### 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 a 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 a credit card loss

### Resources for Developing and Teaching Topic

- *A Toolbox for ESL Tutors: Unit 5, “Banking”*
- *Ontario Reader 1998: “Credit”*
- *Helping You Bank*
- local bank for an instructional presentation on using an ABM
- *CLB Listening/Speaking Resource: Stage II, Bank dialogues 34, 35*
- *ELLIS – Intro – Banking*
- 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
### Topic Outcomes (CLB 3, 4)

**Possible outcomes for this topic:**
- ask for, accept, or decline assistance in a bank
- express immediate and future needs
- express preference, satisfaction, or dissatisfaction in a banking situation
- follow two- to five-step instructions presented in order relating to a banking activity
- follow written instructions with up to five steps for a banking activity
- get information from a short bank letter, statement, passbook, or credit card statement
- fill out a simple 15- to 20-item banking form
- write a five- to eight-sentence text about own banking habits

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary (loan, calculate, service charge, interest, percentage, fund(s), owe, payment, credit, debit, daily, weekly, monthly, annually)
- large numbers and simple arithmetic operations
- expressions to indicate satisfaction or dissatisfaction (This is good, It is okay, I’m sorry but this is not right)
- modals for requests (can, could, would)
- sequence markers
- wh- questions
- verbs: need, want
- pronunciation: /f/ (fast, form, safe) and /v/ (very, five, save)

### Sample Tasks

1. Role-play opening an account or withdrawing money.
2. Listen to instructions or watch a video about using the ABM. Answer multiple-choice questions.
3. Find information in a credit card statement (e.g., late payment charges, debits, credits, payment due date) and answer questions.
4. Write a five- to eight-sentence text about own banking habits by answering questions (e.g., Do you use telephone banking? Do you think it is safe? Explain why).

**Novice:** Word-process Language Task 4. Insert a title. Centre, bold, and change the title to upper case. Type name and date at the bottom of the document. Print and read to partner.

**Skills:** Keyboarding, FontStyle (Bold), Format Paragraph (Alignment), Print
# Customer Service

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<td>• demonstrate or pantomime problems with items to be returned</td>
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<td>• degrees of formality and politeness, assertiveness, persistence in consumer complaints</td>
<td>• enlist the assistance of others and ask for a translation when necessary</td>
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<td>• guarantees and warranties on damaged or defective items</td>
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<td>• non-return policies on final sale or unique items such as software</td>
<td>• use a dictionary to help in writing down a problem</td>
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<td>• policies regarding exchange, refund, repairs, and store credit</td>
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<tr>
<td>• returning faulty or unsatisfactory goods; providing proof of purchase</td>
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</tr>
<tr>
<td>• 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</td>
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</tbody>
</table>

## Resources for Developing and Teaching Topic
- Interchange 2: Unit 7, “What on earth is this?”
- CLB Listening/Speaking Resource: Stage II, Shopping dialogues 23, 24
- 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](http://www.cbs.gov.on.ca) (Consumer Information)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Consumer Information)
- consumer protection
# Customer Service

## Topic Outcomes (CLB 3, 4)

### Possible outcomes for this topic:

- Request, accept, or reject offers, goods, or services
- Tell a story about personal experience in a sales situation
- Give a brief description of a problem with a product
- Identify formal and informal styles, verbal and non-verbal details in greetings
- Understand factual details and some implied meanings in a persuasive oral text (e.g., television commercial)
- Get information about guarantees and return policies from a simple one- to two-paragraph text
- Fill out a simple 15- to 20-item form (e.g., customer satisfaction survey)
- Write a five- to eight-sentence text about a personal experience with returning an item

## Language Focus

### Items to help learners achieve the outcomes:

- Vocabulary (return, replace, broken, torn, damaged, scratched)
- Expressions (No exchange on personal items such as underwear, swimsuits, earrings; “As is”; All sales final)
- Expressions for requests (Can you help me? I’d like, I’m looking for, I need)
- Adverbs: manner, frequency (slowly, too fast, easily, often, sometimes, always)
- Gerunds and infinitives (It needs cleaning, It needs to be fixed)
- Intensifiers (a little too big, very expensive)
- Phrasal verbs (pick out, try on, look through, hear from, pick up, fill out, send back)
- Verbs: simple past, past continuous
- Pronunciation: past tense -ed endings, /t/ (noticed), /d/ (tried), /ed/ (decided)

## Sample Tasks

1. Look at pictures of defective products and role-play returning the items to a store. Tell when you bought the item, and describe the problem with each one.
2. Listen to dialogues of people in sales situations. Identify which situations are casual and which are formal. Then, using a script, practice the dialogues with a partner.
3. Refer to store catalogues and complete a chart with information about refund and exchange policies.
4. Write a short five- to eight-sentence text about a personal experience returning an item to a store.

**Novice:** Word-process Language Task 4. Follow instructions to insert and format date. Use the Spelling tool to check the entire document and print for peer evaluation.

**Skills:** Keyboarding, Insert Date, Spelling, 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
- clarify information on the telephone using spelling conventions (e.g., M as in mother)
- find telephone numbers using the Internet
- learn expressions and idioms related to the telephone
- practice taking a telephone message by writing down keywords and essential information
- practice telephone conventions and signals that a caller wishes to end conversation
- use an answering machine and replay messages as necessary
- write and practice giving information before making essential telephone calls

Resources for Developing and Teaching Topic

☞ A Grab Bag of Telephone Activities
☞ Thank You For Calling
☞ brochures from telephone companies
☞ CLB Listening/Speaking Resource: Stage II, Telemessages
☞ ELLIS – Master Pronunciation – Speech Acts – Getting Things Done – Ask for Information, Leave and Take Phone Messages
☞ Canada Yellow Pages: http://www.ohearn.net/yellowpages.html
☞ Canada411: http://www.canada411.com
☞ Government of Ontario telephone numbers: http://www.gov.on.ca/MBS/english (Contact Us)
☞ Settlement.org: http://www.settlement.org (Consumer Information, Communications, Telecommunications)
☞ Telecommunications Etiquette Dos and Don'ts: http://www.businessweek.com/1997/09/b3516155.htm
☞ telephone Ontario
Teléfono

**Topic Outcomes (CLB 3, 4)**

*Possible outcomes for this topic:*

- open, close, and respond to short casual small talk on the phone; take leave appropriately
- indicate communication problems and ask for an explanation
- leave a short telephone message
- identify formal and informal styles, verbal and non-verbal details in greetings and leave-taking on the telephone
- understand factual details and some implied meanings in a short phone dialogue
- get information from a written telephone message
- get information from a phone bill
- write a personal message in a three- to five-sentence informal note
- copy information from a telephone directory

**Language Focus**

*Items to help learners achieve the outcomes:*

- vocabulary (touch-tone phone, cellular phone, connection, jack, call waiting, screen, password, retrieve)
- telephone expressions and idioms (Please hold, Please hang up, I’ll call you back, Just a minute/moment please)
- expressions for wrong numbers, intrusive callers or solicitation (Sorry wrong number, I’m not interested)
- comparative adjectives
- modals for polite requests (can, could, would)
- verb tenses: simple present, present continuous, simple past, future with going to
- pronunciation: word stress in three-syllable words (connection, telephone, cellular, area)

**Sample Tasks**

1. Role-play calling a classmate and leaving a message that includes a few details about an upcoming event as well as your name and telephone number.
2. Listen to telephone dialogues and answer true/false questions about the relationship of the caller and person answering the phone.
3. Complete a chart comparing the phone expenses of two families by reading their phone bills.
4. Write a telephone message for a classmate or family member about a real or imaginary phone call.

**Additional Tasks**

**Novice:** Create a table for Language Task 3. Preview and print.

**Experienced:** Follow instructions to change style, width and shading of columns in table in Novice Task. Preview and print for peer evaluation.

**Skills:** Insert Table, Insert Columns, Borders and Shading, Print Preview, Print

**All Levels:** Go to a telephone directory service page (e.g., [http://www.canada411.com](http://www.canada411.com)). Search for your telephone number and a friend’s number. Also find the numbers for your local grocery store and the nearest hospital.

**Skills:** Browsers, Search Engines, URL, Hyperlink