

Finance & Banking ■ Bank Loans, Mortgages & Investments

Classes might want to learn more about ...

- ① getting investment information using telephone and Internet banking services
- ① comparison shopping for personal loans and mortgages
- ① Registered Retirement Savings Plan (RRSP)
- ① using RRSPs for a down payment on a home
- ① loans to purchase RRSPs
- ① different types of loans (personal, secured loans)
- ① credit checks
- ① Registered Education Savings Plan (RESP)
- ① types of mortgages

Learners find it useful to ...

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

Suggested Resources

- 📖 *Ontario Reader 1998*: “Getting a mortgage”
- 📄 Brochures about loans, mortgages and investments from local banks
- 🗣️ Representatives from banks
 - The Canadian Bankers Association: www.cba.ca
 - Canada Mortgage: www.canadamortgage.com
- 🔑 **banks, bank loan, investment** (Canadian sites); name of bank (e.g. **Royal**)

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Topic Outcomes

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

- ask for information about bank loans, mortgages and investments in person or on the telephone
- give personal information to a bank manager or mortgage broker
- get specific information from brochures about banking services
- understand main ideas in authentic texts about investments
- write down banking information received in person or by telephone
- fill out forms with personal and financial information

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*)
- adjectives: comparatives and superlatives (*cheaper, easier, the highest risk*)
- modals for requests (*could, would, can*)
- wh-questions
- pronunciation: vowel contrasts (tense and lax vowels) - see Ellis - Master Pronunciation

Sample Language Tasks

1. Make presentations to class about interest rates at various financial institutions.
2. Read written profiles of various investors. Match each one to the investment option (e.g. high/medium/low risk investment) that best suits their profile.
3. Complete a chart with information about interest rates from a variety of financial institutions.

Sample Computer Tasks

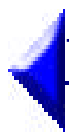
Computer Levels: Novice-Advanced

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

Novice: Insert interest rates from Language Task 3 in a worksheet. Use chart wizard to chart and print for class display.

Computer Skills: Table, Borders and Shading

Experienced/Advanced: Word-process Language Task 3 using a table. Follow instructions to change border style and apply shading to cells.



Finance & Banking ■ Internet/Telephone Banking

Classes might want to learn more about ...

- ① “rapid response” options for quicker service when banking by phone
- ① transferring money between accounts using telephone or Internet banking
- ① options for ending a call
- ① post-dated bill payments
- ① the need to have a Touch Tone phone to use telephone banking services
- ① service charges for transactions
- ① the future implications of telephone/Internet banking (e.g. branch closures, cashless society)
- ① security issues related to telephone/Internet banking

Learners find it useful to ...

- ◇ speak to a telebanking representative personally when having difficulties
- ◇ practise listening to the taped telephone message using the “demo mode”
- ◇ write down the reference number after each banking transaction on the telephone
- ◇ get information about using the services from the Internet
- ◇ highlight important information in brochures
- ◇ distinguish important or relevant information from less important or irrelevant information

Suggested Resources



Brochures from local banks

The Canadian Bankers Association: www.cba.ca

Visit any bank’s website. Access information regarding Internet banking.



bank, banking

Finance & Banking ■ Internet/Telephone Banking

Topic Outcomes

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

- follow instructions given over the telephone to set up and use telephone banking service
- ask for information about Internet banking
- understand written instructions for Internet banking
- get specific information from brochures about telephone/Internet banking
- write down information received in person or by telephone about telephone/Internet banking
- write a short text about telephone/Internet banking

Language Focus

Items to help learners achieve the outcomes:

- vocabulary and expressions (*digits, personal options, main menu, account updates, Touch Tone phone, personal access code, transfer funds, transactions, reference number*)
- sequence markers
- modals for requests (*could, would, can*)
- comparative forms (*Telephone banking is more convenient than using an ABM.*)
- pronunciation: polite phrases for making requests - see Ellis - Master Pronunciation

Sample Language Tasks

1. Listen to a taped recording of the telephone banking service. Match the written instructions with the correct number key.
2. Find specific information in a brochure about Internet banking by scanning.
3. Write a paragraph about the advantages/disadvantages of telephone or Internet banking.

Sample Computer Tasks

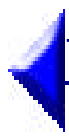
Computer Levels: All

Computer Skills: Internet basics, browsers, search engines, search types, URL, Bookmarks/Favorites, Hyperlink

Access online services of a bank's website. Write down the steps needed to sign up for Internet banking. Present findings to class.

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

Ellis-Master Pronunciation-Speech Acts-**Getting Things Done-Requests: Make/Respond to**



Finance & Banking ■ Taxes in Canada

Classes might want to learn more about ...

- ① different types of taxes (Goods and Services Tax, Child Tax Benefit, Income Tax, Property Tax)
- ① criteria for exemption from paying certain taxes
- ① eligibility for tax credits
- ① how tax money is used by the government
- ① penalties for late payment of taxes and failing to file a tax return
- ① how property taxes are calculated
- ① appeals procedures
- ① filing income tax by telephone or e-mail
- ① T4, T4A, T5 Slips
- ① option to defer filing a return for new immigrants

Learners find it useful to ...

- ◇ read information in own language
- ◇ listen to automated phone service for information rather than speaking with an agent
- ◇ continue listening to entire text for main idea even when they encounter unfamiliar vocabulary
- ◇ get professional help to fill out income tax forms
- ◇ visit Revenue Canada website for information on taxes

Suggested Resources

- 📄 Revenue Canada brochures about tax issues
- 📄 Municipal government brochures and publications about property taxes
- Tax Online: <http://www.kpmg.ca/tax/home.htm>
- TaxPage: <http://www.taxpage.com/>
- Taxation in Canada: <http://www.weirfoulds.com/business/bus5.html>
- 🔗 **tax, income tax, revenue Canada** (Canadian sites)

Finance & Banking ■ Taxes in Canada

Topic Outcomes

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

- get information about tax inquiries over the telephone
- give personal information to Revenue Canada personnel
- get specific information about taxes (i.e. eligibility, exemptions) from brochures
- understand written instructions to apply for Child Tax Benefit
- write down information about eligibility received in person or by telephone
- fill out simple tax forms (e.g. personal exemption form)

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*eligible, exempt, criteria, refund, appeal, deduction, direct deposit, dependent, tax loophole, audit*)
- polite phrases with modals for requests (*Could you tell me...; Would you mind ...*)
- sequence markers
- modals for obligation (*must, have to*)
- pronunciation: tense and lax vowels (e.g. *eligible/refund*) - see Ellis - Master Pronunciation

Sample Language Tasks

1. Listen to Revenue Canada telephone recordings giving information about specific taxes and report to class.
2. Find specific information in simple tax forms (personal exemption form, Child Tax Benefit form) and answer questions.
3. Fill out a Child Tax Benefit form.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Font Color, Underline, Print Preview, Print

Novice: Open an instructor-made document about taxes. Change font colour of modals and underline. Print preview and print for peer evaluation.

Computer Skills: Outline (Promote, Demote, Move Up, Move Down, Expand, and Collapse)

Experienced/Advanced: Open an instructor-made file containing steps for filing income tax. Use Outline features to sub-bullet the steps as indicated in the instruction sheet.