LINC 4

Business ■ Business Networking

Classes might want to learn more about ...

- ⓘ calling cards to advertise own business
- ⓘ e-mail conventions
- ⓘ telephone etiquette for sales promotion
- ⓘ business training courses
- ⓘ government training programs to help new entrepreneurs

Learners find it useful to ...

- ◈ use repetition and rephrasing to avoid misunderstandings
- ◈ practise presenting business venture to a partner
- ◈ use ethnic community groups to make contacts

Suggested Resources

Networking Your Way to a New Job: http://www.stetson.edu/~rhansen/networking_guide.html

E-mail conventions: http://enterprise.powerup.com.au/htmlxp/pu/emailhow.htm

HRDC Ontario: http://www.ont.hrdc-drhc.gc.ca/english/work/wsa.html

🔑 type of business (e.g. **accounting**); **yellow pages**

Business ■ Business Networking

Topic Outcomes

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

- describe plans for the future
- ask and answer questions about routine daily business activities
- give suggestions and make requests using polite formulaic expressions
- find specific information in brochures about various businesses by scanning
- write a short text about a business experience in the past

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and idioms (*schmoozing, buying in bulk, connecting*)
- simple tenses
- modals for suggestions and requests (*can, could, would*)
- wh-questions
- real conditionals (*e.g. If you purchase 100, I will give you a discount*)
- basic personal letter-writing conventions
- pronunciation: linking consonants in sentences - see Ellis – Master Pronunciation

Sample Language Tasks

1. Present business idea or plan to class and answer questions.
2. Read flyers advertising different businesses and answer questions.
3. Write a thank you note to someone who has helped you or your business in some way.

Sample Computer Tasks

Computer Levels: All

Computer Skills: Cut and Paste, Numbering, Insert/Edit Columns, Insert/Edit Object

Use cut and paste to put a list of instructor-made networking tips in order of importance. Use numbering (bullets) to number the items on the list.

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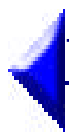
Business ▪ Computers

Classes might want to learn more about ...

- ⓘ buying a new or used computer
- ⓘ upgrading computer hardware/software
- ⓘ manufacturers' warranties and extended warranties
- ⓘ the role of the Internet
- ⓘ comparison shopping for Internet providers
- ⓘ on-line technical support
- ⓘ popular software (e.g. Microsoft Word, Excel)
- ⓘ common computer applications in the workplace
- ⓘ new employment opportunities in the computer field
- ⓘ computers and the changing workplace
- ⓘ computer training courses
- ⓘ year 2000 (Y2K) problem

Learners find it useful to ...

- ◈ learn computer terminology
- ◈ identify own needs before buying a computer
- ◈ prepare a list of questions to ask a computer salesperson before shopping for a computer
- ◈ ask a knowledgeable person to accompany them when purchasing a computer
- ◈ ask someone about reputable Internet service providers
- ◈ ask for repetition, restatement in simpler language when talking to sales staff

Suggested Resources

- ≋ *Words We Use*
- ≋ *Ontario Reader 1999:* "Internet use growing"
- 📄 *A Look at the News* (April 1999): "Y2K Bug"
  Internet Guide: http://tdi.uregina.ca/~ursc/frames.html

  The Basics of Buying a Personal Computer System: http://www.magicnet.net/~ericwat/buypc.htm

  The Role of the Internet in Society: http://interact.uoregon.edu/icc/cyber-citizen2.html

  Learn the net: http://www.learnthenet.com/english/index.html
- 🔑 **computer, internet, multimedia**

LINC 4

Business ■ Computers

Topic Outcomes

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

■ give and follow spoken instructions for computer use

■ agree, disagree with comments about the role of computers in society

■ follow written instructions of 1-6 steps for computer use

■ understand main idea and supporting points in 2-3 paragraphs about the role of computers in society

■ understand information in advertisements for new or used computers

■ describe the role of computers in own country in writing

Language Focus

Items to help learners achieve the outcomes:

■ vocabulary and idioms (*application software, peripherals, hardware, hard drive, modem, mouse, keyboard, discs, CD-Rom, screen, printer, multimedia*)

■ expressions for agreement and disagreement

■ sequence markers

■ present perfect tense (*I have never used a computer.*)

■ infinitives (*People use computers to…,*)

■ imperatives

■ basic paragraph-writing conventions

■ pronunciation: contractions in present perfect tense (*e.g. I've, she's*)

Sample Language Tasks

1. Give partner instructions for setting up a computer.

2. Read several ads selling new/used computers and choose the one most suitable for home/work needs.

3. Write a short text either agreeing or disagreeing with the statement "Computers do more harm to society than good".

Sample Computer Tasks

Computer Levels: All

Computer Skills: Computer basics (hardware and software), vocabulary, peripherals
Disconnect all computer parts (monitor, mouse, keyboard, cables, printer). Re-connect all parts.

Computer Skills: Open/Close application, select and navigate through options, mouse skills
Ellis-Senior Mastery-**Asking for Technical Help**

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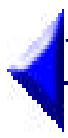
Business ■ Telephone

Classes might want to learn more about ...

- ⓘ using 1-800 and 1-888 numbers
- ⓘ organizing telephone links to two other people or conference calling when more people are involved
- ⓘ recording a greeting on an answering machine
- ⓘ comparison shopping for long distance rates
- ⓘ using cellular telephones
- ⓘ different ways to circumvent recorded messages (e.g. pressing "0" to get the receptionist)
- ⓘ telephone calling cards
- ⓘ different types of calls (e.g. collect, person-to-person)
- ⓘ business service options (e.g. switchboard, call waiting, hold)

Learners find it useful to ...

- ⬦ use repetition and rephrasing to avoid misunderstandings
- ⬦ listen to a taped message repeatedly for comprehension
- ⬦ learn telephone etiquette
- ⬦ speak with the telephone operator when having trouble placing calls
- ⬦ find telephone numbers in other cities in Canada using the Internet
- ⬦ rehearse and practise business telephone exchanges
- ⬦ clarify information on the telephone using spelling conventions (e.g. "M as in Michael")

Suggested Resources

- ⧫ *Thank You For Calling*
- ▤ Brochures from telephone companies

  Customer Service Quiz: http://www.telephoneskills.com/quiz.asp
- 🗝 **telephone skills**

Business ■ Telephone

Topic Outcomes

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

- give and follow instructions and directions on the telephone
- ask for clarification, repetition on the telephone
- follow written instructions for setting up features on a call display telephone
- find specific information in the white, blue and yellow pages of telephone directories by scanning
- copy information from the telephone book

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and idioms (*call waiting, answering machine, "at the sound of the tone …", directory assistance, collect call, switchboard*)
- polite phrases for the telephone (*Please hold; One moment please; Can I take a message?*)
- phrasal verbs (*hold on, hang up, call back, call up*)
- sequence markers

Sample Language Tasks

1. Listen to a taped business message. Take notes and re-tell information to a partner.

2. Find various business listings in the yellow pages.

3. Write information received over the telephone. Peers read and evaluate.

Sample Computer Tasks

Computer Levels: Novice-Advanced

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

All levels:

Ellis Intro-**Looking for a job-Section 3**

Tense Buster-Advanced-**Phrasal Verbs-Test: Telephone Verbs**

Computer Skills: Drawing (line, box), Edit, Shade, Line Style

Experienced/Advanced: Create a sample "While You Were Out" note. Print for use in Language Task 1.