responsibly?**
What happens if you don't pay your credit card bill on time?	**What are some advantages of credit cards?**
What are some disadvantages of credit cards?	**What is a "credit score"? Why is it important?**
Is it easy to get a credit card in the United States?	**Do people use credit cards frequently in your country?**

What is the difference between a credit card and a debit card?	**When do you use credit cards and when do you prefer to use other payment methods?**

Sample Credit Card

Instructions: Copy this page and cut out both sides of the sample credit card. Glue or tape both sides together so that the "credit card" has a front and a back. Make one card for every student in the class. Have each student fill out the name on the front and sign the back, before they do the role play.

Front of the credit card:

Wheaton Bank

1234 5678 9101 1121

Name: ________________________

Valid from: 02/07 **CREDIT**

Good thru: 02/09

Back of the credit card:

Your card is used and serviced by Wheaton Bank USA, N.A., pursuant to a license from CREDIT U.S.A. Inc. Its use is subject to the terms of your cardmember agreement.

Signature: ________________________

Authorized signature. Not valid unless signed.

If lost or stolen, please call (800) 123-4567.

Blank Checks

Name:______________________ Date: ______________
1234 Main Road
Smalltown, MD 20902

Pay to the order of ___________________________________ $ [ ]

____dollars

Wheaton Bank

For _______________________ _________________________________

Name:______________________ Date: ______________
1234 Main Road
Smalltown, MD 20902

Pay to the order of ___________________________________ $ [ ]

____dollars

Wheaton Bank

For _______________________ _________________________________