

Banking

Topic Development Ideas

Classes might want to learn more about...

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

Strategies for Learners

Learners find it useful to...

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

Resources for Developing and Teaching Topic

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

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

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

Language Focus

Items to help learners achieve the outcomes:

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

Sample Tasks

1. Count money with a partner. Record the amounts.
2. Listen to a taped dialogue between a bank teller and a customer. Circle the expressions you hear on a worksheet.
3. Read a very basic text about Canadian currency. Match pictures of coins to their names and values.
4. Fill out bank withdrawal and deposit slips.
 - **All Levels:** Open an instructor-made file containing a withdrawal slip and use Insert/Overtyping to fill in the blanks. Preview and print. Sign name on the appropriate line.
 - **Skills:** Open, Save As, Insert, Overtyping, Print Preview, Print

Additional Tasks

- **Experienced:** Create a table for recording dictated numbers and their full written forms. Preview and print for evaluation.
- **Skills:** Keyboarding, Print Preview, Print, Insert Table

Customer Service

Topic Development Ideas

Classes might want to learn more about...

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

Strategies for Learners

Learners find it useful to...

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

Resources for Developing and Teaching Topic

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

Customer Service

Topic Outcomes (CLB 1)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 👂 attract attention 👂 request assistance 👂 give basic personal information when returning an item 👂 identify expressions used to attract attention and request assistance 👂 identify details in a listening text: price, date, item, store 📖 use a simplified map or diagram to locate customer service department 📖 get information from a store receipt (e.g., price, date, store address, etc.) 📖 understand common store signs ✍ fill out a very basic five- to seven-item return form 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary and expressions (<i>return, exchange, refund, credit, bill, receipt, I want to return..., What's the matter? too big, too small, broken, It doesn't work, It doesn't fit</i>) ● vocabulary for personal information (<i>name, address, telephone number</i>) ● vocabulary for dates and prices ● numbers (cardinal and ordinal) ● expressions to attract attention and request assistance (<i>Excuse me, can you help me?</i>) ● wh- questions ● pronunciation: /d/ (<i>dress, Saturday, dollars, dime</i>) and /t/ (<i>receipt, twenty, return, store</i>)

Sample Tasks

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

Telephone

Topic Development Ideas

Classes might want to learn more about...

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

Strategies for Learners

Learners find it useful to...

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

Resources for Developing and Teaching Topic

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

Telephone

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

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

Language Focus

Items to help learners achieve the outcomes:

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

Sample Tasks

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

Additional Tasks

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