## Topic Development Ideas

**Classes might want to learn more about...**

- automatic banking machines
- bank accounts (e.g., chequing, savings, joint)
- bank statements and records, including abbreviations
- banking services (e.g., RRSPs, mortgages, loans, safety deposit boxes, money orders, certified cheques, pre-authorized debits)
- cheque-writing conventions
- credit and debit cards, Air Miles or other features, including how to get a card and rules about interest
- credit bureau reports
- financial institutions in Canada such as banks credit unions, Money Mart, trust companies
- notifying the bank about the loss of credit card, banking card, or cheque book
- Personal Identification Numbers (PIN)
- service charges
- transferring money overseas

## Strategies for Learners

**Learners find it useful to...**

- make a photocopy of bank and credit cards (showing number on card) and keep in separate place with telephone numbers in case of loss
- practice filling out forms in advance
- take forms or literature home and ask for translation or use a bilingual dictionary to translate
- use bilingual information pamphlets prepared by major banks
- use the ABM as an alternative to teller services
- write out and rehearse what to say in case of credit card loss

## Resources for Developing and Teaching Topic

- **Basic Grammar in Action:** Unit 7, “Money”
- **English Extra:** Unit 13, “It’s a deal!”
- **Foundations:** Unit 10, “Money/Banking”
- **Going Places 1:** Unit 14, “Where Do You Keep Your Money?”
- **People Express:** Unit 6, “A Chequing Account”; Unit 15, “Long Distance Call”
- **The Basic Oxford Picture Dictionary:** Unit 9, “The Community”
- **CLB Listening/Speaking Resource:** Stage I, Banking dialogue 46
- Canadian Bankers Association: [http://www.cba.ca](http://www.cba.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Consumer Information)
- bank, banking Canada
Banking

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- request assistance in a bank
- give basic personal information to banking personnel
- identify expressions used to attract attention and request assistance
- identify details in a listening text: numbers, amounts of money, a few keywords, short expressions
- understand common signs in a bank (e.g., business hours, closed, next teller please)
- get information from a very basic text of up to five sentences
- fill out a very basic five- to seven-item banking form

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (cash, cheque, pay, bill, account number, teller, bank, machine, change, sign, deposit, withdraw, need, have)
- vocabulary for personal information (name, address, phone number)
- currency units (dollars, coins, penny, nickel, dime)
- numbers
- expressions for requesting assistance (Excuse me, Can you help me?)
- wh- questions
- verb be
- pronunciation: word stress in two-syllable words (teller, withdraw, machine, account)

Sample Tasks

1. Count money with a partner. Record the amounts.
2. Listen to a taped dialogue between a bank teller and a customer. Circle the expressions you hear on a worksheet.
3. Read a very basic text about Canadian currency. Match pictures of coins to their names and values.
4. Fill out bank withdrawal and deposit slips.

All Levels: Open an instructor-made file containing a withdrawal slip and use Insert/Overtype to fill in the blanks. Preview and print. Sign name on the appropriate line.

Skills: Open, Save As, Insert, Overtype, Print Preview, Print

Additional Tasks

Experienced: Create a table for recording dictated numbers and their full written forms. Preview and print for evaluation.

Skills: Keyboarding, Print Preview, Print, Insert Table
## Customer Service

### Topic Development Ideas

*Classes might want to learn more about...*

- customer service available in French or English on the phone
- degrees of formality and politeness, assertiveness, persistence in consumer complaints
- guarantees and warranties on damaged or defective items
- non-return policies on final sale or unique items such as software
- policies regarding exchange, refund, repairs, and store credit
- returning faulty or unsatisfactory goods; providing proof of purchase
- sources of assistance for exchanging or returning goods, such as customer service, cashiers, and special return desk; and procedures for returning larger items, such as furniture and appliances

### Strategies for Learners

*Learners find it useful to...*

- demonstrate or pantomime problems with items to be returned
- enlist the assistance of others and ask for translation when necessary
- rehearse explanation of problem before going to store
- use a dictionary to help in writing down problem

### Resources for Developing and Teaching Topic

- **A New Start – Canada:** Unit 88, “Buying Clothing”; Unit 89, “Rejecting Something Politely”; Unit 90, “Returning Merchandise,” “Buying a Pair of Shoes”
- **English Extra:** Unit 5, “Shop ’til you drop!”
- field trips to stores and shopping malls
- **CLB Listening/Speaking Resource:** Stage I, Shopping dialogues
- **Canadian Consumer Information:** [http://consumerinformation.ca](http://consumerinformation.ca)
- **Consumers Council of Canada:** [http://www.consumerscouncil.com](http://www.consumerscouncil.com)
- **Ministry of Consumer and Business Services:** [http://www.cbs.gov.on.ca/mcbs/english/consumer_info.htm](http://www.cbs.gov.on.ca/mcbs/english/consumer_info.htm)
- **Settlement.org:** [http://www.settlement.org](http://www.settlement.org) (Consumer Information)
- **consumer protection**
### Customer Service

#### Topic Outcomes (CLB 1)

**Possible outcomes for this topic:**
- attract attention
- request assistance
- give basic personal information when returning an item
- identify expressions used to attract attention and request assistance
- identify details in a listening text: price, date, item, store
- use a simplified map or diagram to locate customer service department
- get information from a store receipt (e.g., price, date, store address, etc.)
- understand common store signs
- fill out a very basic five- to seven-item return form

#### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary and expressions (return, exchange, refund, credit, bill, receipt, I want to return..., What's the matter? too big, too small, broken, It doesn't work, It doesn't fit)
- vocabulary for personal information (name, address, telephone number)
- vocabulary for dates and prices
- numbers (cardinal and ordinal)
- expressions to attract attention and request assistance (Excuse me, can you help me?)
- wh- questions
- pronunciation: /d/ (dress, Saturday, dollars, dime) and /t/ (receipt, twenty, return, store)

#### Sample Tasks

1. Role-play returning an item to a store.
2. Listen to a dialogue between a sales clerk and a customer. In a provided list, underline the words you hear.
   - **Experienced:** Open an instructor-made file with incomplete sentences in a dialogue similar to Language Task 2 and a list of vocabulary. Drag and drop the correct words in the appropriate spaces in the dialogue. Preview and print for instructor evaluation.
     - **Skills:** Open, Drag and Drop, Print Preview, Print
3. Read sales receipts and complete a table with headings: Total Amount, Date, Store Name.
4. Fill out a return form with personal information.
   - **Novice:** Fill out an instructor-made sales return form. Print.
     - **Skills:** Insert Text (in table cells), Print
## Telephone

### Topic Development Ideas

*Classes might want to learn more about...*

- availability of service in French or English for many government offices and businesses
- companies providing local and long-distance service
- dealing with nuisance and obscene phone calls
- privacy issues
- recording a greeting on an answering machine
- services such as call display, call answer, call waiting, telephone conferencing, calling cards
- telephone directories (White, Yellow, and Blue Pages)
- telephone etiquette
- telephone greetings in French and English
- types of calls (e.g., collect, person-to-person)
- using 1-800 and 1-888 numbers
- using 211 for community information, 411 for directory assistance, 611 for repair service, and 911 for emergency
- using cellular telephones

### Strategies for Learners

*Learners find it useful to...*

- ask for repetition to avoid misunderstandings
- find telephone numbers using the Internet
- use answering machine and replay messages as necessary
- write and practice giving information before making essential telephone calls
- write, memorize, and practice common phrases for answering the phone

### Resources for Developing and Teaching Topic

- **Canadian Concepts 1, Second Edition:** Unit 4, “What’s the Date?”
- **English Extra:** Unit 12, “What’s the problem?”
- **Foundations:** Unit 11, “Health, Medicine, The Drug Store, The Doctor”
- **Interchange Intro:** Unit 5, “What are you doing?”; Unit 12, “What’s the matter?”; Unit 16, “Hello. Is Jennifer there, please?”
- **People Express:** Unit 15, “Long Distance Call”
- **CLB Listening/Speaking Resource:** Stage I, Telephone dialogues
- **Canada Yellow Pages:** [http://www.ohearn.net/yellowpages.html](http://www.ohearn.net/yellowpages.html)
- **Canada411:** [http://www.canada411.com](http://www.canada411.com)
- **Government of Ontario telephone numbers:** [http://www.gov.on.ca/MBS/english](http://www.gov.on.ca/MBS/english) (Contact Us)
- **Settlement.org:** [http://www.settlement.org](http://www.settlement.org) (Consumer Information, Communications, Telecommunications)
- **telephone Ontario**
### Topic Outcomes (CLB 1)

**Possible outcomes for this topic:**
- indicate communication problems on the telephone
- request assistance in an emergency by stating service needed (e.g., fire, ambulance, police)
- give basic personal information over the phone
- identify expressions used to ask for repetition and clarification in a phone dialogue
- identify details in a phone conversation: name, spelling of name, date, time
- find information in a telephone bill: name, telephone number, amount of bill, due date
- copy contact information from a 10- to 20-item list for personal use

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary (area code, pay phone, telephone card, press, dial, insert, wrong number, operator)
- vocabulary for emergencies (police, fire, ambulance, emergency, operator)
- vocabulary for personal information (name, address, telephone number)
- numbers for addresses and telephone numbers
- telephone expressions (Hello, Just a minute/moment please)
- expressions to indicate communication problems (I don’t understand, I don’t speak English, Please repeat)
- expressions for requests (I need help, There’s a fire)
- verb be
- pronunciation: proper intonation and pauses when stating telephone numbers

### Sample Tasks

1. Sit back to back with a partner and exchange addresses and telephone numbers.
2. Listen to telephone dialogues and circle names and telephone numbers of callers on a worksheet.
3. Look at a telephone bill to answer simple questions.
4. Copy emergency telephone numbers (e.g., family doctor, nearest hospital) from the telephone directory.

### Additional Tasks

- **Novice:** Word-process a bulleted list of names and telephone numbers using tabs.
  - **Skills:** Keyboarding, Tabs, Borders and Shading, Insert Bullets and Numbering