### Topic Development Ideas

**Classes might want to learn more about...**

- comparison shopping for personal loans and mortgages
- credit history and credit checks
- getting investment information using the telephone and Internet banking services
- loans to purchase RRSPs
- Registered Education Savings Plan (RESP)
- Registered Retirement Savings Plan (RRSP)
- types of loans (personal, secured)
- types of mortgages
- using RRSPs for a down payment on a home

### Strategies for Learners

**Learners find it useful to...**

- access information on the Internet
- check the newspaper for stock market information
- make an appointment with a loans officer to get information about services
- prepare a list of questions for the loans officer
- shop around when looking for a loan, mortgage, or investment
- take notes when talking to bank staff
- talk to a lawyer when deciding to buy a home

### Resources for Developing and Teaching Topic

- *Words We Use: Unit 4, “Accommodation”*
- brochures about loans, mortgages, and investments from local banks
- representatives from banks or trust companies
- Canadian Bankers Association: [http://www.cba.ca](http://www.cba.ca)
- Canada Mortgage: [http://www.canadamortgage.com](http://www.canadamortgage.com) (Use the Quick Calculator)
- Law Society of Upper Canada: [http://www.lsuc.on.ca](http://www.lsuc.on.ca) (For the Public, Finding a Lawyer)
- StockQuest: [http://stocksquest.thinkquest.org](http://stocksquest.thinkquest.org)
- banks, bank loan, investment Canada; name of bank (e.g., Royal, CIBC)
# Bank Loans, Mortgages & Investments

## Topic Outcomes (CLB 5, 6, 7)

**Possible outcomes for this topic:**

- make or cancel an appointment or arrangement
- ask for and give detailed information relating to financial needs
- express and qualify own opinion in a small group discussion about investing your money
- understand details in a spoken exchange that involves suggestions or advice for saving or earning money
- find information in a moderately complex three- to five-paragraph text
- understand a one-page moderately complex news item or story
- fill out a one- to two-page moderately complex form with up to 40 items
- write a one- to two-paragraph report to give a description and make a comparison

## Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (mortgage, stock market, high risk, collateral, equity, personal loan, co-sign, interest rates, mortgage broker, high/medium/low risk investments, mutual funds, GICs)
- expressions for giving opinion (e.g., I think..., I agree with...., I’m not sure about...)
- adjectives: comparative, superlative (cheaper, easier, the highest risk)
- modals for requests (could, would, can)
- questions: tag, wh-
- pronunciation: intonation in tag questions

## Sample Tasks

1. In a small group, discuss reasons why people choose virtual banks. Express own opinions about the topic.
2. Listen to a conversation about banking or investing. Record advice and answer questions.
3. Read a short news item about the current housing market and answer questions.
4. Complete a chart with information about different interest rates from a variety of financial institutions (e.g., mortgages, RRSPs, savings accounts). Write a paragraph to compare the different rates.
   - **Novice:** Insert rates from Language Task 4 in a spreadsheet. Use Chart Wizard to create a chart to show the difference in the rates. Type your paragraph under the chart. Print for class display.
   - **Skills:** Insert data, Edit/Format Cell, Chart Wizard
   - **Experienced:** Search the Internet for different interest rates for loans or credit cards at both traditional and virtual banks. Prepare a table with findings by cutting information from a web page and pasting into a Word document. Compare your results with classmates.
   - **Skills:** Internet Basics, Browsers, Search Engines, URL, Bookmarks/Favorites, Hyperlink, Insert/Draw Table, Cut, Paste, Switch Between Application Windows
## Credit Cards

### Topic Development Ideas

**Classes might want to learn more about...**

- credit bureau reports and credit checks
- credit cards issued from stores
- credit cards with Air Miles or other features
- difference between credit and debit cards
- getting a credit card with no Canadian credit history
- international transactions using a credit card
- necessity of having a credit card for certain transactions such as renting a car, ordering products by telephone and the Internet
- payment protection insurance
- purchase insurance included with some cards
- security issues related to using credit cards
- using credit cards wisely
- using the Automated Banking Machine (ABM) to get cash advances on a credit card

### Strategies for Learners

**Learners find it useful to...**

- ask for repetition, restatement in simpler language when getting information over the telephone
- avoid using credit cards for cash advances
- compare interest rates and services with different credit card companies before applying for a card
- identify keywords when listening
- limit the number of credit cards they have to avoid overextending themselves financially
- read the fine print on the credit card application and at the back of monthly statements

### Resources for Developing and Teaching Topic

- **Classroom Activities, LINC 4:** “Buying on Credit”
- **Ontario Reader 1998:** “Credit”
- local banks
- Canada’s Business and Consumer Site: [http://strategis.ic.gc.ca](http://strategis.ic.gc.ca) (Strategies for Consumers, Consumer Connection, Money, Credit Card Reports)
- Canadian Bankers Association: [http://www.cba.ca](http://www.cba.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Consumer Information, Personal Finance)
- credit card, enter credit card name (e.g., Visa)
**Topic Outcomes (CLB 5, 6, 7)**

**Possible outcomes for this topic:**
- ask for and respond to recommendations and advice about using credit cards
- make a suggestion on how to solve a credit card problem and provide reasons
- predict consequences of not having a credit card or of having high credit card debt
- understand instructions for using a credit card at a bank machine when not presented completely in step form and sequence is inferred from the text
- understand factual details and some implied meanings in a 10- to 15-minute presentation about credit
- get factual details in a moderately complex brochure
- find information in a credit card statement or other moderately complex form
- fill out a one- to two-page moderately complex form with up to 40 items

**Language Focus**

**Items to help learners achieve the outcomes:**
- vocabulary (credit limit, credit adjustment, credit rating, credit available, credit check, minimum payment, transaction, cash advance, bad debt, outstanding balance, major credit card, over limit)
- expressions (charge it, using plastic)
- adjectives: comparative, superlative
- gerunds and infinitives (Have you thought about applying at…, One thing you could do is to ask…)
- modals: recommendations, suggestions (could, should, must)
- conditionals: real, unreal
- pronunciation: rising intonation in “if” clauses of conditional sentences

**Sample Tasks**

1. With a partner, match questions about credit card problems with answers from a worksheet. Take turns asking and answering the questions, using the answers in the worksheet and suggesting other solutions.
2. Listen to a guest speaker talk about using credit wisely and ways to avoid credit card scams. Ask and answer questions.
   - **Novice:** Word-process tips for using credit cards wisely from Language Task 2. Number the list. Preview and print.
     - **Skills:** Font, Bold, Italic, Underline, Insert Bullets and Numbering, Print Preview, Print
3. Refer to bank brochures and complete a chart comparing the interest rates and services of three major credit cards.
   - **Experienced:** Insert data from Language Task 3 in a table. Use Chart Wizard to create a suitable chart for the data. Print chart for class display.
     - **Skills:** Insert/Edit/Format Cell, Chart Wizard
4. Fill out a credit card application form.
## Electronic Banking

### Topic Development Ideas

**Classes might want to learn more about...**

- future implications of telephone/Internet banking (e.g., branch closures, cashless society)
- necessity of having Touch Tone service for accessing telephone banking services
- options for ending a call
- post-dated or prescheduled bill payment
- security issues related to telephone/Internet banking (e.g., browser encryption)
- service charges for transactions
- telephone banking options
- transferring money between accounts using telephone or Internet banking

### Strategies for Learners

**Learners find it useful to...**

- get information about using services from the Internet
- highlight important information in brochures
- listen to taped messages several times to improve comprehension
- refer to a diagram of the process when doing automated telephone banking
- speak to a telephone banking representative personally when having difficulties
- try a simulated Internet banking session
- write down the reference number after each telephone or Internet banking transaction

### Resources for Developing and Teaching Topic

- brochures from local banks
- **CLB Listening/Speaking Resource:** Stage II, Banking dialogue 37
- Canadian Bankers Association: [http://www.cba.ca](http://www.cba.ca)
- Test Drive the services offered on the CIBC banking web site: [http://www.pcbanking.cibc.com/english/demo/TestDrive.jsp](http://www.pcbanking.cibc.com/english/demo/TestDrive.jsp)
- bank, banking Canada
### Topic Outcomes (CLB 5, 6, 7)

**Possible outcomes for this topic:**
- ✔️ give clear instructions for a moderately complex technical or non-technical task
- ✔️ describe and compare different methods of banking
- ✔️ ask for and give detailed information related to personal banking habits
- ✔️ understand instructions when not presented completely in step form and sequence is inferred from the text
- ✔️ understand factual details in a 10- to 15-minute presentation about electronic banking
- 🔖 find information in a moderately complex three- to five-paragraph text
- 🔖 understand a one-page moderately complex chart, diagram, or basic graph
- ✍️ write a one- or two-paragraph text to narrate a sequence of events, describe a simple process or routine, make a comparison, give a detailed description, or tell a story

### Language Focus

**Items to help learners achieve the outcomes:**
- ✔️ vocabulary and expressions (digits, options, account updates, Personal Identification Number [PIN], transactions, reference number)
- ✔️ adjectives: comparative, superlative
- ✔️ conditionals: real, unreal
- ✔️ infinitive phrases of purpose (To do electronic banking, you need a bank card)
- ✔️ modals: necessity, requests (have to, have got to, should, could, can, would)
- ✔️ questions: wh-, embedded (Could you tell me how to use...)
- ✔️ sequence markers
- ✔️ pronunciation: intonation for giving instructions

### Sample Tasks

1. Give clear step-by-step instructions for using a banking machine or Internet banking web site to partner while partner puts scrambled sentences in order.
2. Listen to a presentation about electronic banking and answer true/false questions based on the information you hear.
3. Read a text about electronic banking and answer questions.
4. Write a paragraph about the advantages and disadvantages of telephone or Internet banking, or the impact of virtual banking on our lives.

### Additional Tasks

- **All Levels:** Access an on-line demonstration of electronic banking, e.g., [http://www.pcbanking.cibc.com/english/demo/TestDrive.jsp](http://www.pcbanking.cibc.com/english/demo/TestDrive.jsp). Answer questions on a worksheet about recent transactions, upcoming bills, and account balances.

  - **Skills:** Internet Basics, Browsers, Search Engines, Keyword/Hyperlink Searching, URL, Hyperlink