

# Entrepreneurs

## INSTRUCTOR GUIDE



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## Acknowledgements

The Steps to Employment project was made possible with funding from Citizenship and Immigration Canada-Ontario Administration of Settlement and Integration services (OASIS).

LCRT Consulting researched each sector, designed the curricula, developed the materials and conducted field tests of the workshops.

Many individuals and organizations were involved throughout the project. Thanks to all who provided input and support. Special thanks to the numerous small businesses in the writer's neighbourhood who were willing to share their experiences.

November 2000

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# Introduction

## Curriculum Design

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### Introduction

The Steps to Employment workshops offer employment-related, occupation-specific language training. The two main themes of the workbook are: orientation (week 1) and terminology (week two). Each theme contains five units, each unit representing a different topic. The first week covers such topics as employers, workplace, labour market information, entry-level requirements and labour law in Ontario. The second week covers terminology used in the sector to describe tools, work tasks, work processes, workplace relations and workplace culture. The learner workbook contains ten units in total; ten five-hour-per-day lessons. In the final unit participants do a self-assessment and make personal plan for their next steps.

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### Methodology

This workshop curriculum adheres to the guiding principles of the LINC Curriculum Guidelines. The LINC Curriculum Guidelines emphasize a thematic approach to instruction, promote learner-centred language learning, and encourage communicative language teaching. The Guidelines also provide a framework for lesson planning and spiralling information to ensure learners receive reinforcement of language forms and functions through different themes and topics.

The language performance tasks of the Steps to Employment workshop curriculum are based on the LINC Curriculum Guidelines. Each unit contains authentic readings, communicative activities, key terminology and other information carefully selected to support real life tasks undertaken by adults in their daily lives, such as searching for employment-related information.

The workbooks contain communicative language activities in all skill areas. These learning activities are based on competencies for LINC 4 and 5 as prescribed in the LINC Curriculum Guidelines. These competencies correspond to the Canadian Language Benchmarks 4 and 5.

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## Performance outcomes and tasks

In the LINC Curriculum Guidelines performance outcomes are the expected results of the program. A LINC 4 learner who becomes proficient in performing the language tasks for that level is then promoted to LINC 5. The outcomes for these workshops were developed using the performance outcomes for LINC 4 and 5, but workshop participants will not necessarily be ready for promotion to another level after this two-week period. Because of this, the term performance tasks has been used in this curriculum to distinguish the language learning tasks in this curriculum from what are called performance outcomes in the LINC Curriculum Guidelines.

The Steps to Employment workshops create the opportunity for adult second language learners to practice a limited set of language tasks within the context of their occupation and sector. The measure of participant success is their ability to use occupation-specific knowledge and terminology in performing language communication tasks for the workshop, not all the outcomes for LINC 4 and 5.

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## Canadian Language Benchmarks (CLB) equivalency

The outcomes for LINC 4 and 5 are based on Canadian Language Benchmarks (CLB) 4, 5 and 6. They are divided into different skill areas: speaking/listening, reading and writing.

The performance tasks for the Steps to Employment workshops also correspond to CLB 4 and 5, and address all three skill areas. This equivalency chart illustrates the relationship between LINC outcomes and CLB competencies.

<b>Benchmarks / Skill Area</b>	<b>LINC 4</b>	<b>LINC 5</b>
Listening/Speaking	Benchmark 5	Benchmark 6
Reading	Benchmark 4	Benchmark 5
Writing	Benchmark 4	Benchmark 5

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## Teaching strategies

### Needs assessment

To allow for a learner-centred approach to instruction, instructors can use an informal needs assessment of their group to help focus on topics of interest to most learners.

### **Pre- and post-tests**

All the activities in this workbook are linked to a Benchmark 4, 5 or 6 competency. Because this is a 50-hour workshop, it cannot be expected that learners will move up the Benchmark ladder very noticeably in terms of communicative competency.

What can be measured, however, is information retention: key vocabulary and facts that have been learned during the workshop. This can be measured using the pre- and post-tests, which are identical. The initial quiz (the pre-test) is administered on the first day during the introduction of the workshop. The initial quiz is collected and marked, but not returned to the learners. The quiz is then administered on the last day of the workshop and measured against the initial quiz results to see how much information was retained. Both tests may be returned to the learners at the end of the two weeks.

### **Warm-up and wrap-up**

The whole group class wrap-up is useful if there are relevant experiences to share. Suggested warm-up and wrap-up activities are included in the Instructor guide.

### **Storytelling**

Wherever possible a true story has been included to give a human face to the information being discussed. Using stories to begin a lesson and illustrate a point is an effective way to convey meaning and add interest. Instructors may want to include other anecdotal information that illustrates the main theme for each unit.

### **Reviewing**

Instructors may want to review the central concepts of the previous unit as a warm-up to new units. This is an excellent way to determine if the vocabulary has been retained. One strategy that works well is to offer a definition orally and ask learners to give the appropriate term. Conversely, offer the vocabulary and ask for definitions. The vocabulary matching activities can be used for this.

### **Computer tasks**

The Internet is an excellent resource, and if a computer lab is available the instructor may want to do some directed searches for specific information listed in the *For more information...* pages. Other software applications can be used as well. Computer tasks are listed in the Instructor guide, not in the workbooks.

Concerning computer literacy, if some learners cannot use the Internet, pair them with those who can. Both learners can complete the activity once the text appears on the screen.

## Sample daily lesson plan

This is a lesson outline that can be adapted for each unit. When planning each 5-hour day, instructors might want to refer to this chart, or plan according to their own teaching style. Instructors must also consider the needs of the learners and the resources available at the site.

9:00	Review previous day's lesson and warm up for current unit
9:30	Receptive activities: reading, vocabulary matching, true or false, writing
10:45	Productive activities: research, group work, discussion
11:45	LUNCH
12:30	Receptive activities: reading, vocabulary matching, true or false, writing
1:00	Productive activities: research, group work, discussion
1:30	Internet or research activity
2:00	Goodbye

## Activities

The Steps to Employment workbook contains authentic materials adapted to CLB 4 and 5. These materials provide a context for teaching occupation-specific terms, and a basis for vocabulary development, reading, listening/speaking and writing activities. Each reading is followed by activities that are labelled with icons that identify a skill area. The activities are based on the performance tasks for the workshop.



### Vocabulary

Each reading introduces central concepts and sector-specific vocabulary. In some workbooks these central concepts and key vocabulary are bolded, and in others they are listed in the pronunciation exercises.

These terms and concepts should be discussed prior to the reading. One strategy to use in presenting new words is to write the words on the board and explain/discuss them, and build a word web by showing relationships between words.

There are of two kinds of vocabulary matching activities. One is matching the vocabulary to definitions. Other activities involve matching concepts with their definitions or concepts with examples. Learners may want to compare their answers with each other before they discuss them as a group.



## Pronunciation

A list of words for pronunciation practice follows each reading. The objective of the pronunciation activities is to present the correct syllable stress for the key terms in the readings. Most of the pronunciation activities in the workbook focus on individual words, with an emphasis on syllable stress. Instructors should illustrate primary syllable stress for each word, introduce how to look up the pronunciation of words in a dictionary, and explain the marks used to show primary and secondary stress. Some books in the series contain other kinds of pronunciation practice.

For the pronunciation activities instructors can say one word at a time, while learners mark the primary syllable stress for each word directly on the workbook. Alternatively, instructors can prepare a chart as follows, and ask learners to classify the words according to the syllable stress. This option makes it possible to emphasize the spelling of each word as well.

Primary stress on the first syllable	Primary stress on the second syllable	Primary stress on another syllable



## Reading

The workbooks contain a variety of readings. They include newspaper articles, newspaper ads, real stories, quotes from interviews, charts and tables, course descriptions, selected paragraphs from manuals and directories, and more. The reading icon appear beside activities designed to ensure reading comprehension. These may include questions about the text, charts to fill in with information gained in the reading, and discussion of terms and concepts from the reading.



## Pair work

Pair work activities are either problem-solving activities (that may require discussion, agreement, disagreement and consensus) or dialogues.



## Group work

Discussion activities are designed for either large group discussion or smaller groupings such as small groups of three or four. There are two types of group activities in the workbook: controlled speaking practice and spontaneous discussion.

The controlled speaking practice activities offer sample statements or parts of sentences that learners use to develop phrases or sentences that describe their personal situation or experience. Other whole-group discussion activities encourage spontaneous production of language in a minimally controlled setting.

In terms of content, the discussion activities can be seen as information sharing among the learners. Their personal experiences and opinions, especially within their particular sector, can be seen as learning opportunities for the class as a whole.



## Writing

Writing activities also range from controlled to free practice. They include filling in the blanks, completing sentences, writing complete sentences and writing short reports.

In controlled writing activities the learners are asked to complete the sentences with one of several options. In semi-controlled writing activities, learners are asked to complete a sentence in their own words. In the free writing exercises, learners write sentences about themselves following an example. There are also opportunities in the workbook for learners to produce written reports of about 100 words; for example, writing an e-mail message or short reports.



## Research

The research activities illustrate different strategies for information gathering. Instructors may want to do some directed searches for specific information using the Yellow Pages, Directories, the Internet, etc. Specific Web site addresses can also be used to develop “treasure hunt” activities. Field trips to employment resource centres, where a wealth of information can be found, can also be organized.

### For more information on...

Each unit in the workbook has a section entitled *For more information on...* The contacts included here include telephone numbers, locations to visit such as the library, directories to consult, and Web sites to visit. The research activities usually tie into this list.

One way to optimize the use of this contact list is to use the following questions, and others, to practice substitution dialogues using these and other sentences:

How can/could I get more information on ...?

Where would I find more information on...?

You could try contacting/visiting/reading...?

Why don't you try .....?

## Workshop Objectives

### Overall objectives

#### Orientation

Through this workshop the learners will gain background knowledge in the sector as a first step towards job preparation and job search by developing:

- knowledge of sector-specific terminology.
- strategies for reading authentic texts about the sector.
- strategies for gathering information from written materials, in person, over the telephone, and through the Internet.
- knowledge about Ontario laws and regulations governing the workplace and some occupations.

#### Terminology

Through this workshop the learners will practice how to describe basic occupation-specific work processes and workplace procedures using:

- correct terminology to describe steps taken in work tasks.
- technical terminology appropriate to the occupation.
- terminology that describes the workplace environment.
- appropriate communication strategies for the particular workplace.
- appropriate social conventions for the workplace.

## Personal plan

Through this workshop the learners will make a personal plan for their next steps to be taken by:

- identifying what job-related traits they have and how to market them.
- identifying the skills, knowledge and experience they have.
- assessing gaps in language skills
- assessing what skills, training and experience they may be lacking.
- researching training and upgrading opportunities available.
- working on a self-assessment chart.

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## Language performance tasks

### Speaking/Listening

Describe the sector in Ontario including major employers, labour market trends and regulations, if applicable.

Ask for specific information related to the sector.

Describe basic work processes using occupation-specific terminology.

Describe basic health and safety precautions in a clerical workplace.

Describe personal characteristics and strengths and how they relate to the target occupation and workplace.

Describe employment related experiences (union membership, familiarity with sector specific technologies and processes and workplace culture).

Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.

Pronounce occupation-specific terminology with the appropriate syllable stress.

### Reading

Get information about wages, duties, working conditions, employers, training, etc. from authentic texts, charts, and graphs.

Get information about job tasks and responsibilities from job advertising, occupation directories, and other authentic texts.

Understand job titles, duties and responsibilities of different jobs in the sector.

Understand the main ideas in texts about trends, real life stories, narratives and commentaries related to the sector.

Understand written instructions related to work processes and procedures.

Understand sector-specific terminology.

## Writing

Fill out work-related forms with personal information and other information as required.

Write a short text about work experience in the past.

Write a brief report on the sector in Ontario using charts or diagrams.

Write a brief report (100-150 words) about personal skills and qualifications.

Write sentences to describe personal qualities and skills, and give examples.

Write sentences to describe a personal plan for the future and give reasons.

Spell technical terms.

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## Socio-cultural knowledge

Understand the basic structure of the sector in Ontario.

Understand the importance of self-assessment and planning in the job search process.

Identify major employers in the sector and how they hire.

Identify basic health and safety issues in the workplace.

Understand basic rights workers have and the recourse that they can take.

Understand where to go to get help and more information on each topic.

# Resources

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## Practical Resources

A good collection of real and relevant materials is essential to the success of this workshop. Here is a limited list of items that the instructor should collect before the workshop. The instructor may find many more useful resources.

### Authentic Materials

Newspaper articles on entrepreneurship

Flyers and brochures from local banks, credit unions, investment companies, insurance companies, etc. for the small business owner

Ads from local newspapers for business opportunities

Pictures of different products and services

Pictures of different businesses (franchises, corner stores, manufacturers, etc.)

Telephone books (Yellow pages.)

A collection of business cards

Continuing education calendars from the local board of education, community colleges, universities and private vocational schools

Pamphlets and flyers advertising ESL courses, job search programs, workshops on self-employment, etc.

### Brochures, fact sheets, and flyers

Free brochures and pamphlets containing information on financing for small businesses available from local banks, insurance companies, etc.

Brochures and pamphlets containing information on training for small businesses development available from local community colleges, boards of educations, community agencies, etc.

Fact Sheets ***Fast Facts*** from the Canadian Bankers Association, toll free tel. 1-800-263-0231 or through their Web site at [www.cba.ca](http://www.cba.ca)

Brochure: ***Getting Started in Small Business*** from the Canadian Bankers Association, toll free tel. 1-800-263-0231 or through their Web site at [www.cba.ca](http://www.cba.ca). Other topics are also available.

Flyer: ***Academic Credentials Assessment*** from the Access to Professions and trades Unit, Ministry of Colleges, Training and Universities. Contact them at (416) 326-9714, or visit their Web site at <http://www.equalopportunity.gov.on.ca>

Brochure: ***Human Rights in Ontario*** from the Ontario Human Rights Commission. Check in the blue pages for the telephone number in your area.

Call the Info-FAX service of the Canada Ontario Business Service Centre at (416) 954-8555 or toll free at 1-800-2404192.

### **Speakers**

A speaker from a local business development centre

A counsellor from a community legal clinic to answer questions about labour law

### **Field trips**

A local HRDC Employment Resource Centre

A local community college that offers training and upgrading courses.

A walk around the neighbourhood to identify small business in the area. Learners can drop in to pick up a business card. Business cards can then be used for activities on business names or promotion.

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## **Internet resources**

Internet sites are always changing. If you can't find these sites on your computer, use some of the words as key words and look for the information on a Web browser, such as Yahoo or Webcrawler.

### **Starting a business**

Starting a Small Business in Ontario: <http://www.cbosc.org/ontario/starting/main.html>

### **Small business information**

Canada Ontario Business Service Centre: <http://www.cbosc.org/ontario>

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

HRDC Small Business Information: <http://www.toronto-hrhc.sto.org>

Canadian Bankers Association: <http://www.cba.ca>

Business Development Bank of Canada: <http://www.bdc.ca>

Minding your own business: <http://www.canadiancarrers.com/smallbusiness.htm>

### **Web sites for large banks**

<http://www.tdbank.ca/business/MainStreet/index.htm>

<http://www.royalbank.com/sme/index.htm>

<http://www.bmo.com/smallbiz/>

<http://www.scotiabank.ca/BusinessBanking.htm>

[http://www.cibc.com/english/business\\_services/small\\_business/index.html](http://www.cibc.com/english/business_services/small_business/index.html)

[http://www.hsbc.ca/english/commercial\\_banking/index.asp](http://www.hsbc.ca/english/commercial_banking/index.asp)

[http://www.laurantianbank.com/htmen/2\\_4.htm](http://www.laurantianbank.com/htmen/2_4.htm)

<http://bnc.ca/cgi-bin/>

### **Company and franchise information**

Strategis Business Information by sector:

[http://www.strategis.ic.gc.ca/sc\\_indps/engdoc/homepage.html](http://www.strategis.ic.gc.ca/sc_indps/engdoc/homepage.html)

Canadian Corporate News: <http://www.cdn-news.com/cgi-bin/compny-search2.cgi>

Canadian Franchises: <http://www.canadianfranchises.com>

Canadian Franchise Association: <http://www.cfa.ca>

### **Newspapers**

Newspaper Web sites have search engines that can help you find articles on specific topics.

Toronto Star: <http://www.thestar.com/>

The Globe and Mail: <http://www.globeandmail.com/>

### **Terminology**

Glossary of banking, finance and insurance terms: <http://www.cba.ca>

### **Occupational health and safety**

Ontario Ministry of Labour, Occupational Health and Safety Division:

<http://www.gov.on.ca/LAB/ohs/ohse.htm>

The Occupational Health Clinic for Ontario Workers: <http://www.ohcow.on.ca>

### **Government**

Ontario Ministry of Labour: <http://www.gov.on.ca/LAB>

Ontario Human Rights Commission: <http://www.ohrc.on.ca>

Workplace Safety and Insurance Board: <http://www.wsib.on.ca>

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## **Teaching resources**

McKay, Irene. (1999) *Have your Say!* Toronto: Oxford University Press

Mitra, Christine W, ed. (1998) *On target 2: A resource book of stage two assessment tasks referenced to the Canadian Language Benchmarks*. Calgary: Bow Valley College

Citizenship and Immigration Canada (1999) *Canada Works*

Citizenship and Immigration Canada (1999) *LINC 4 and 5 Curriculum Guidelines*

# Teaching Notes

These teaching notes have been organized to mirror the content of the workbooks. To make it easy to refer from the workbooks to this teaching guide and vice versa, unit headings, activity headings and icons are the same in both books.

At the beginning of each unit there is a statement of the objectives for the day. A list of the materials required for the activities in the unit, and a list of the central concepts and terminology for the unit are also listed so that instructors can focus the attention of the group not only on the objectives for the day, but also on the key concepts and words that will help participants achieve them.

The activity notes indicate the objective of the activity, the performance task that it encourages practice for, and includes answer keys when appropriate. Note that warm-up, wrap-up, computer and extra activities have been included in some units.

Groups will vary widely in their previous experience, training and ambitions. Instructors should feel free to adapt, skip and add materials to reflect the needs of the participants. An effort was made to include open-ended activities to encourage learners with higher communicative competency, and structured language practice for participants with less confidence.

# About the Workshop

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## Materials

1. Copy of workbooks for all participants
  2. Copy of the multiple-choice test (QUIZ)
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## Introduction

### Describe the objectives and format of the workshop

Refer to the *Steps to Employment in Ontario* page in workbooks. These are the steps that this workshop will address.

Go over *In this workshop you will...* in the workbooks. These are the objectives of the workshop.

Emphasise that this is essentially a language-training workshop with an employment orientation focus. The learning tasks are designed to help learners expand their vocabulary and improve their communicative competence (their ability to effectively communicate what they mean.) The list of icons give a summary of the different kinds of activities for each unit.

The table of contents is the outline of the workshop. The goal is to cover a unit each day, or each unit should take approximately five hours for LINC 4/5 learners.

### Needs assessment and pre-test

Instructors may want to use the interview activity as an opportunity to assess participant's level of competence in relating a simple story about oneself.

The instructor must prepare copies of the QUIZ, which serves as the pre- and post- test for the workshop. Administer the Quiz on the first day and collect all appears. Mark them and keep them until the last day of class, when the quiz is administered again, giving the participants and the instructor a chance to evaluate the learning that took place during the workshop.



### Pre-workshop activity: **Interview**

Using the interview that appears in the preface of the workbook, learners interview one another and discuss what they hope to get out of the workshop. Learners then introduce one another, or introduce themselves to the rest of the group.



## Introductory QUIZ: **Entrepreneurs**

Are these statements true or false?

- T F** 1. 99% of businesses in Canada are small businesses.
- T F** 2. Each year there are more small businesses in Ontario.
- T F** 3. Most new jobs in Ontario are created by small businesses.
- T F** 4. All businesses must register their name with the Government of Ontario.
- T F** 5. Entrepreneurs are people who work on their own.
- T F** 6. All businesses need a PST Vendor's Permit.
- T F** 7. When you buy a franchise you also buy a brand name and a set of rules for the business.
- T F** 8. A partnership is the easiest way to organize a business.
- T F** 9. Small businesses don't need to use computers and other equipment.
- T F** 10. The WSIB pays for health care costs in case of a work-related injury or illness.
- T F** 11. Employers can ask you about your religious beliefs during the job interview.
- T F** 12. The Employment Standards Act sets public holidays in Ontario.
- T F** 13. All small businesses must register with the Canadian government.
- T F** 14. Management skills are your ability to handle a budget and work with your staff.
- T F** 15. A chartered accountant can open a home-based business without being certified or registered with the association of Chartered Accountants.
- T F** 16. You can run any business from your home.
- T F** 17. Employers, not workers, pay for CPP and EI.
- T F** 18. You need a business plan in order to get a loan from a bank.
- T F** 19. Most people who are starting their own business get their financing from personal savings.
- T F** 20. E-commerce is a business option for large companies only.

<b>Name:</b>
<b>Date:</b>
<b>Score:</b>

## Answer key for Entrepreneurs QUIZ

1. 99% of businesses in Canada are small businesses. **TRUE**. Small businesses are the engines of the economy.
2. Each year there are more small businesses in Ontario. **TRUE**. This is especially true for business services and high tech, which are growing industries.
3. Most new jobs in Ontario are created by small businesses. **TRUE**.
4. All businesses must register their name with the Government of Ontario. **FALSE**. Sole proprietorships don't required registration.
5. Entrepreneurs are people who work on their own. **FALSE**. People who are self-employed work on their own, entrepreneurs are those whose business required staff.
6. All businesses need a PST Vendor's Permit. **FALSE**. Only if PST applies to your product or service.
7. When you buy a franchise you also buy a brand name and a set of rules for the business. **TRUE**.
8. A partnership is the easiest way to organize a business. **FALSE**. It is simpler to run a sole proprietorship but there are advantages in partnerships.
9. Small businesses don't need to use computers and other equipment. **FALSE**. Technology is a small businessperson's best friend, it helps a small company be efficient and look professional.
10. The WSIB pays for health care costs in case or a work-related injury or illness. **TRUE**. Businesses must register their employees for this service.
11. Employers can ask you about your religious beliefs during the job interview. **FALSE**. This and other personal questions are unlawful.
12. The Employment Standards Act sets public holidays in Ontario. **TRUE**.
13. All small businesses must register with the Canadian government. **FALSE**. It depends on the kind of business.
14. Management skills are your ability to handle a budget and work with your staff. **TRUE**.
15. A chartered accountant can open a home-based business without being certified or registered with the association of Chartered Accounts. **FALSE**. Some occupations in Ontario require certification and registration.
16. You can run any business from your home. **FALSE**. There are by-laws that restrict the use of your home to certain kinds of businesses.
17. Employers, not workers, pay for CPP and EI. **FALSE**. Employers and employees share the costs.
18. You need a business plan in order to get a loan from a bank. **TRUE**. A bank will not consider you application for a business loan without a business plan.
19. Most people who are starting their own business get their financing from personal savings. **FALSE**. A recent study shows that 50% use a bank loan, 48% use supplier credit and 45 % use personal savings.
20. E-commerce is a business option for large companies only. **FALSE**. E-commerce is a great opportunity for small businesses to grow.

# 1 ENTREPRENEURS IN ONTARIO

**In this unit workshop participants will learn about**  
the importance of small businesses to our economy  
labour market trends  
sectors and industries

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## Materials

Newspaper articles describing entrepreneurial success stories.

A collection of business cards, local small business ads (such as the ones we regularly receive in our post box), etc.

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## Central concepts and terminology for this unit

**Businesses:** in our economy: independent, economy, entrepreneur, innovation, dominant, businesses, enterprise, corporation, opportunity

**Trends:** disposable income, streamline, baby boomers

**Sectors/Industries:** retail, distribution, construction, IT, industry, sector, wholesale, health care, tourism, service, manufacturing, high tech

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## Overall performance tasks for this unit

Understand and describe the importance of entrepreneurship in Ontario.

## Success story: The brains behind CityTV and the new VR

This success story offers the opportunity to discuss entrepreneurship and the challenges and successes that it offers. The story illustrates how Ontario's media mogul, an immigrant to Canada, has become successful. Other stories can be found in the Ontario Reader (see resources).



### Activity 1: Discussion

The objective of this activity is to bring out participant's background knowledge of entrepreneurship and apply it to the Canadian context. The reading gives an example of a success story, and the discussion questions are a way to elicit other stories that participants may know about. It is also important to compare and contrast success stories that they know from their home countries.

Point to emphasize: There are many small businesses that consider themselves "successful" although their revenues do not compare to large corporations. The measure of success lies in the goals set by the entrepreneur.

**Performance task:** Describe entrepreneurship in Ontario.

## The importance of small businesses to our economy

This reading summarizes the sector in Ontario, including definitions of small, medium and large businesses, and the role of small businesses in the economy. Points to emphasize are: the definition of “small business”; small businesses drive the economy because they are innovative; and expansion takes time. Introduce the term: SME’s (small- and medium- sized businesses).



### Activity 2: True or false

The objective of this activity is to reinforce the main points in the reading.

- T 1. A small business is operated and owned independently.
- F 2. A company that makes more than \$3.5 million is considered a small business.
- T 3. The number of employees in a company determines the kind of business it is.
- T 4. Most businesses in Canada are considered small.
- T 5. Small businesses are the basis of the economy.
- F 6. Large businesses are more responsible for economic change in Canada.
- T 7. Change and modernization come mostly from small ventures.
- T 8. Most new jobs are created by small businesses.
- T 9. The best time to start a small business is in a favourable economic environment.
- T 10. Successful small businesses change and improve their products as they get larger.

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.



### Activity 3: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



## Activity 4: Vocabulary matching

The objective of this activity is to reinforce the understanding of main terms presented so far.

- |                            |   |
|----------------------------|---|
| 1. <b>e</b> corporation    | a) a person who starts and organizes a business                             |
| 2. <b>g</b> dominant       | b) selling of goods in small quantities to the general public               |
| 3. <b>a</b> entrepreneur   | c) goods produced by a company  |
| 4. <b>j</b> independent    | d) to make goods on a large scale using machinery                           |
| 5. <b>d</b> manufacturing  | e) group of people authorized to act as an individual for business purposes |
| 6. <b>c</b> product        | f) business that does work or supplies goods for customers                  |
| 7. <b>b</b> retail         | g) to have control or a strong influence                                    |
| 8. <b>f</b> service        | h) a business with fewer than 50 employees                                  |
| 9. <b>h</b> small business | i) to make changes and introduce new products                               |
| 10. <b>i</b> innovation    | j) not controlled by others   |

**Performance task:** Describe the sector in Ontario including major employers, labour market trends and regulations, if applicable.



## Activity 5: Discussion

The objective of this discussion is to allow participants to freely describe entrepreneurship in Ontario using concepts and terms introduced this far.

**Performance task:** Describe the sector in Ontario including major employers, labour market trends and regulations, if applicable.

---

## Labour market trends

This reading describes recent trends for small businesses. Central concepts are: business services, work alternatives, aging workforce, baby boomers, technological change.



## Activity 6: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



### Activity 7: Reading comprehension

The objective of this reading comprehension exercise is to get key information from the reading. Allow learners a few minutes to find the answers and then discuss them as a group.

**Performance task:** Understands the main ideas of authentic texts and general daily prose.



### Activity 8: Vocabulary matching

The objective of this vocabulary matching exercise is to reinforce the central concepts in the reading. Central concepts: contract out = outsource, streamline. These are the major trends in our economy. Sector-specific phrases to highlight: core business, meet the demand, conduct business.

1. <b>d</b> pop up	a) outside companies
2. <b>i</b> disposable income	b) to satisfy or fulfil
3. <b>c</b> business services	c) human resources, marketing, advertising
4. <b>a</b> external companies	d) appear
5. <b>e</b> “Baby Boomers”	e) people born between 1950 and 1961
6. <b>h</b> core business	f) to make more efficient
7. <b>j</b> to contract out	g) to work from
8. <b>f</b> to streamline	h) the main focus of a company
9. <b>b</b> to meet the demand	i) extra income
10. <b>g</b> to conduct business from	j) to hire a person or a company from outside the company to do a job

**Performance task:** Understand sector-specific terminology.



### Activity 9: Complete the sentences

The objective of this activity is to reinforce the sector-specific terms introduced in activity 8. Allow either the word or the definition.

1. Many self-employed consultants **conduct business from/ work out of their** home.
2. Companies have been able to focus on their **core business** by **contracting out** some of their work to small-specialized **external companies**
3. The new store in town, called Aging Well **meets the demand** of the aging population.
4. Many new small businesses provide **business services** to help businesses with their human resources planning, marketing, Web sites and other specialized services.
5. Many **baby boomers** and older workers are financing the start of their small businesses with **disposable income** that they have been able to accumulate throughout the years.
6. Computer businesses are **popping up/appearing** throughout Canada to meet the demands of our ever-growing technological industry.
7. Many businesses have chosen to **streamline** their operations in order to make their business more efficient.

**Performance task:** Write a brief report on the sector in Ontario, referencing charts or diagrams.

## Sectors and industries

To warm up for this reading, distribute a number of business cards, clippings of ads from newspapers or magazines, brochures, etc ...discuss the different kinds of businesses they are. Ask learners to categorize them according to the sector. Describe “industry” and “sector”.

This reading introduces the concepts of “sector” and “industry” as well as offering examples.



### Activity 10: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



## Activity 11: Classification

The objective of this classification activity is to reinforce comprehension of the sector and industries described in the reading.

R – Retail	M – Manufacturing	W – Wholesale/Distribution
F – Food	S – Service	IT – Information Technology
T – Tourism	C – Construction	H – Health Care

1. S *Future Skills* offers computer lessons to the public.
2. S *Purolator* provides the public with a courier service.
3. T *Black Creek Pioneer Village* in Toronto is a reproduction of an 18<sup>th</sup> century pioneer village constructed for the public's pleasure.
4. FS *Olio Pizzeria* offers gourmet pizza in their restaurant and on delivery.
5. R *The Gap* is a clothing store for women, men and children.
6. W *The Canada International Traders* imports and exports items to and from Canada.
7. M *Dominion Plastics Inc.* makes windows for residential and commercial buildings.
8. C *Creative Solutions Contracting* provides residential and commercial contracting services.
9. H *The Canadian Hearing Society* provides complete hearing health care services.



## Activity 12: What about you?

The objective of this activity is to allow workshop participants an opportunity to do some basic networking by finding out about the experience and ambitions of other in the group.

Allow partners to discuss the questions in pairs. Afterwards, ask each learner to introduce their partner to the rest of the group and briefly describe his or her business interests.

**Performance tasks:** **1)** Ask for specific information related to the sector. **2)** Describe personal characteristics and strengths and how they relate to the target occupation and workplace.



Wrap up: **For more information...**

Use the dialogue below to practise asking for information and giving suggestions. Use the information from the *For more information on...* page to fill in the blanks.

A: How can/could I get more information on ...?

B: You can get lots of information on ...

by visiting ....

by researching ...

by reading ....

A: Thank you very much.

**Performance task:** Ask for specific information related to the sector.

## 2 SMALL BUSINESSES IN ONTARIO

**In this unit workshop participants will learn about**

different kinds of businesses  
entrepreneurship and self-employment  
different ways to start a business  
legal structures for businesses

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### Materials

Workbooks

Business cards for different small companies

Print out from Web site on franchises (visit [www.franchise.com](http://www.franchise.com), select “featuring” and find out about some Canadian franchises. Print a page of a franchise that might be of interest to the class.)

Authentic newspaper ads for business opportunities.

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### Central concepts and terminology for this unit

**Businesses:** consulting, entrepreneurship, self-employment, franchise

**Starting a business:** opening a new business, buying an existing business, operating a franchise

**Legal definitions:** sole proprietorship, partnership, corporation

---

### Overall performance tasks for this unit

Describe different kinds of small businesses (consulting, entrepreneurship, self-employment, franchise).

Describe different ways to start a business (opening a new business, buying an existing business, operating a franchise).

Describe different legal structures for businesses (sole proprietorship, partnership, corporation).

Get information from newspaper advertising.

Summarize information from an authentic text.

---

## Different kinds of businesses

This reading introduces four basic business structures: self-employment, contract work, consulting, franchise, and entrepreneurship.

Concepts to highlight are: the difference between self-employment and entrepreneurship; the consulting is one kind of self-employment.



### Activity 1: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

Note: Illustrate the pronunciation of suffixes –ing and –ment.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



### Activity 2: Reading comprehension

This objective of this activity is to review the information from the reading. May be used as a warm-up discussion or a reading comprehension, depending on the group’s language ability.

**Performance task:** Describe the sector in Ontario including major employers, labour market trends and regulations, if applicable.



### Activity 3: Complete the sentences

The objective of this activity is to reinforce the understanding of the central concepts presented in the reading, and to spell them correctly. The exercise allows the use of each term in different sentences, and there are several possibilities for each. This way, learners can also express their preferences. Also gives practice choosing the correct word. Some possible answers:

1. **Self-employment /Entrepreneurship** is an interesting work alternative.
2. **Entrepreneurship** offers the greatest potential to make money.
3. **Self-employment** gives control over my own destiny.
4. **A consulting business** can be run as a home-based business.
5. **Contracts (correct allow)/Consulting** allows me to work on time-specific projects.
6. **Self-employment** allows me to be my own boss.
7. **Working as a consultant** means I can work with several different clients at the same time.
8. **Running a franchise** is great because you get the product, materials, marketing and the know-how before you start.

**Performance task:** Write sentences to describe a personal plan for the future and give reasons.

## Entrepreneur, self-employed or employee?

This reading emphasizes the differences between being self-employed and being on contract. This is important because many new “self-employed” workers can be exploited by employers who actually treat them as employees but pay them as self-employed consultant.



### Activity 4: Pair work

Read the following descriptions and discuss what kind of business each story describes.

1. self-employed
2. franchise
3. employed on contract
4. entrepreneurship/small business

**Performance task:** Describe the sector in Ontario including major employers, labour market trends and regulations, if applicable.



### Activity 5: Understanding newspaper ads

This newspaper ad is an example of a self-employed person offering business services. It is an authentic ad. Discussion questions will help understand the ad.



### Computer activity: Writing a newspaper ad

Use this computer activity to follow up on this section of Unit 3. (This activity can also be done without the computer. replace typing with handwriting.)

Ask learners to decide on a service that they would like to sell and type an ad for the local newspaper using a word processor. Depending on the computer skills of the class, ask them to put the ad in a table, and format the borders to look attractive. Learners then spell check and print their ads.

Distribute the ads and see if the class can guess who wrote each ad.

**Performance task:** Write a brief report (100 – 150 words) about personal skills and qualifications.

## Different ways to start your business

This reading presents three different ways to start a business: open a new business, buy and existing business, and open a franchise. benefits and drawbacks for each are presented. Use the discussion questions to highlight these.



### Activity 6: Discussion

The objective of this discussion is to bring out the advantages and disadvantages in each of the three different ways to start a business. Help participants compare and contrast each type of business using comparative structures such as: better than... because..., not as ... as..., etc.

**Performance task:** Describe basic business types using occupation-specific terminology.



### Activity 7: Reading newspaper ads

The objective of this activity is to practice getting information from newspapers. The activity reviews some common abbreviations used in newspaper ads for business opportunities.

**Performance task:** Get information about small businesses from newspaper advertising, occupation directories, and other authentic texts.



## Activity 8: Discussion

The objective of this activity is to describe the information gathered from the newspaper ads.

1. Ad number 2. Coffee Time is a franchise. Some participants may not know this.
2. Probably ads 3,4 and 5 because of the use of “established:” and “owner retiring”.
3. All, but ad 1 promises to be an “excellent opportunity”.
4. Open discussion.

Discuss the need for caution in responding to newspaper ads. Brainstorm what questions you might ask the current owners, what visual clues you might use to evaluate the establishments, and what proof of success/opportunity you might require from the sellers.

**Performance task:** Ask for specific information related to the sector.

## Legal definitions of businesses

This reading describes the legal structures of businesses. This information is very important because misrepresenting yourself or your business is a criminal offence.

Suggested presentation: Draw on the board: one person, a group of two, a group of three, and a large group. Tell participants that each of these groups owns a business. Ask participants to name each grouping. Finally label them as: sole proprietorship, partnership and corporations. Introduce “proprietor” as another word for “business owner”. Define partnership and corporation, or ask learners to refer to the glossary.

### Discuss:

1. What kind of business did you have in your home country?
2. Does it fit into one of the categories described in the reading?



## Activity 9: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



### Activity 10: Describe different types of businesses

Briefly discuss the benefits and drawbacks of each type of business, then learners can work in pairs to fill in the chart with information from the reading.

**Performance task:** Get information about businesses in Ontario from authentic texts, charts and graphs.



### Activity 11: Speaking practice

Model how to communicate the information from the chart. Learners then use the information from the chart to communicate the benefits and drawbacks of each type of business.

**Performance task:** Describe the sector in Ontario including major employers, labour market trends and regulations, if applicable.



### Follow-up activity: Describe the businesses

Distribute business cards and categorize them according to:  
Franchises / Corporations / Local small business / etc.



### Computer activity: Search for a franchise

If Internet access is available, try the following Internet searches:

for franchises: [www.cfa.ca](http://www.cfa.ca) or [www.franchise.com](http://www.franchise.com)

for fact sheets on legal structures for business: [www.ccr.gov.on.ca/mccr/welcome.htm](http://www.ccr.gov.on.ca/mccr/welcome.htm)



### Wrap-up activity: For more information...

Use the dialogue below to practise asking for information and giving suggestions. Use the information from the *For more information on...* page to fill in the blanks.

A: How can/could I get more information on ...?

B: You can get lots of information on ...

by contacting ....

by looking up ...

by reading about....

A: That's a great idea. Thanks a lot.

**Performance task:** Ask for specific information related to the sector.

# 3

## ENTREPRENEURIAL QUALITIES AND SKILLS

**In this unit workshop participants will learn about**  
personal qualities and skills for the successful entrepreneur  
describing your skills, knowledge, training and experience  
Canadian experience

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### Materials

Pictures of entrepreneurs, business people, etc. from magazines and newspapers  
Newspaper ads for volunteer work

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### Central concepts and terminology for this unit

**Entrepreneurial skills:** self-discipline, innovation, perseverance, decision-making, goal-setting and risk-taking.

**Industry skills:** knowledge of an industry, product or craft, and industry-specific terminology.

**Management skills:** finance, human resources

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### Overall performance tasks for this unit

Describe personal skills and qualities for the successful entrepreneur.

Write a statement describing your qualifications, skills and previous experience.

Discuss strategies for gaining Canadian industry experience and knowledge.

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### Entrepreneurial skills

This reading introduces the central concepts for this unit. Discuss new words and practice their pronunciation activity 1.



## Activity 1: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



## Activity 2: Reading comprehension

The objective of this activity is to reinforce the meaning of the three different types of entrepreneurial skills: **E** for entrepreneurial skills, **I** for industry skills and **M** for management skills.

- |            |   |
|------------|---|
| <u>I</u>   | 1. Sonjia Bata decided to put her shoe design skills to work in her husband’s shoe factory. Her fashionable designs made the company famous!        |
| <u>M</u>   | 2. Peggie’s bookkeeping skills are excellent. Her business is up to date in all its payments and collections.                                       |
| <u>M</u>   | 3. Anne always hires the right people for her store. Consequently her sales are always high.  |
| <u>E/I</u> | 4. Bill was a computer programmer before he decided to start his own software company. Eventually his software applications dominated the industry. |

**Performance task:** Describe entrepreneurial characteristics and strengths and how they relate to the target occupation and workplace.



### Activity 3: Vocabulary matching

The objective of this activity is to reinforce the meaning of different adjectives that describe entrepreneurial attributes.

- |                                |   |
|--------------------------------|---|
| 1. <b>c</b> problem-solver     | a) adaptable                            |
| 2. <b>g</b> creative           | b) diligent                             |
| 3. <b>b</b> hard-working       | c) good at finding solutions            |
| 4. <b>l</b> persevere          | d) talks clearly, listens and responds  |
| 5. <b>i</b> motivated          | e) takes chances                        |
| 6. <b>j</b> well-organized     | f) pleasant, kind and helpful           |
| 7. <b>h</b> optimistic         | g) innovative                           |
| 8. <b>a</b> flexible           | h) hopeful disposition                  |
| 9. <b>e</b> risk-taker         | i) driven to do something               |
| 10. <b>d</b> good communicator | j) efficient                            |
| 11. <b>f</b> friendly          | k) trustworthy                          |
| 12. <b>k</b> responsible       | l) pursue steadily despite difficulties |

**Performance task:** Understand attributes commonly associated with successful entrepreneurs..



### Activity 4: Writing

The objective of this activity is to allow learners to reflect on their own personal characteristics and attributes, and write about them

**Performance task:** Write sentences to describe personal qualities and skills and give examples.



### Activity 5: What are your personal qualities and skills?

The objective of this activity is to introduce the concept of self-assessment. Learners do the self-assessment, tabulate their answers and discuss with a partner.

**Performance task:** Describe personal characteristics and strengths and how they relate to the target occupation and workplace.



### Computer activity: **Self-assessment tests**

Participants can search for self-assessment activities available on the Internet using addresses at the end of the unit.

**Socio-cultural knowledge:** Understand the importance of self-assessment and planning in the job search process.



### Activity 6: **Categorizing**

The objective of this activity is to reinforce the understanding of “management skills”. Learners categorize these management skills into “financial” and “Human resources”.

<b>Financial</b>	<b>Human Resources</b>
handling a budget operating accounts	hiring employees handling schedules and deadlines evaluating employee performance training employees firing employees paying employees

**Performance task:** Spell sector-specific terms



### Activity 7: **Describe your management skills**

Model correct sentences then ask learners to interview each other about his or her management skills.

**Performance task:** Write sentences to describe personal qualities and skills and give examples.

## Success story: Frank Toskan

This success stories presents all of the entrepreneurial skills within the context of a real success story. Discuss this man's entrepreneurial, management and industry skills.



### Activity 8: Fill in the blanks

The objective of this activity is to use the terms and concepts introduce in this unit within a particular context. Review the concepts, then learners can fill in the blanks.

Toskan's success with *Make-up Art Cosmetics* required him to be both **resourceful** and **innovative**. He used a high school chemistry book for research and asked the help of a chemistry student. His excellent **human relations** skills allowed him to network with other individuals working within the make-up industry. Toskan's **industry skills** helped him obtain the **knowledge of the industry** required in starting his own cosmetic business. His successful **marketing skills** resulted in the **expansion** of his business, which today sells over \$150 million worth of make-up to celebrities, top models and the general public.

**Performance task:** Fill out forms with personal information and other information as required.



### Activity 9: Writing

This is a free writing activity that allows learners to practice writing a short report about a known person.

**Performance task:** Write a brief report (100 – 150 words) about entrepreneurial skills and qualifications.



### Activity 10: Describe yourself

The objective of this activity is for learners to write sentences that describe their own skills and qualities.

**Performance task:** Write sentences to describe personal qualities and skills and give examples.

## Canadian experience

This reading lists a few ways of getting Canadian experience.



### Activity 11: **Reading a newspaper ad**

The objective of this activity is to illustrate the value in accessing Ontario workplaces through volunteer work.

Discuss the meaning and value of transferable skills. Emphasize that experience in a Canadian workplace, a chance to observe differences, if any, in work practices and procedures. Also discuss that it is important to remember that your ultimate goal is to get a job, or open your own company. The volunteer position is one small step in that direction.

**Performance task:** Get information about business opportunities, industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.



### Wrap-up activity: **Asking for information**

Use the dialogue below to practise asking for information and giving suggestions. Use the information from the *For more information on...* page to fill in the blanks.

A: Do you know where I can get more information on ...?

B: Try reading ....or/and visiting ....

A: Thanks, those are good suggestions.

# 4 PROVINCIAL REGULATIONS

**In this unit workshop participants will learn about**  
professional and trades certification  
business name  
business registration  
business licences and permits  
taxation

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## Materials

List of regulated professions and compulsory certified trades (See under Resources).

Business registration forms (if possible).

A class set of Yellow pages.

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## Central concepts and terminology for this unit

**Professional and trades certification:** profession, certification, voluntary, regulated, trades, registration, compulsory, non-regulated

**Business registration:** business name registration, municipal, provincial and federal licences and permits

**Taxation:** municipal, provincial and federal provincial taxes (GST/PST), payroll deductions (CPP, EI, EHT)

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## Overall performance tasks for this unit

Describe professional and trades certification.

Understand information from authentic texts about business registration, licensing, taxation, and payroll deductions

Obtain specific information from authentic pamphlets or fact sheets.

Describe vocabulary specific to this unit.

## Professional and trades certification

To introduce this reading, write down a list of occupations: make-up artist, hairdresser, mechanic (automotive service technician), photographer, accountant, bookkeeper, massage therapists, dance teacher, etc. Brainstorm other small business ideas from participants and add these to the list. Make sure to add some professions such as a chartered accountant, physiotherapists or massage therapist, and some trades that required certification. If in doubt, refer to the Access to Professions and Trades Web site for a list of regulated professions and trades with compulsory certification. make a copy of these lists for learners to use in activity 2.

Discuss the concept of regulated and non-regulated trades. Read the information, then hand out the lists and ask participants. Together, decide on what occupations listed on the board require certification



### Activity 1: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce occupation-specific terminology with the appropriate syllable stress.



### Activity 2: Is your occupation regulated in Ontario?

1. Use information from the Ministry of Colleges, Universities and Training to verify if your occupation is regulated or not.
2. If it is, what organization or association do you need to contact for more information?

**Performance task:** Get information about professional and trades certification from government publications, regulatory body Web sites, and other authentic texts.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.

---

## Business name

Discuss the importance of a business name. Brainstorm business names that the group thinks are great, and discuss why. Refer to the definition of “motto”

Points to emphasize are: a business name is a marketing tool, legal aspects to naming your business (the use of inc and ltd), the ease of saying the name, public recognition, and image.



### Activity 3: **What’s in a name?**

The objective of this activity is to review the different sectors and industries introduced in Unit 1, and to illustrate the importance of a good business name.

Learners can work in pairs or groups to complete the chart.

**Performance task:** Fill out forms with information as required.



### Activity 4: **Telephone talk**

The objective of this activity is to emphasize and illustrate the importance of having business name that is easy to pronounce. Discuss the benefits and drawbacks of using a foreign name for your business. The foreign name will inevitably be mispronounced, and people may be unsure of the product or service. This may be an advantage or disadvantage, depending on the product. For example, if a business caters to a specific community, having a name in the language of that community may be a benefit. On the other hand, if the business owner is looking to attract all kinds of customers, this may not be appropriate.

**Socio-cultural knowledge:** Understand major marketing influences in Ontario.

## Business registration

This reading describes the BIN (Ontario) and the BN (Federal). It also describes incorporation.

**A note on incorporation:** It is possible to register your corporation provincially and federally. Federal incorporation means that your company can function in any province in Canada. This reading describes incorporating in Ontario.



### Activity 5: Fill in the chart

	Which government is responsible?	What is it?	Why is it necessary?	Cost
BIN	Ontario	Business name registration	To get a BIN number which you need to open a business banking account.	\$80
BN	Federal	Business number	The BN allows your business to collect GST, import goods, hire employees or pay corporate income tax.	free

**Performance task:** Fill out forms and charts with personal or other information as required.



### Computer task: Federal incorporation

To get information on federal incorporation visit Revenue Canada's Web site.

## Licences and permits

Municipal and provincial licences and permits are required for businesses. These will differ according to the municipality where the business is located. This reading introduces some of the most common by-laws. Emphasize that learners should research local requirements.



### Activity 6: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 7: Research

The objective of this activity is to encourage research for local telephone number required for information on licensing and registration. Use the Yellow pages for this activity. Also refer to the *For more information...* page.

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.

## Taxation

Warm up by looking at different bills. Where is the tax? How much is it? What and where is the GST registration number for each bill?



### Activity 8: Reading comprehension

The objective of this activity is to confirm that the content was understood, and to apply the information in the reading to sample situations.

**Performance task:** Get information about entrepreneurship in Ontario from authentic texts.



### Activity 9: Fill in the chart

The objective of this activity is to understand the common acronyms used by employers.

**Performance task:** Fill out forms and charts with personal or other information as required.



### Activity 10: Tax or no tax?

The objective of this activity is to promote discussion on the different taxes paid in Canada. Answers can be found in the reading.

**Performance task:** Ask for specific information related to entrepreneurship.



### Activity 11: **Discussion**

The objective of this activity is to discuss what is different about taxation in Canada and in countries of origin, and to discuss the benefits and drawbacks of working under the table.

Working under the table means working for cash. This allows you to make tax-free money. If this is your only source of income, you will not be registered as a worker, you will not pay income tax, or employment insurance, or health tax. This means that you will not be eligible for EI or WISB.



### Computer activity: **Internet search**

For participants who are trained in a regulated occupation have them visit the Web site of their regulatory body. (See Access to Professions and Trades pamphlet). For others, visit the Ontario Ministry responsible for name registration at [www.ccr.gov.ca/mccr](http://www.ccr.gov.ca/mccr)

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.

# 5 WORKPLACE LAW IN ONTARIO

**In this unit workshop participants will learn about**  
the laws that protect workers in Ontario  
different examples of unlawful behaviour  
employer responsibilities

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## Materials

Employment Standards Act poster which can be obtained from the Ministry of Labour

CLEO Fact Sheets: *Your Rights at Work* ; *Workers' Compensation*

A real pay slip

Brochure: *Human Rights in Ontario*

Photos of different offices so that you can discuss working conditions

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## Central concepts and terminology for this unit

**Employment standards:** minimum wage, breaks, overtime, public holidays, vacation, deductions, termination of employment, fire/hire

**Laws, regulations and boards:** Employment Standards Act; Ontario Human Rights Code; Occupational Health and Safety Act; Workplace Safety and Insurance Board

**Workers' rights:** discrimination, harassment, health and safety, Workers' Compensation

---

## Overall performance tasks for this unit

Ask and answer questions about labour law.

Name the four laws described in this unit.

Briefly describe each of the four laws presented in this unit by using one-word or short phrases.

Demonstrate an understanding of employer's responsibilities in regards to each law.

---

## Real story: Telemarketers treated unfairly by employer

This story is one of many in a booklet entitled “Bad Boss Stories” compiled by the Parkdale Community Legal Services in Toronto. You may know a similar story from your city or town, or find one in the media.



### Activity 1: Discussion

The objective of this activity is to use the content of the reading to kick-start a discussion on workers’ and employers’ rights and responsibilities.

**Performance task:** Ask for specific information related to entrepreneurship.

**Socio-cultural knowledge:** Identify employer responsibilities in Ontario.

---

## Workplace laws in Ontario

This reading lists and defines four provincial laws that determine the rights and responsibilities of both employers and workers.



### Activity 2: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 3: Quiz

The objective of this activity is to discover how much learners already know about Ontario’s workplace laws. After learners have read a definition of the various laws and become familiar with the terminology, this activity allows them to “test” their knowledge.

Give each learner six small pieces of paper. Read each question out loud and ask learners to write the answer on one piece of paper, and fold it into four. Collect each answer before you ask the next question. Follow this procedure with all questions, until you have six piles of answers. Get help opening up the answers and tally up the results, listing them on the board. How well does your group know their rights and responsibilities in Ontario?

Alternatively, allow learners to individually answer the questions, and write them down in their workbooks. Then discuss the answers as a group.

**Performance task:** Describe the economy in Ontario including sector and industries, labour market trends and regulations.

---

## Workplace law terminology

Employment standards in Ontario may change from time to time. This reading provides an outline of the basic terminology. Understanding these terms will allow learners to research the current status of the regulations (as in activity 4).



### Activity 4: Vocabulary matching

Match the words to their definition. Write the letters in the blanks.

- |                         |   |
|-------------------------|---|
| 1. <b>e</b> standards   | a) set by law                           |
| 2. <b>a</b> legislated  | b) take away an amount                  |
| 3. <b>b</b> deduct      | c) come to an end                       |
| 4. <b>c</b> termination | d) day of rest, recreation or festivity |
| 5. <b>d</b> holiday     | e) established principles               |
| 6. <b>f</b> vacation    | f) time off from work                   |

**Language note:** Vacations and holidays are distinct in this context, but many people use “take a holiday” meaning to “go on vacation”.

**Performance task:** Understand business terminology.



### Activity 5: Research

The objective of this activity is to get current information on employment standards, developing at the same time some strategies for research using either the Internet, brochures, pamphlets.

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.

**Socio-cultural knowledge:** Identify employer responsibilities in Ontario.



### Activity 6: Interview

The objective of this activity is to provide practice in the use of the terms presented so far in this unit by creating the opportunity for discussion about familiar topics. It also provides the possibility to compare and contrast labour laws across the world.

**Socio-cultural knowledge:** Identify employer responsibilities in Ontario.

---

## Payroll deductions

Employers are responsible for deductions from the employees pay cheques. Employers must calculate the income tax, CPP and EI contributions that he or she must take out of an employee's income.



### Activity 7: Discussion

The objective of this discussion is to ensure understanding of the reading.

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.



### Activity 8: Filing in a pay stub

The objective of this activity is to apply the terminology and concepts related to deduction to a practical example.

**Performance task:** Fill out forms and charts with personal or other information as required.

---

## Human Rights

Warm up by eliciting a list of five ways in which employers might discriminate against employees. (religious belief/creed; sex/gender, sexual orientation, marital status, financial status, etc.)

This reading defines discrimination and harassment and describes employer responsibilities for human rights.



### Activity 9: Matching

The objective of this activity is to reinforce the comprehension of the concepts described under “Human Rights”. Match the story with the category that best matches it, and discuss if it is discrimination or harassment.

1. G (discrimination)
2. P (discrimination)
3. D (harassment)
4. R (harassment)
5. A (discrimination)
6. C (harassment)

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.

## Health and Safety

This reading outlines the health and safety regulations for the workplace.

Note: Occupational Health and Safety Acts for particular workplaces and the Workplace Health and Safety Information System (WHIMS) are important to know about.



### Activity 10: Whose responsibility is it?

Learners choose an E for employer and a W for worker for each sentence, according to whose responsibility it is. Discuss the answers with your group.

- |     |  |
|-----|--|
| E   | 1. give information, training and supervision.                                 |
| W   | 2. not work or operate equipment in a way that could be dangerous.             |
| E   | 3. make sure safe work procedures are followed and equipment is used properly. |
| W   | 4. report any broken equipment or safety devices.                              |
| E   | 5. keep safety equipment in good condition.                                    |
| W   | 6. use the safety equipment available in the workplace.                        |
| W/E | 7. report any health or safety violations.                                     |

**Performance task:** Describe basic health and safety precautions in any workplace.

## Workers' Compensation

The reading describes WSIB and employer responsibilities in case of an accident or injury at work, or work-related illnesses.

---

## Real story: WSIB Violations

The real story gives an authentic example of an employer's infraction.



### Activity 11: **Discussion**

The objective of this activity is to highlight the important information in the real story.

**Performance task:** Ask for specific information related to entrepreneurship.



### Wrap-up: **For more information**

Review the contacts in the *For more information...* section of this unit. Prospective employers can get all the information they need by fax or Internet.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.

# 6 BUSINESS PLAN

**In this unit workshop participants will learn about**  
steps in starting a business  
parts of a business plan

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## Materials

Sample business plan (available from most banks)

Copy and cut pieces for the vocabulary matching activity (see warm-up activity)

Speaker

---

## Central concepts and terminology for this unit

**Business plan:** company profile, industry profile, sales and marketing plan, operating plan, human resources plan, financial plan, market research, promotion

---

## Performance tasks for this unit

Describe the reason for a business plan.

Describe a business plan.

Understand the main ideas in an authentic reading.

Categorize different steps in starting a business.

Describe the steps required to start a business.

<p><b>Executive Summary</b></p>	<p>The mains points of your plan.</p>
<p><b>Company Profile</b></p>	<p>What is your business? What does it do?</p>
<p><b>Industry Profile</b></p>	<p>Who are your customers? How big is the market? Who is your competition?</p>
<p><b>Sales and Marketing Plan</b></p>	<p>How will your customers know about your products or service? How will you distribute your product? What are the sales forecasts? How will you compete?</p>
<p><b>Operational Plan</b></p>	<p>Do you need equipment or machinery? Where will you buy your supplies?</p>
<p><b>Human Resources Plan</b></p>	<p>Do you have to hire people? What skills must they have?</p>
<p><b>Financial Plan</b></p>	<p>How much money do you need to operate? What are your estimates of revenue and expenses? Do you have to borrow money? How much debt can you afford?</p>

---

## Real story: Neighbourhood interviews

These stories are quotes from real interviews. It illustrates some of the difficulties new entrepreneurs face, maybe from lack of research, or lack of knowledge of their new context.



### Activity 1: **Discussion**

The objective of this activity is to bring out three main points:

Points to highlight are:

1. Franchises can be limiting.
2. It is important to investigate the location of your business.
3. Opening a business within your ethnic community is a way to cater to a niche that you are familiar with.
4. Planning is essential.
5. A business plan walks you through the various aspects of owning a business and helps you plan for all aspects of your business.

**Performance task:** Ask for specific information related to entrepreneurship.



### Extra activity: **Speaker**

This is the perfect occasion for an entrepreneur to come and speak to your group. Plan the visit to coincide with activity 2. Help learners develop questions for the guest speaker beforehand.

**Performance task:** Ask for specific information related to entrepreneurship.



### Activity 2: **Interviews**

Learner approach local businesses in their neighbourhoods, such as a local convenience store, or ask a friend who owns a business, to ask for advice on how one should go about starting one's own business. Model some possible questions and discuss appropriate opening statements.

**Performance task:** Ask for specific information related to entrepreneurship.

---

## Steps in planning your business

This reading is a summary of the steps required. Discuss if participants agree with each step listed, and ask them to re-organize according to their personal priorities.



### Activity 3: Discussion

Partners work together to prioritize the items listed.

**Performance task:** Describe personal characteristics and strengths and how they relate to entrepreneurship.



### Warm-up: Matching

Use this vocabulary matching activity to assess the learners' understanding of the terminology used in business planning, and the different components of a business plan. In groups learners match the part of the business plan with the questions that are addressed by that particular component of the business plan.

**Performance task:** Understand business terminology.

---

## Article: The business plan

This reading describes the different part of business plans. Take some time to review real copies of business plans and identify the components listed here.



### Activity 4: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 5: Matching

The objective of this activity is to apply the terminology from this unit to a case study.

1. **e** Executive Summary
2. **c** Company Profile
3. **g** Industry Profile
4. **d** Marketing Plan
5. **a** Operating Plan
6. **b** Human Resources Plan
7. **h** Financial Plan
8. **f** Planning for the Future

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.



### Activity 6: Fill in the blanks

The objective of this activity is to reinforce the meaning of the different components of a business plan.

1. The **industry profile** gives information about the market for your product or service, the competition and your clients.
2. The **marketing plan** shows how you plan to advertise your product or service.
3. The **financial plan** shows how much money you will need to borrow.
4. The **human resources plan** describes the staff and skills that you will need to run your business.
5. The **company profile** describes what your company will sell.
6. The **operational plan** will evaluate the necessary equipment and supplies required to run your business.

**Performance task:** Understand business terminology.



### Activity 7: Describe what you need to start a business

This activity provides the opportunity for controlled speaking practice. Learners use the list to make full sentences describing what an entrepreneur needs to consider before starting a business.

Begin by modelling a few sentences. Then divide the class into small groups and get each group to make five sentences using the chart.

Examples:

*It is important to determine your readiness to start a business.*

*Entrepreneurs must understand the industry.*

*Be prepared to develop a business plan.*

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.



### Activity 8: Describe what you need to start a business

Individually, learners write three complete sentences describing what they would consider three priorities.

**Performance task:** Describe entrepreneurial skills, qualities and characteristics.



### Wrap-up activity: Asking for information

Use the dialogue below to practise asking for information and giving suggestions. Use the information from the *For more information on...* page to fill in the blanks.

A: What do you know about ...in Ontario?

B: Not much, but I recommend that you try

calling ...

visiting ...

reading ...

A: Thanks. I'll let you know if I find anything interesting.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.

# 7 FINANCING

**In this unit workshop participants will learn about**  
financing your business  
sources of financing  
accounting

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## Materials

Promotional materials from banks that describe small business financing  
Authentic balance sheets, if possible  
Speaker from an institution that funds small businesses, if possible

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## Central concepts and terminology for this unit

start-up costs  
operational budget  
financing  
sources of financing

---

## Performance tasks for this unit

Distinguish between operating costs and start-up costs.  
Describe central concepts for this unit.  
Read a balance sheet.

---

## What funding will you need?

This reading outlines the funding required to start a business and defines the basic terminology used when discussing business financing.



### Activity 1: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 2: Vocabulary matching

- |                             |   |
|-----------------------------|---|
| 1. <b>e</b> capital         | a) the monthly costs of running a business    |
| 2. <b>f</b> inventory       | b) pre-opening expenses and opening inventory |
| 3. <b>c</b> overhead        | c) expenses involved in running a business    |
| 4. <b>d</b> reserve fund    | d) extra working capital, just in case        |
| 5. <b>b</b> initial costs   | e) sum of money used to start a business      |
| 6. <b>a</b> operating costs | f) detailed list of good and supplies         |

**Performance task:** Understand business terminology.



### Activity 3: Categorizing

The objective of this activity is to reinforce the new terminology being introduced in this unit. It is a controlled language practice activity.

**Performance task:** Understand business terminology.



### Activity 4: What funding will you need?

This activity allows learners to use the terminology presented so far in a free activity.

**Performance task:** Understand business terminology.

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.

---

## Success story: Capital Double Decker and Trolley Tours

This and other success stories are available on the Internet. Learners can search for them using the contact list on the **For more information page...**



### Activity 5: Reading comprehension

The objective of this activity is to ensure comprehension of the story, and to reinforce reading strategies such as looking for specific information while reading.

**Performance task:** Get information about business opportunities, industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.

---

## Sources of financing

This reading provides some background information on sources of financing available to small businesses.



### Activity 6: Discussion

The objective of this activity is to verify that learners have understood the reading describing different sources of financing in Ontario.

**Performance task:** Describe the process and steps to take in planning a business.



### Activity 7: Research

The objective of this activity is to introduce strategies for getting information on different sources of financing. Using the Internet or promotional materials from local banks for the different kinds of financing that offer small business financing. Learners fill in the chart with information that you find. Discuss your findings as a group.

**Performance task 1:** Get information about entrepreneurship in Ontario from authentic texts.

**Performance task 2:** Fill out forms and charts with personal or other information as required.



### Activity 8: Case studies

The objective of this activity is to apply the information received in this unit to a few case studies. Learners assess each situation using the guidelines set out in the introductory reading.

**Performance task:** Ask for specific information related to entrepreneurship.

## Accounting terminology

This reading and balance sheet introduce accounting terminology within the context of a case study. Learners can review the information and discuss the terminology.



### Activity 9: Reading a balance sheet

The objective of this activity is to identify and discuss basic accounting terminology. refer to the glossary if necessary.

**Performance task:** Understand business terminology.



### Activity 10: Matching

The objective of this activity is to reinforce key terminology for this section. Note that this activity is a matching of opposites.

- |                                 |                      |
|---------------------------------|----------------------|
| 1. <b>c</b> asset               | a) sale              |
| 2. <b>e</b> opening inventory   | b) equity            |
| 3. <b>d</b> accounts receivable | c) liability         |
| 4. <b>b</b> debt                | d) accounts payable  |
| 5. <b>a</b> purchase            | e) closing inventory |

**Performance task:** Understand business terminology.



### Activity 11: **Pronunciation**

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Computer activity: **Internet search**

Computer task: visit [www.calmeadow.com](http://www.calmeadow.com) and [www.strategis.gc.ca](http://www.strategis.gc.ca), for information on possible sources for financing.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.

# 8 MARKETING

**In this unit workshop participants will learn about**

the importance of marketing  
the difference between marketing and sales  
advertising strategies  
Internet and e-commerce

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## Materials

Collection of ads

Access to the Internet

---

## Central concepts and terminology for this unit

marketing

sales

e-commerce

---

## Performance tasks for this unit

Making suggestions and giving advice

---

## The importance of marketing

This is part of an authentic interview. It highlights one of the main differences in running a business in North America. Review the words in the pronunciation activity and use the discussion questions to elicit participants' own experiences.



### Activity 1: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 2: Discussion

The objective of this activity is to bring out participants’ own experiences and to verify understanding of the central concepts in the reading.

**Performance task:** Describe the process and steps to take in planning a business.

---

## Marketing and sales

This section is very important to newcomers. In Canada, marketing and sales are essential to the survival of any business.

### Language note:

sales: the act of selling something.

marketing all the activities involved in buying and selling a product or service.



### Activity 3: Categorizing

The objective of this activity is to reinforce the differences between marketing and sales, and to brainstorm sales and marketing techniques. Learners work in pairs to categorize the activities listed, and add two extra activities. Take up the information as a group, discussing the additional strategies.

sales (the act of selling something) - staff training, customer service, set the right price, offer discounts, offer free delivery, clean store

marketing (all the activities involved in buying and selling a product or service) - research the market, develop a Web site, get a 1-800 number, flyers in the paper, business cards, Yellow pages

---

## Advertising

These authentic ads illustrate the kind of technology that small businesses use, and are examples of newspaper ads for a local computer sales centre.



### Activity 4: Discussion

The objective of this discussion is to critically analyse these ads.

**Performance task:** Ask for specific information related to entrepreneurship.

---

## Article: Marketing is essential for entrepreneurs

This article outlines the various ways in which marketing occurs. This is a good outline for preparing a marketing plan. Review key terminology (refer to pronunciation activity).



### Activity 5: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 6: Discussion

This activity is for reading comprehension.

**Performance task:** Get information about entrepreneurship in Ontario from authentic texts.



### Activity 7: Assessing your marketing knowledge

Participants answer the questions with information about their plan to market a service or product in Ontario. Ask participants to practice describing their marketing plan by telling another workshop participant their answers.



### Activity 8: Giving suggestions

The objective of this activity is to practice giving suggestions, politely.

In pairs, learners choose three of the eight businesses listed, and make a decision about the best method of promoting each business. They must consider the target audience for each product or service, using the information from the marketing reading.

Review the various marketing venues listed and model a few sentences. To form a sentence learner combine a phrase from the first column with one from the second column and one or more from the third column.

**For example:** *I would recommend advertising in local newspapers.*

For more advanced practice, ask learners introduce the sentence with an opener, and follow with an explanation, or by giving the reason for your suggestion.

**For example:** *Oh, you are a carpenter. I would recommend advertising in local newspapers. This will give you exposure to a local customer base.*

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.

## Internet and e-commerce

Before the reading, generate a list of all the reasons for using the Internet as a business tool.

The Internet and e-commerce are an increasingly important part of businesses. This reading describes some basic reasons for this.

After the reading, discuss unknown terms and concepts. Identify this as a major trend in business development.

Go back to the list generated prior to the reading and check off the reasons listed in the reading. Discuss if the group had already been aware of the reasons why the Internet is an increasingly important business tool.



### Activity 9: Reading comprehension

The objective of this activity is to ensure reading comprehension, and give learners practice writing sentences that describe the business environment.

**Performance task:** Get information about business opportunities, industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.

## Article: On holiday? Get your prescription online!

This article illustrates the points of the previous reading. Use the reading comprehension questions that follow to help learners get information from the reading.



### Activity 10: **Reading comprehension**

The objective of this activity is to uncover the information from the reading.

**Performance task:** Get information about business opportunities, Industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.



### Wrap up activity: **Computer search**

Using the contacts listed in the *For more information...* pages learners can search for other small business that use the Internet as a marketing tool.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.

# 9 COMMUNICATION

**In this unit workshop participants will learn about**  
sales  
promoting a product or service  
communication for small businesses

---

## Materials

Ask participants the day before to bring in a sample product, or a product idea, or even a service idea to class.

Flyers, business cards, etc... promoting different businesses

---

## Central concepts and terminology for this unit

product or service

marketing

operations

---

## Performance tasks for this unit

Understand the main idea in a texts three paragraphs in length.

Describe a product or service.

Discuss possible solutions to a customer complaint.

---

## Article: Communication skills are essential for sales

This article provides some communication tips for salespeople. It applies to most business people too. The main points are:

- be positive (being pessimistic or critical of other products is not recommended)
- be reasonable (exaggeration turns off most customers)
- use the appropriate terminology (it shows that you understand their needs)
- try to inspire the client.



### Activity 1: Reading comprehension

The objective of this activity is to bring out the important points in the article and review some of the key terminology.

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.



### Activity 2: Describing a product or service

The objective of this activity is to encourage learners to apply the principles discussed in the article.

1. In a small restaurant: To admit that many people don't know your restaurant is not a good idea. Also, it is not advisable to try to discredit the competition.
2. In a small computer store: This statement could intimidate a customer who knows nothing about computers. It also makes the customer feel that he or she has no choice.
3. In a gym: the assumption that the customer looks terrible in shorts is not a good sales line!

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.



### Activity 3: Describing your product

This is a modified jigsaw puzzle. Divide the group into small groups of three or four participants. Distribute pictures of different products, or ask participants to bring in pictures themselves. Ask each group to decide on one product and follow the instructions:

1. On a sheet of paper, list as many words as you can about the picture.
2. Fill in the chart using the words on the page:
3. Pass this page on to the next group, but keep the picture.
4. The next group will write an ad for your product while you write an ad for another group.
5. Post the ads and the advertisement on the wall and see if the class can identify which products the ads are describing.

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.

---

## Communication

This reading describes what communication skills in particular are required of business owners-operators.

Review the words listed under the pronunciation exercise to ensure comprehension.



### Activity 4: Pronunciation

The objective of this activity is to ensure that learners can pronounce key words for this sector clearly, with the proper syllable stress. Say each word in the list clearly and ask learners to mark the syllable stress in each one. Learners then take turns saying each word or phrase, as the instructor and the rest of the group make corrections.

Another option is to make two columns on the board or on a piece of chart paper. Write “primary stress on the first syllable” as the title for the first column, and “syllable stress on the second syllable” for the second column. Ask learners to write the words in the correct column according to their stress pattern. Correct the chart together.

**Performance task:** Pronounce business terminology with the appropriate syllable stress.



### Activity 5: Vocabulary matching

The objective of this exercise is to reinforce terms that are often used in the business environment.

- |                       |   |
|-----------------------|---|
| 1. <b>c</b> chair     | a) communicate with each other              |
| 2. <b>f</b> promote   | b) give a word of welcome                   |
| 3. <b>e</b> present   | c) be in charge of a meeting                |
| 4. <b>d</b> provide   | d) give something                           |
| 5. <b>b</b> greet     | e) introduce something to a group of people |
| 6. <b>a</b> interact  | f) publicize in order to sell               |
| 7. <b>g</b> negotiate | g) agree through discussion                 |

**Performance task:** Understand business terminology.



### Activity 6: Reading comprehension

The objective of this activity is to reinforce the information in the reading.

**Performance task:** Get information about business opportunities, industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.



### Activity 7: Fill in the chart

The objective of this activity is for learners to use the terminology introduced in the reading. Some examples:

<b>Staff</b>	Greet customers.
<b>Suppliers</b>	Order supplies.
<b>Business Partners</b>	Discuss marketing plan.
<b>Landlords</b>	Negotiate lease.
<b>Customers</b>	Promote the product.

**Performance task:** Fill out forms and charts with personal or other information as required.

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## Communication with staff

This reading provides a brief description of workplace communication.



### Activity 8: Matching

The objective of this activity is to reinforce the central terms introduced in the reading.

- |                                   |   |
|-----------------------------------|---|
| 1. <b>b</b> team work             | a) Many changes in staff. People come and go a lot.   |
| 2. <b>d</b> performance appraisal | b) Working together to serve customers, solve problems in the workplace and/or develop products.  |
| 3. <b>c</b> workplace culture     | c) The way that a company expects that the employees will behave. For example, the dress code in a workplace is part of this.           |
| 4. <b>a</b> high turnover         | d) A formal way for the employer to tell employees what they are doing well at work and to discuss what needs to be improved. Usually a |

**Performance task:** Understand business terminology.

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## Customer service

This paragraph describes the importance of customer service.



### Activity 9: Discussion

The objective of this activity is to reinforce the terms presented in the previous paragraph.

**Performance task:** Get information about business opportunities, industry trends, business owner tasks and responsibilities from job advertising, business directories, and other authentic texts.

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## Networking

Networking is maybe the most important strategy for success in both job search and starting your own business. Read and discuss this reading carefully.



### Activity 10: **Discussion**

The objective of this activity is to reinforce the important terms in the reading.

**Performance task:** Understand business terminology.



### Activity 11: **Find someone who...**

The objective of this activity is to conduct a “mock” networking session. Have learners walk around the room and talk to all other workshop participants. The list is a guide only. Other questions can also be asked and answered.

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.

## Leaving voice mail messages

Telephone communication is a big part of business development and of doing business in Canada. It is important to become comfortable using the telephone, to learn what is appropriate usage (what time to call, talking too long, listening to closers and responding, etc.) A good strategy is to practice messages before leaving them on someone’s voice mail.



### Activity 12: **Leaving a message on voice mail**

This case study and follow up telephone message provides participants with a chance to develop a telephone message. Ask students to write all the information clearly in the table.

**Performance task:** Fill out forms and charts with personal or other information as required.



### Follow-up activity: **Listen to your message**

Give the learners the following checklist so they can evaluate each other’s message, or if possible, tape each message and have partners evaluate the message together.

1. Was the message crisp? That means that you were able to understand every word.
2. Was the message to the point? This means that only the important information is included.
3. Was the length of the message less than a minute?

**Performance task:** Use linguistically and culturally appropriate phrases for talking to colleagues and customers, describing a problem, giving and receiving instructions and advice.



### Computer activity: **Respond to a letter of complaint**

Make copies of the activity on the following page. Distribute and read the letter. Learners can discuss what actions would be appropriate and write a letter of response.

**Performance task:** Write a brief report (100 – 150 words).



### Computer activity: **Respond to a letter of complaint**

Read this complaint letter and write a letter back to the customer resolving the complaint.

Warren Peace  
1234 Daisy Lane  
Sarnia, Ont.  
M65 T9S

June 14, 2000

**Attention:** Store Owner – Photos Are Us

I am writing this letter to express my disappointment in your staff's professionalism and service. I am concerned about the small businesses in this city, and I take pride in giving them my business. I purposely decided to use your photo store rather than drive to the nearest mall close to my home to use their photo service.

On June 12, 2000, I was poorly greeted as I entered your store and I was made to wait 5 minutes while one of your staff finished a personal phone call, and your other staff ignored me while dusting off the frames at the back of the store.

When I returned an hour later, my pictures were not ready as promised. I purposely decided on your one-hour service so that I would have the photos on time to bring to an important business meeting in the afternoon.

As a small business owner in the city, I am sure you are aware of the importance of maintaining good relations with your customers. I hope that my comments will be taken seriously and that I will be reimbursed in some way for the inconvenience I experienced.

Thank you for your attention.

Sincerely,

Warren Peace

# 10 PERSONAL PLAN

**In this unit workshop participants will**  
discuss ways to get Canadian experience  
discover community resources to help newcomers begin a business  
assess your skills, knowledge and preparedness to open a business  
make a personal plan for the near future

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## Materials

Copies of the quiz for all participants

Corrected copies of the initial quiz

Continuing education, upgrading and adult learning calendars (board of education, community colleges, private schools)

Yellow Pages

Job search/ESL ,small business planning, workshops, seminars, etc.

Newspapers

Discuss resources available at the library

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## Central concepts and terminology for this unit

Personal Assessment

Training and Upgrading Resources

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## Performance tasks for this unit

Answer a questionnaire about personal skills, knowledge and experience.

Develop a “to do” list for the near future.

Get information from training and upgrading course calendars and other advertising.



### Warm-up activity: **Nine traps to watch out for**

Read the information in the box and discuss the meaning of each sentence.

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## Self-assessment

To introduce self-assessment, review letter written on the computer. Discuss: How comfortable were they with their ability to communicate in writing. Highlight that this and many others skills are important in a business. Either the owner or a staff member must be a good communicator in order to resolve conflicts with customers, suppliers, etc...

Discuss the concept of self-assessment, then read the information.

**Socio-cultural knowledge:** Understand the importance of self-assessment and planning in the process for setting up a business in Ontario.



### Activity 1: **Assess your personal characteristics**

Emphasize that these are not the only personal characteristics required for entrepreneurs, only a short list of characteristics that are considered important by counsellors and business experts. Learners are asked to answer yes or no, then, to review the negative answers and consider strategies that can cover up for weaknesses in certain areas.

**Performance task:** Write sentences to describe a personal plan for the future and give reasons.



### Activity 2: **Make an inventory of your skills and training**

In this activity learners assess their skills and training. This section is particularly important for individuals who have a particular occupation, profession or trade that they plan on making part of their business (i.e. engineering consultants, hairstylist, plumber, etc.)

As in the previous activity, learners go through all the questions and answer yes or no. Once this is done, learners can review their negative answers and consider what steps they can take to achieve these skills or get the training required.

**Performance task:** Write sentences to describe a personal plan for the future and give reasons.



### Activity 3: Assess your business idea

These questions are useful for those workshop participants who already have a clear idea for a service or product. Emphasize that this is only a practice assessment, a consultation with an expert and the proper research will be necessary before going ahead.

**Performance task:** Write sentences to describe a personal plan for the future and give reasons.



### Activity 4: A personal plan

This activity brings together the three previous activities. Learners choose five of the most important tasks that can accomplish in the next few months, and write them down.

**Performance task:** Write sentences to describe a personal plan for the future and give reasons.



### Activity 5: Research

To help participants get information specific to their needs, bring a collection of pamphlets, flyers, calendars and other resources that list courses, workshops, seminars and other programs that could help them achieve their goals.

1. Show how educational calendars are organized. Have copies of the same calendar available for all learners. Ask everyone to open to the table of contents (or index). Ask them to find the ESL classes. Ask them to all go to that page. Ask them what page they are looking at. If many are not on the correct page, do a lesson on using table of contents and indexes.
2. Have a collection of up-to-date calendars from various institutions. Learners work in groups (so that they can share the resources and assist one another) and fill in the chart in their workbooks. This way, learners can look for what they personally need.
3. If you have computer access, search a community college Web site for training programs of interest.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.



### Follow-up activity: For more information

Are learners ready to call and order calendars or ask for more information? Have them write down the questions they would ask, correct them and help with pronunciation.

**Socio-cultural knowledge:** Understand where to go to get help and more information on each topic.



### Wrap-up activity: **Final Quiz**

Distribute copies of the final quiz. Once learners have answered all the questions, hand out the answer key. Learners can correct their quizzes. Distribute the initial quiz so that learner can compare their answers before the workshop, and afterwards. How much did they learn?

Review the objectives of the workshop. Encourage the use of the *For more information...* pages of the workbook and the glossary as reference.



### Closing activities: **Certificates, etc.**

Issue certificates. Sample certificates are available in the Implementation Guide.

If your site has an evaluation form for the workshop, distribute it now. A sample evaluation form is available in the Implementation Guide.



## FINAL QUIZ: **Entrepreneurs**

Are these statements true or false?

- T F** 1. 99% of businesses in Canada are small businesses.
- T F** 2. Each year there are more small businesses in Ontario.
- T F** 3. Most new jobs in Ontario are created by small businesses.
- T F** 4. All businesses must register their name with the Government of Ontario.
- T F** 5. Entrepreneurs are people who work on their own.
- T F** 6. All businesses need a PST Vendor's Permit.
- T F** 7. When you buy a franchise you also buy a brand name and a set of rules for the business.
- T F** 8. A partnership is the easiest way to organize a business.
- T F** 9. Small businesses don't need to use computers and other equipment.
- T F** 10. The WSIB pays for health care costs in case of a work-related injury or illness.
- T F** 11. Employers can ask you about your religious beliefs during the job interview.
- T F** 12. The Employment Standards Act sets public holidays in Ontario.
- T F** 13. All small businesses must register with the Canadian government.
- T F** 14. Management skills are your ability to handle a budget and work with your staff.
- T F** 15. A chartered accountant can open a home-based business without being certified or registered with the association of Chartered Accounts.
- T F** 16. You can run any business from your home.
- T F** 17. Employers, not workers, pay for CPP and EI.
- T F** 18. You need a business plan in order to get a loan from a bank.
- T F** 19. Most people who are starting their own business get their financing from personal savings.
- T F** 20. E-commerce is a business option for large companies only.

<b>Name:</b>	
<b>Date:</b>	
<b>Score:</b>	<b>Previous score:</b>