Business Networking

Topic Development Ideas

Classes might want to learn more about...

- acceptable topics for conversation
- business cards and web sites to advertise own business
- business networking meetings
- business training courses
- career consultants and headhunters
- cold vs. warm leads
- e-mail conventions
- government training programs to help new entrepreneurs
- job-finding clubs
- telephone etiquette for sales promotion
- trade shows

Strategies for Learners

Learners find it useful to...

- learn ways of interpreting rhetorical comments
- learn ways of introducing self in business networking meetings
- practice memory techniques (mnemonics) for remembering business contacts
- rehearse and practice business venture presentation to a partner
- use ethnic community groups to make contacts
- use icebreakers to start conversation
- use repetition and rephrasing to avoid misunderstandings

Resources for Developing and Teaching Topic

- Business Communication Games: "Headhunters Inc."
- *Steps to Employment* – any workbook: "Communication"
- ELLIS – Senior Master – Discussing Business, Making Introductions
- E-mail conventions: http://cal.bemidji.msus.edu/English/Resources/EmailConventions.html
- HRDC: http://www.hrdc-drhc.gc.ca/menu/jobs.shtml
- Networking Your Way to a New Job: http://www.quintcareers.com/networking_guide.html
- Settlement.org: www.settlement.org (Employment, Self-Employment)
- YellowPages.ca: http://www.yellowpages.ca (search for businesses using categories, e.g., computers)
- type of business (e.g., **accounting**); **Yellow Pages**

Commercial Services & Business

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- initiate and respond to small talk comments
- offer, accept, and decline invitations
- participate in a conversation by showing interest and taking turns
- answer the phone briefly
- ask for and give information about a company
- give a detailed description of a business idea
- identify situation and relationship between speakers
- understand factual details and some implied meanings in a description of a business idea
- find information in authentic schedules and directories
- get information from short business brochures
- write a short one-paragraph business letter
- write a simple business message as a three- to five-sentence note
- write a one-paragraph description of past business experience or plans for the future

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and idioms (*schmoozing, buying in bulk, connecting*)
- expressions for small talk (*it's been a while, how's everything, same old thing, business as usual, how about…*)
- conditional sentences: real, unreal
- modals for requests (*can, could, would*)
- noun clauses
- questions: tag, embedded
- rejoinders
- formal letter-writing conventions
- pronunciation: intonation with embedded questions (*Do you know who that is over there?*)

Sample Tasks

1. Role-play holding a networking meeting. Practice introducing yourself and someone else and presenting an idea for a new business.

2. Listen to a presentation about a business idea and answer questions.

3. Read brochures advertising different businesses and match to profiles of entrepreneurs.

4. Write a letter of thanks to someone for giving you information about her/his business.

   💻 **Experienced:** Word-process Language Task 4. Create a professional-looking letterhead and logo using the AutoShapes and WordArt. Print for evaluation and display.

   Skills: Keyboarding, Insert Picture (AutoShapes, WordArt), Format Picture (Wrapping), Group/Ungroup AutoShapes, Order Autoshapes

Additional Tasks

- ☺ **All Levels:** ELLIS – Master Pronunciation – **Getting Things Done – Ask for Information, Requests: Make, Respond to**

   Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

LINC 4

Computers

Topic Development Ideas

Classes might want to learn more about...

- buying a new or used computer
- comparison shopping for Internet providers
- computer training courses
- computer viruses
- computers and the changing workplace
- connecting to the Internet
- employment opportunities in the computer field
- manufacturers' warranties and extended warranties
- on-line technical support and helplines
- personal safety on-line
- popular software (e.g., Microsoft Word, Excel)
- role of the Internet
- upgrading computer hardware/software

Strategies for Learners

Learners find it useful to...

- ask a knowledgeable person to accompany them when purchasing a computer
- ask for repetition or simpler language when talking to sales staff
- ask someone about reputable Internet service providers
- identify own needs before buying a computer
- learn computer terminology
- prepare a list of questions to ask a computer salesperson before shopping for a computer
- refer to ads in newspapers and magazines or bring ads when shopping in stores

Resources for Developing and Teaching Topic

- *Ontario Reader 1999:* "Internet use growing"
- *Ontario Reader 2001:* "Web site for newcomers," "Job hunting on-line"
- *Steps to Employment – Computers:* Unit 6, "Terminology"; Unit 7, "Internet"
- *Take Charge:* Unit 4, "At Work"
- *The Oxford Picture Dictionary, Canadian Edition:* Unit 11, "Work"
- *Words We Use:* Unit 17, "Computerization"
- ads for computers
- ELLIS – Senior Mastery – Asking for Technical Help
- Connecting Canadians: http://www.connect.gc.ca
- Learn the Net: http://www.learnthenet.com/english/index.html
- Microsoft Internet Guide: http://www.microsoft.com/insider/internet/default.htm
- The Basics of Buying a Personal Computer System: http://heathrowcable.net/~ericwat/buypc.pdf
- specific computer or software manufacturer (e.g., **Compaq, Dell, IBM**), **Internet, multimedia**

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 🗣 give five- to six-step instructions for computer use
- 🗣 ask for and give information about a computer problem
- 🗣 give opinions, agree, and disagree in a small group discussion
- 👂 understand a variety of everyday step-by-step instructions for using computers or the Internet
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 get information from a short business brochure, notice, form letter, or flyer
- 📖 get information from a simple two- to three-paragraph text about a current issue relating to computers
- ✍ write a one-paragraph description about a past experience or future plans

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for hardware and software
- expressions for giving opinions, agreeing and disagreeing (*personally, in my opinion, if you ask me*)
- gerunds and infinitives (*The Internet is used for…, People use computers to…*)
- imperatives
- modals: requests, necessity, obligation (*can, could, would, should, have to, must*)
- sequence markers
- present perfect tense (*I have never used a computer*)
- pronunciation: contractions in present perfect tense (*I've, she's*)

Sample Tasks

1. In a group, debate the necessity of owning and using a computer.
2. Listen to instructions for setting up a computer. Label a diagram.
   - 💻 **Novice:** Disconnect all computer parts (monitor, mouse, keyboard, cables, printer). Work in pairs to reconnect all parts.

     Skills: Computer Basics (Hardware And Software), Vocabulary, Peripherals
3. Read a story about computers (e.g., computerization of an industry). Answer comprehension questions.
4. Write a paragraph about your past experience with computers or future plans for using computers.

Additional Tasks

- ✑ **All Levels:** ELLIS – Senior Mastery – **Asking for Technical Help**. Role-play asking for help with a computer problem.

  Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Shopping On-Line

Topic Development Ideas

Classes might want to learn more about...

- credit card liability
- cultural attitudes toward shopping on-line
- Internet Service Providers (ISPs) and types of Internet connections
- on-line auctions
- on-line security and digital certificates
- popular shopping sites
- safe use of credit cards on-line
- using e-mail and web site password
- web page basics (e.g., URL, hyperlink, dial-up connection)
- web sites requiring payment in U.S. dollars

Strategies for Learners

Learners find it useful to...

- access the Internet at public locations (e.g., libraries and HRDC offices)
- ask a friend or relative to verify the trustworthiness of Internet shopping sites
- compare items and prices on-line before going to the store
- create and memorize a password for use when required
- learn to use the Internet with the help of experienced users (e.g., classmates, friends, children)
- print difficult-to-understand web pages for consultation with a friend or instructor
- shop on-line to avoid in-store lineups, long trips, expensive taxi fares, or carrying heavy items

Resources for Developing and Teaching Topic

- *Steps to Employment – Entrepreneurs*: Unit 8, "Marketing"
- on-line articles and editorials about Internet shopping and security
- Connecting Canadians: http://www.connect.gc.ca
- Consumer Connection: http://strategis.ic.gc.ca
- Epubliceye.com: http://www.thepubliceye.com
- Safeshopping.org: http://www.safeshopping.org
- Settlement.org: http://www.settlement.org (Consumer Information)
- Shopping demonstration at Grocery Gateway: http://www.grocerygateway.com (Shopping Demo)
- Shopping on the Internet: http://strategis.ic.gc.ca/SSG/ca01187e.html
- Sympatico Help – Shopping Online: http://www1.sympatico.ca/help (Choose a Topic, Help Site Index, S, Security and Safety: Shopping Online)
- **safe on-line shopping**

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- tell a detailed story about shopping on-line

- ask for and give information related to shopping on-line

- give opinions, agree, disagree in a small group discussion

- express worry or concern about electronic security

- understand factual details and some implied meanings in a descriptive or narrative text about on-line shopping

- get information from short business brochures

- get information from a simple two- to three-paragraph text

- fill out a form on-line of up to 20 items

- write a one-paragraph description of past experience or plans for shopping on-line with reasons

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and idioms (*browser, password, hyperlink, add to cart, check out, shipping charges, click, secure site, shop around, pay through the nose*)

- adjectives: equative, non-equative

- conditional sentences: real, unreal (*If you use your name as a password, someone will be able to guess it; If I were you, I'd look for prices on-line before going to the store*)

- intensifiers

- modals: requests, necessity

- phrasal verbs (*fill out, look up, try out, log-on*)

- verb tenses: past, past perfect, future with *going to*

- pronunciation: intonation in conditional sentences

Sample Tasks

1. Brainstorm lists of items you would like to buy in the near future. Sort the list into practical and impractical items for shopping on-line. Present and defend your choices.

   - **Novice:** Create and show a presentation about the advantages of on-line shopping and the precautions shoppers should take to avoid security problems and scams.

     Skills: (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation

2. Listen to advice about finding reputable businesses on-line. Answer true/false questions.

3. Read information about credit card security and on-line shopping. Answer questions.

4. Write a paragraph about shopping on-line and your plans to use or it or not.

Additional Tasks

- **Experienced:** Create an Excel spreadsheet showing details for items you've researched on-line. Follow instructions to use functions and calculate the total amount spent, including taxes and shipping charges. Present to a partner. Print for class display.

  Skills: (Excel) Insert and Edit Data in Cell, Format (Font, Numbers: Currency, Per Cent, Decimal), Create and Insert Formula, Print, Save