

# Finance & Banking ■ Bank Accounts & Services

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

- ① bank services such as safety deposit boxes, foreign currency, RRSPs, education funds, mortgages and loans
- ① obtaining money orders and certified cheques
- ① transferring money overseas
- ① procedures for obtaining personal loans or mortgages
- ① personal identification and documents needed for opening an account
- ① service charges and different accounts
- ① different types of financial institutions such as credit unions, Moneymart, trust companies
- ① credit and debit cards, credit cards with Airmiles or other features
- ① the future of smart cards
- ① reporting lost or stolen credit/debit cards
- ① abbreviations on bank statements
- ① pre-authorized debits to accounts
- ① the social and ethical responsibility of banks and government regulatory bodies
- ① the implications of bank mergers

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

- ◇ make a photocopy of bank and credit cards in case of loss
- ◇ practise filling out forms in advance
- ◇ use ABMs, Internet or telephone banking services to avoid speaking problems
- ◇ practise intonation patterns in polite requests
- ◇ prepare a list of questions about services before talking to a bank employee

### Suggested Resources



Canadian Bankers Association: [www.cba.ca](http://www.cba.ca)



My Financial Career

Toronto Dominion Bank: <http://www.tdbank.ca/index.html>

American Express Canada: <http://www.americanexpress.com/canada/>

Council of Canadians: <http://www.canadians.org/cp.html>



**bank, banking**

## Finance & Banking ■ Bank Accounts & Services

### Topic Outcomes

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

- describe a problem in person or on the telephone
- give information about a lost or stolen credit/debit card over the telephone
- follow instructions for using an automated banking machine
- ask for information about accounts and services in person or by telephone
- get specific information from bank brochures
- fill out forms (e.g. credit applications, power of attorney) using personal and other required information
- write a letter to a bank manager describing a problem

### Language Focus

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

- vocabulary and expressions (*personal identification number (PIN), investments, RRSP's, mortgage, joint account, power of attorney, savings, certified cheques, money order, drafts, chequing*)
- sequence markers
- modals for requests (*can, could, would*)
- letter-writing conventions
- pronunciation: diphthongs (e.g. /oy/ *joint*) - see Ellis – Master Pronunciation

### Sample Language Tasks

1. Role-play a customer complaint in the bank.
2. Read a story about a current banking issue (e.g. bank mergers, internet banking) and list advantages and disadvantages to customers.
3. Fill out a sample credit card application form.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Text Box, Line Style, Line Color, Fill Color

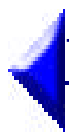
**Experienced/Advanced:** Insert the advantages/disadvantages in Language Task 2 in text boxes. Follow instructions to apply line style, colour, and fill options to the text boxes.

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

**All levels:**

Ellis-Intro-**Banking-Sections 1-3**

Ellis-Master Pronunciation-**Pronunciation-Vowels**



# Finance & Banking ■ Budgeting

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

- ① cultural differences in budgeting (what is a necessity)
- ① ways to cut expenses (e.g. options on phone lines or cable TV)
- ① discount grocery stores, second hand clothing stores and thrift shops, flea markets
- ① budgeting for a small business
- ① strategies for financing future expenses on a fixed income
- ① avoiding interest payments by paying entire balance on bills rather than making partial payments

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

- ◇ scan grocery and department store flyers
- ◇ save coupons for discounts
- ◇ be active participants in classroom brainstorming, discussion activities
- ◇ prepare and use a checklist when giving and getting information about lowering expenses in person and on the telephone (e.g reducing cable services, eliminating options on telephone)

### **Suggested Resources**

- 📖 *I Can Do the Job Very Well*
- 📖 *Take Charge- Self-Help Series: Preparing a Realistic Budget*
- 📖 *Managing Money*
- Teach Me Finance: <http://www.teachmefinance.com/>
- 🔑 **budgeting**

# LINC 4

## Finance & Banking ■ Budgeting

### Topic Outcomes

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

- give and ask for suggestions about budgeting
- ask for information about cheaper products in person or on the telephone
- get specific information about discounts from brochures and flyers
- write down information received in person or by telephone

### Language Focus

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

- vocabulary (*discounts, flat rate, on sale, fixed/variable expenses*)
- idioms (*make ends meet, put the bread on the table, bring home the bacon, get by*)
- modals for requests, suggestions and advice (*could, might, should, must*)
- numeracy skills (basic mathematical operations, percentages)
- pronunciation: expressions for suggestions and advice see Ellis – Master Pronunciation

### Sample Language Tasks

1. Negotiate ways to cut regular expenses on telephone bill, cable TV, grocery bills.
2. Read a case study where a family's expenses are higher than their income. Decide which of the expenses can be cut down to meet the family budget.
3. List own monthly expenses and income.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

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

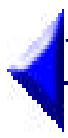
**All levels:**

Ellis-Senior Mastery-Budgeting for a Semester-**Budgeting for a Month**

Ellis-Master Pronunciation -Speech Acts-**Getting Things Done-Offer Suggestions**

**Computer Skills:** Spreadsheet basics, creating simple formulae, AutoSum, Format Cell (Dollar, Percent)

**Experienced/Advanced:** Insert monthly expenses in a blank worksheet. Follow instructions to create simple formulae (multiply or subtract cell contents) and apply functions (percentage, sum, dollar sign) to calculate total income, total expenses, and monthly savings.



## Finance & Banking ■ Credit Cards

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


- ① international transactions using a credit card
- ① limiting the number of credit cards they have to avoid over extending themselves financially
- ① the difference between credit and debit cards
- ① cash advances from merchants
- ① using credit cards wisely
- ① using the Automated Banking Machine (ABM) to get cash advances on a credit card
- ① credit cards with Air Miles or other features
- ① the necessity of having a credit card for certain transactions such as renting a car, ordering products by telephone and the Internet
- ① security issues related to using credit cards

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

- ◇ compare interest rates and services with different credit card companies before applying for a card
- ◇ read the fine print on the credit card application and at the back of monthly statements
- ◇ avoid using credit cards for cash advances
- ◇ ask for repetition, restatement in simpler language when getting information over the telephone
- ◇ identify key words when listening

### Suggested Resources


 *Ontario Reader 1998*: “Credit”

 Local banks and credit card companies

Canadian Bankers Association: [www.cba.ca](http://www.cba.ca)

American Express Canada: <http://www.americanexpress.com/canada/>

Bank of Montreal-Click NetBanking: <http://www.bmo.com/>

 **credit card**, enter credit card name (e.g. **visa**)

# LINC 4

## Finance & Banking ■ Credit Cards

### Topic Outcomes

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

- express necessity and reason (You need a credit card to rent a car.)
- ask for advice about using a credit card
- ask for information from credit card companies on the telephone
- find specific information in brochures and statements from various credit card companies
- read ABM instructions for getting a cash advance on a credit card
- compare facts to make choices
- fill out a credit card application form

### Language Focus

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

- vocabulary (*credit limit, credit adjustment, credit available, minimum payment, transaction, cash advance, bad debt, outstanding balance, major credit card*)
- comparative and superlative adjectives
- modals for polite requests, suggestions and advice (*could, can, would, should, must*)
- real conditionals (*If you get a cash advance on a credit card, you will pay a high rate of interest.*)
- pronunciation: non-final intonation with conditionals

### Sample Language Tasks

1. Role-play reporting a lost or stolen credit card.
2. Find specific information on a credit card statement by scanning.
3. Complete a chart comparing the interest rates and services of three major credit cards.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Keyboarding, Save As

**Novice:** Word-process text comparing the services of three credit card companies.

**Computer Skills:** Spreadsheet basics, Insert/Edit/Format Cell, Chart Wizard

**Experienced/Advanced:** Insert data in Language Task 3. Use chart wizard to create a suitable chart for the data. Print chart for class display.