

ESOL Customer Service Training Curriculum Overview

Unit	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 1: Talking With Your Customer	1	<ul style="list-style-type: none"> • Identify main customer service/retails sales responsibilities and jobs. • Tell others about past customer service work and preferences. 	<ul style="list-style-type: none"> • Listen to the goals and life plan of another person. • Write personal goals and personal dreams. • Plan to accomplish a personal goal. • Identify customer service jobs. 	<ul style="list-style-type: none"> • Use the modal construction <i>would like to</i> to indicate a wish. • Use an adverbial clause beginning with <i>because</i> to indicate reason.
	2	<ul style="list-style-type: none"> • Describe and model a customer service attitude. • List key components of greeting the customer. • Practice greeting the customer. 		<ul style="list-style-type: none"> • Identify syllables and produce stress of multi-syllabic words. • Produce the <i>schwa</i> sound. • Use the modal construction <i>would like to</i> to inquire about and state wishes. • Use an adverbial clause beginning with <i>because</i> to indicate reason. • Pronounce word-final [ng] clearly.
	3	<ul style="list-style-type: none"> • Greet the customer. • Role play: Greet the customer • Use appropriate terms of address & titles. • Determine customer needs. • Ask general open-ended questions. 	<ul style="list-style-type: none"> • Identify and write own current job skills. • Identify at least 3 personal employment references. 	<ul style="list-style-type: none"> • Articulate word endings to enhance comprehensibility. • Produce question intonation. • Produce stress of multi-syllabic words.

Unit 1: Talking With Your Customer	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	4	<ul style="list-style-type: none"> • Express opinions and make suggestions in a workplace context. • Observe the customer. • Role Play: Observe The Customer • Ask specific open-ended questions. • Assign Mystery Shopper homework 		<ul style="list-style-type: none"> • Use Wh-questions and responses. • Produce question intonation. • Use simple expressions for offering suggestions and giving advice
Unit 2: Meeting the Customer's Needs	5	<ul style="list-style-type: none"> • Fit the product to the customer. • Talk about size. 	<ul style="list-style-type: none"> • List one's ideal jobs. • List one's goals for the future. 	<ul style="list-style-type: none"> • Use Wh-questions. • Emphasize focus words. • Phrase words into thought groups and pause between the phrases.
	6	<ul style="list-style-type: none"> • Listen actively to the customer. • Read and summarize an article about listening actively. 	<ul style="list-style-type: none"> • Introduction to the reference list • Role play: Ask someone for permission to use them as a job reference. 	<ul style="list-style-type: none"> • Practice clear speech.
	7	<ul style="list-style-type: none"> • Identify features and benefits. • Describe products. • Read and write an advertisement. 	<ul style="list-style-type: none"> • Introduction to the SSLC computer lab. • Begin to type the reference list. 	<ul style="list-style-type: none"> • Practice clear speech.

Unit 2: Meeting the Customer's Needs	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	8	<ul style="list-style-type: none"> • Present an advertisement. • Identify features and benefits. • Learn about the products you sell. • Read a product label. • Role play: Talking about size, features, and benefits. 	<ul style="list-style-type: none"> • Give constructive feedback to others. 	<ul style="list-style-type: none"> • Use Wh-questions.
	9	<ul style="list-style-type: none"> • Describe features. • Compare products. • Express preferences. • Make suggestions. 	<ul style="list-style-type: none"> • Learn about interviews in the United States. • Role Play: Practice the handshake. 	<ul style="list-style-type: none"> • Use comparatives and superlatives. • Identify focus words. • Phrase words into thought groups and pause between the phrases. • Use Wh-questions.
	10	REVIEW AND ASSESSMENT DAY	REVIEW AND ASSESSMENT DAY	REVIEW AND ASSESSMENT DAY
Unit 3: Working at a Store	11	<ul style="list-style-type: none"> • Dress for success • Offer choices 	<ul style="list-style-type: none"> • Build interview skills. <p>(Sometime this unit: Take a tour of the MontgomeryWorks One Stop)</p>	<ul style="list-style-type: none"> • Identify focus words. • Phrase words into thought groups; pause between them.

Unit 3: Working at a Store	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	12	<ul style="list-style-type: none"> • Learn about malls. • Identify types of retail stores and departments. • Identify the benefits of working in retail sales • Direct a customer to a department. • Find information in a retail sales environment. 	<ul style="list-style-type: none"> • Talk about preferences in work and the culture of work in the United States. 	<ul style="list-style-type: none"> • Use polite expressions. • Use comparatives and superlatives. • Use an adverbial clause beginning with <i>because</i> to indicate reason.
	13	<ul style="list-style-type: none"> • Identify retail departments. • Suggest alternatives. • Identify characteristics of an inviting store. 	<ul style="list-style-type: none"> • Build interview skills. • Introduction to the resume. 	<ul style="list-style-type: none"> • Articulate word endings to enhance comprehensibility. • Use polite expressions. • Identify focus words. • Identify thought groups and pause between them.
	14	<ul style="list-style-type: none"> • Make suggestions and recommendations. • Know when to refer a customer elsewhere. • Role play: Offer Alternatives • Promote safety on the job 	<ul style="list-style-type: none"> • Build interview skills. • Write the resume. <p>(Reference List finished today)</p>	<ul style="list-style-type: none"> • Demonstrate control of polite expressions. • Use simple expressions for offering suggestions and giving advice. • Demonstrate interrupting and turn-taking skills.

Unit	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 4: Using the Telephone	15	<ul style="list-style-type: none"> • Identify workplace telephone skills and tasks. • Answer the telephone. • Transfer a call. • End a telephone call. 	<ul style="list-style-type: none"> • Build interview skills. 	<ul style="list-style-type: none"> • Spell names clearly. • Ask for repetition and clarification. • Produce proper sentence and question intonation. • Use polite expressions. • Use idiomatic expressions.
	16	<ul style="list-style-type: none"> • Use appropriate telephone terminology. • Leave a message. • Take a message. 		<ul style="list-style-type: none"> • Pronounce telephone numbers using chunking, intonation, and pauses. • Use polite expressions. • Use idiomatic expressions.
	17	<ul style="list-style-type: none"> • Use appropriate telephone terminology. • Serve two customers at once. • Provide balanced service. • Role play: Serve two customers at once. 	<ul style="list-style-type: none"> • Solve workplace problems as a team. • Describe the process of finding a job. • Read job ads. 	<ul style="list-style-type: none"> • Interrupt someone politely. • Ask for repetition. • Ask for clarification with wh-question words.
	18	<ul style="list-style-type: none"> • Give location information and directions over the phone. • Create a resource list. • Give product and store information over the phone. • End a telephone call. • Role Play: Telephone Skills & Ending the Call 	<ul style="list-style-type: none"> • Build interview skills. 	<ul style="list-style-type: none"> • Link words together. • Use polite expressions. • Use idiomatic expressions.

Unit 4: Using the Telephone	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	19	<ul style="list-style-type: none"> • Put a customer on hold. • Give product and store information over the phone. • Role Play: Put a Customer on Hold. • Give location information and directions over the phone. 	<ul style="list-style-type: none"> • Identify job qualifications in self and others. • Fill out job applications. • Finish resumes. 	<ul style="list-style-type: none"> • Use wh-questions and responses. • Use idiomatic expressions.
	20	REVIEW DAY	REVIEW DAY	REVIEW DAY
Unit 5: Closing the Sale	21	<ul style="list-style-type: none"> • Talk about money. • Recognize buying signals. • Ask for the sale. • Identify names of U.S. coins and bills. • Count back change. 	<ul style="list-style-type: none"> • Prepare for online job applications. 	<ul style="list-style-type: none"> • Pronounce large numbers.
	22	<ul style="list-style-type: none"> • Use a cash register. • Reconcile a cash register. • Role Play: Do a cash transaction. 		<ul style="list-style-type: none"> • Use polite expressions. • Use idiomatic expressions. • Articulate word endings to enhance comprehensibility.
	23	<ul style="list-style-type: none"> • Accept credit cards as payment. • Accept checks as payment. • Role play credit card and check transactions. 		<ul style="list-style-type: none"> • Use polite and idiomatic expressions.

Unit 5: Closing the Sale	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	24	<ul style="list-style-type: none"> • Identify types of sales, discounts, and promotions. • Describe a sale, promotion, discount, or clearance. 	<ul style="list-style-type: none"> • Take personality tests that are part of online job applications. • Use a Likert Scale. • Fill out online applications. 	<ul style="list-style-type: none"> • Use idiomatic expressions. • Use phrasal verbs.
Unit 6: Handling Problems and Complaints	25	<ul style="list-style-type: none"> • Identify the characteristics of different kinds of sale events. • Suggest additional merchandise. • Role Play: Suggest additional merchandise. 	<ul style="list-style-type: none"> • Build interview skills. 	<ul style="list-style-type: none"> • Give reasons using adverbial phrases beginning with the word <i>because</i>. • Demonstrate control of simple expressions for offering suggestions.
	26	<ul style="list-style-type: none"> • Suggest additional merchandise. • Explain returns policies to customers. • Read and explain warranties. 	<ul style="list-style-type: none"> • Ask for permission politely. • Role Play: The Interview 	<ul style="list-style-type: none"> • Demonstrate control of simple expressions for offering suggestions.
	27	<ul style="list-style-type: none"> • Respond to complaints. • Deal with angry customers. • Explain customer complaints to supervisors. 	<ul style="list-style-type: none"> • Give advice and suggestions to co-workers. 	<ul style="list-style-type: none"> • Use modals to offer advice and make suggestions, with attention to register. • Use embedded statements to report speech.

Unit 6: Handling Problems and Complaints	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	28	REVIEW DAY	REVIEW DAY	REVIEW DAY
Unit 7: Ready to Work	29	<ul style="list-style-type: none"> • Solve customer service problems. 	<ul style="list-style-type: none"> • Work as a team. • Give retrospective advice to co-workers. • Identify one's rights on the job. 	<ul style="list-style-type: none"> • Use complex sentences and modals to discuss hypothetical situations.
	30	<ul style="list-style-type: none"> • Take the Retail Readiness Assessment. 	<ul style="list-style-type: none"> • Role Play: The Interview 	<ul style="list-style-type: none"> • Take the Retail Readiness Assessment.
	31	TAKE CASAS POST-TESTS	<ul style="list-style-type: none"> • Write plans for the future. 	TAKE CASAS POST-TESTS
	32	<ul style="list-style-type: none"> • Review the customer service skills that have been learned in the course. 	<ul style="list-style-type: none"> • Describe plans for the future. <p style="text-align: center;">GRADUATION!</p>	