

Business ■ Customer Service

Classes might want to learn more about ...

- ① customer/client expectations in Canada
- ① common practices for returns and exchanges
- ① warranties and guarantees on products
- ① private and government training courses for small businesses
- ① cultural differences in servicing customers/clients
- ① strategies for improving customer service
- ① personal qualities valued in customer service representatives
- ① training courses to improve customer service

Learners find it useful to ...

- ◇ use repetition and rephrasing to avoid misunderstandings
- ◇ write, memorize and practise common phrases for apologizing, giving suggestions and advice
- ◇ circumvent taped messages to get a customer service representative (press “0”)

Suggested Resources

Customer service training information: <http://www.infowhse.com>

Sample magazine: <http://www.csr.co.za>

 **customer service**

LINC 5

Business ■ Customer Service

Topic Outcomes

By the end of this topic, learners will be able to:

- apologize to a customer or client for a problem with a product or service
- express obligation, ability, inability in a business situation
- give suggestions and advice to a customer or client
- understand the main ideas in an authentic text about customer service
- write a brief report about a personal experience related to customer service

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*customer, client, inventory, merchandise, sales staff, return policy, rebate, rain check*)
- expressions (*service with a smile; the customer is always right; money back guarantee, satisfaction guaranteed, all sales are final*)
- polite phrases for apologies
- simple tenses
- modals for obligation, ability, suggestions and advice (*must, should, can, could*)
- basic paragraph-writing conventions
- pronunciation: polite phrases for apologies - see Ellis – Master Pronunciation

Sample Language Tasks

1. Role-play apologizing for a problem with the service a customer/client received.
2. Read case studies of various problems related to customer service. Decide on the appropriate courses of action.
3. Write a response to a letter of complaint about a product or service.

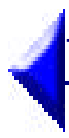
Sample Computer Tasks

Computer Levels: All

Computer Skills: Open/Close application, select and navigate through options, mouse skills

Tense Buster-Upper Intermediate-Past Continuous-**Test: Errors.** Read the letter of complaint and click on grammar mistakes. Check answers by clicking on Marking button.

Ellis-Master Pronunciation-Speech Acts-Social Interaction-**Apologize, Make Excuses, Respond**



Business ■ Starting a Small Business

Classes might want to learn more about ...

- ① how to prepare a business plan
- ① specific business terms
- ① registering a business name
- ① incorporating a business
- ① legal issues in starting a business
- ① doing market research before starting a new business
- ① possible difficulties of financing a small business through chartered banks in Canada
- ① having a website to advertise own business

Learners find it useful to ...

- ◇ consult a local library, chartered accountant, major chartered banks or local Chamber of Commerce for more information about starting a business
- ◇ practise presenting their business plan to a friend before approaching the lending institution
- ◇ use first language community resources for assistance and information
- ◇ look at examples of actual small business plans
- ◇ ask someone to translate information in government publications

Suggested Resources

Words We Use

Ontario Reader: 1997 – “Starting a business in Ontario”

Ontario Reader: 1999 – “Baker’s success built on quality”

Ontario Reader: 1999 – “Family business produces taste of Mexico”

Ministry of Economic Development, Trade & Tourism for information on business plans

The Canada-Ontario Business Service Centre to register a small business

Business and Industry Associations for information for a market plan

Small Business Loan Administration Industry Canada for loan information

Canadian Women’s Business Network: <http://www.cdnbizwomen.com>

Entrepreneurship Institute of Canada: <http://www.entinst.ca/>

Industry Canada: <http://strategis.ic.gc.ca/engdoc/main.html>

small business

Business ■ Starting a Small Business

Topic Outcomes

By the end of this topic, learners will be able to:

- describe personal characteristics and strengths
- give information about own educational and employment background
- ask for information about financing a small business
- make an appointment with a loans officer
- get specific information about starting a small business from government publications and brochures
- write down information received in person or by telephone
- fill out forms with personal and other information as required
- write a brief report about a business idea

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*business plan, financing, assets, liabilities, equity capital, financial statement, investment, franchises, retail, wholesale, corporation, entrepreneur*)
- vocabulary to describe personal characteristics and strengths (*self-starter, self-disciplined, energetic, go-getter, team-player, motivated, cautious, optimistic*)
- phrasal verbs (*start up, set up*)
- modals for requests (*I would like..., Could I have ...*)
- articles
- passive voice
- pronunciation: stressed and unstressed vowels - see Ellis - Master Pronunciation

Sample Language Tasks

1. Role-play an appointment with the loans officer of a bank. Give a speech about your business idea, previous work experience, education and personal qualities.
2. Read pamphlets from a bank and a credit union about obtaining credit to start a small business. Compare the two and decide which has better services.
3. Write about a simple business idea in pairs.

Sample Computer Tasks

Computer Levels: All

Computer Skills: Highlight (colour options), Thesaurus

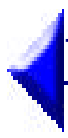
Open an instructor-made document related to small businesses. Follow instructions for highlighting business vocabulary. Look up the meanings in thesaurus.

Computer Skills: Open/Close application, select and navigate through options, mouse skills

Tense Buster-Advanced-Phrasal Verbs-**Introduction**

-Articles-**Practice: Small Ads**

-Passives-**The Coca Cola Story**



Business ■ Team Building

Classes might want to learn more about ...

- ① various strategies for resolving conflicts at work
- ① procedures for reporting a problem which cannot be resolved within the group (e.g. sexual harassment)
- ① the importance of teams in today's workplace
- ① cultural differences in conflict resolution
- ① verbal and non-verbal communication
- ① formal and informal forms of address in the workplace
- ① effective communication skills
- ① cultural differences in how decisions are made in the workplace

Learners find it useful to ...

- ◇ use repetition and rephrasing to avoid misunderstandings
- ◇ write, memorize and practise common phrases for apologizing, giving suggestions and advice
- ◇ learn how to become part of a team
- ◇ practise polite ways of interrupting, listening actively and interrupting
- ◇ use body language to indicate attentive listening and participation

Suggested Resources

- 🎥 *Show Peace series of NFB films*
<http://www.beacons.co.uk/effect.htm>
- 🔑 **team effectiveness**

LINC 5

Business ■ Team Building

Topic Outcomes

By the end of this topic, learners will be able to:

- apologize to resolve a conflict with a co-worker
- express obligation, ability, inability in a work situation
- express and respond to disappointment
- give suggestions and advice for resolving different types of conflict in a work situation
- understand the main ideas in an authentic text about team work
- write a brief report about working as part of a team

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*confrontation, problem-solving, compromise, leadership, cooperation, team-player*)
- polite phrases for apologies
- modals for obligation, ability, suggestions and advice (*must, can, can't, should, could, might*)
- past simple and continuous tenses
- unreal conditionals (*If I were that person, I would ...*)
- pronunciation: -ed endings of past tense verbs

Sample Language Tasks

1. Create class teams to accomplish a given task (e.g. organizing a class graduation or field-trip). Report the roles and responsibilities of each team member.
2. Read a short text about teamwork in an organization. Identify the main idea and supporting points.
3. Write about your experience of working as part of a team (e.g. Language Task 1).

Sample Computer Tasks

Computer Levels: All

Computer Skills: Keyboarding, Save As, Spelling, Print

Word-process Language Task 3. Print for peer evaluation.

Computer Skills: Open/Close application, select and navigate through options, mouse skills
Ellis-Senior Mastery-**Discussing Business**