



Centre for
Canadian Language
Benchmarks

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Reporting a Lost, Stolen or Damaged Bank Card

A CLB 1-2 Module with
Teaching Materials

New and Improved . . .

Based on your feedback, we've added teacher-ready resources:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at 2 levels
- ✓ Skill-building activities **NEW!**
- ✓ Skill-using activities **NEW!**
- ✓ Goal setting and learner reflection tools **NEW!**
- ✓ Reference list of other materials **NEW!**

How can you help? Send us your feedback via the online survey:

<https://www.surveymonkey.com/r/modulefeedback1>

Your feedback will guide future materials development.

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How to Use the Module Package

This module package was developed in response to your feedback. Teachers who piloted the six multi-level modules told us they really liked the module plans and the two-level assessment tasks but wished that the modules included some of the skill-using and skill-building activities that help learners to be successful on the assessment tasks. We've listened to your requests. This module includes activities for introducing the topic, setting goals, and gathering end-of-module learner reflections, along with a series of skill-building and skill-using activities.

Some Notes:

1. The activities are listed by skill area but are not sequenced. It is intended that you will select, sequence, and/or adapt any of the activities and procedures based on the needs of the learners in your class and the amount of class time you have to do the module. Several skill-building activities have been included. In addition, the handout *Additional Teacher Resources* includes page references to commonly used published resources where you can find numerous skill-building activities to support this module.
2. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.



Skill-Building Activity



Skill-Using Activity



Assessment Task

3. Some of the activities have been adapted to meet the needs of learners in the class who may have literacy needs. These are identified in the upper left-hand corner with one of the following icons. These icons also help literacy learners identify the appropriate section in which to file handouts in their portfolios.



Listening



Speaking



Reading



Writing

4. The skill-building and skill-using activities are not differentiated by level. They can be used by learners at both CLB 1 and CLB 2 by making accommodations within the class, as required. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question). You might adjust the expectations on some activities and expect that learners at CLB 2 will demonstrate greater mastery on the same activity compared with learners at CLB 1.
5. Assessment is embedded into all the activities and incorporates a range of assessment strategies including:
 - **In-class contingent assessment** – the very informal and spontaneous feedback you give learners while they are doing a task
 - **Planned integrated assessment** – informal but planned assessment such as the descriptive feedback learners get on skill-using activities focusing on what they are doing well and what they need to do to improve.
 - **Formal assessment of learning** – assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies see *Integrating CLB Assessment, Chapter 2 Planning for Assessment*. The skill-using activities in this module provide opportunities for learners to practise skills and get informal feedback. You can use these activities after you've introduced a new skill or to review skills previously taught. Any of the skill-using activities that learners complete independently (i.e., not with a partner or group) may be included in the portfolios as evidence of learner growth and progress. Any scaffolding or support provided (e.g., question #1 completed as a class) should be indicated on the activity.

6. PDF format: Teachers who piloted the original module plans requested that activities and tasks be available in Word format. At this time, the files are not stable in Word, so we are able to provide PDF format only. We are working to find a solution for future modules that will allow you to easily adjust and customize the activities.

Finally, we need your feedback to guide future development. Please consider:

- Piloting all or some of the activities in your classroom
- Reviewing the module

Provide your feedback via the online survey at:

<https://www.surveymonkey.com/r/modulefeedback1>

Module Plan

Theme: Banking Module Topic: Reporting a Lost, Stolen or Damaged Bank Card

	Listening CLB Level: 1/2	Speaking CLB Level: 1/2	Reading CLB Level: 1/2	Writing CLB Level: 1/2
Real-World Task Goals	Listen to requests for information from bank customer service concerning replacement of lost/damaged bank card.	Report loss of card and provide personal information.	Understand the format and information on a bank card. <u>CLB 2</u> Read instructions on how to report a stolen/lost/broken bank card.	Fill in a “documents backup” form for safekeeping at home. Complete a “lost bank card” form.
Context/ Background Information	Banking services and procedures in Canada. Different types of bank cards (purpose and fees). Understand the user responsibilities for these cards (payments, penalties, etc.) and security measures (e.g. pin numbers, card wallet shields, etc.). Including the procedures for and importance of notifying the bank of a lost bank card (ATM, debit or credit) immediately. Importance of keeping records of personal and banking information and keeping the information secure. Filling out forms completely and accurately.			

<p>Competency Areas and Statements</p>	<p><u>Getting Things Done</u></p> <p><u>CLB 1</u> Understand expressions used to request assistance.</p> <p><u>CLB 2</u> Understand expressions used to make and respond to requests.</p>	<p><u>Getting Things Done</u></p> <p>Make and respond to simple requests related to:</p> <p><u>CLB 1</u> immediate personal needs.</p> <p><u>CLB 2</u> common everyday activities.</p> <p><u>Sharing Information</u></p> <p>Give basic personal information in response to direct questions from a supportive listener.</p>	<p><u>Getting Things Done</u></p> <p>Get information from:</p> <p><u>CLB 1</u> very short, simple formatted texts.</p> <p><u>CLB 2</u> short, simple formatted texts.</p> <p><u>Comprehending Information</u></p> <p><u>CLB 2</u> Understand the purpose and some basic details in very simple short texts related to everyday, situations.</p>	<p><u>Getting Things Done</u></p> <p><u>CLB 1</u> Compete very short simple or simplified forms that only require only basic personal identification information (up to 5 personal identification items).</p> <p><u>CLB 2</u> Compete short simple or simplified forms with basic personal identification information (up to 10 items).</p>
<p>Language Focus</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Personal identification vocabulary (name, telephone number, address, email address, etc.). • Very basic banking vocabulary (bank card, debit card, ATM, credit card, customer service) and vocabulary related to bank card (expiry date, CVV number, Interac). • Words to describe objects and situations relating to lost, stolen or damaged bank card. <p>Grammar</p> <ul style="list-style-type: none"> • Request for information questions. • Negative and positive imperatives. • Past tense of very common verbs • Pronouns (I, my, you, your). 			

	<p>Recognize common expressions of politeness.</p> <p>Recognize sentence question intonation.</p>	<p>Expressions for making polite requests.</p> <p>Pronunciation to give personal information clearly.</p>	<p>Recognize/read a basic form for personal information.</p> <p>Layout and information on a bank card.</p>	<p>Writing conventions for address, phone numbers, etc.</p> <p>Printing legibly.</p>
Language and Learning Strategies	<p>Recognize requests for repetition and clarification.</p> <p>Understand the typical sequence of questions for information.</p>	<p>Clarification strategies - ask for repetition and spelling. Ask to speak more slowly.</p> <p>Memorize common formulaic expressions/phrases.</p>	<p>Use scanning to locate specific information.</p>	<p>Use ID or lost bank card form to write and spell information accurately</p> <p>Checking strategies to ensure accuracy.</p>
Considering ESL for ALL	<p>Please see list at the end of the module plan.</p>			
Assessment Task	<p>Participate in a role play reporting a stolen/lost/damaged bank card. Respond to requests for information from the bank teller.</p>		<p>CLB 1 & 2: Find information on a bank card.</p> <p>CLB 2: Read a short text about reporting a lost, stolen or broken bank/credit card.</p>	<p>Complete a form to report a lost card at a bank.</p>

Considerations for ESL for ALL

- Use the students own banking experiences. Build and support orally and record relevant vocabulary (names of banks, types of cards, lost card vocabulary, application vocabulary) on to manipulatives.
- Build sight vocabulary by creating card matching activities.
- Use 'known' manipulatives as prompts for oral activities about banking and reporting lost cards.
- Create a contextualized social sight word wall with bank names and relevant bank/lost card vocabulary.
- Elicit and record 'experience' stories from the students about banking problems and lost cards (Language Experience Approach).
- Use group choral reading of co-created stories, have students identify 'target' words and phrases.
- Have students find and identify personal cards from their wallets or purse for type and purpose.
- Use picture/picture, picture/word or word/word matching to practice identifying important information on bank cards.
- Practise copying known information from personal identification and fake bank cards onto daily work sheets in varying line spacing, placements, sizes, formats and upper/lower case.
- Use strategy of referring to personal information cards to provide information for completing cards, locating emergency information and checking for errors.
- It is important to make a connection to the *learner's banking cards* with the activities outlined below. The teacher will need to consider how to do this in a manner that protects the learner's banking information.

For writing, teachers might want to consider using the Competency Area *Reproducing Information* rather than *Getting Things Done*.

On the tool, you may want to adjust the number of errors allowed to reflect literacy expectations.

Reproducing Information

Copy numbers, letters, words short phrases ...from simple lists ... for personal use.... (CLB 2 – a range of information)

CLB 1 Copy 5 to 10 items

CLB 2 Copy 10 to 15 items

For Reading, A literacy version of the reading text is included. You may want to consider using 1 card for the assessment task rather than 2 cards. If the learner is pre-literate this could be completed as a listening/speaking activity. If this is the first time this kind of activity has been completed, consider treating it as a skill-using activity with comments only which can also be included in the portfolio.

Additional Teacher Resources

The Language Companion Stage 1:

<i>My Canada:</i>	p. 20, <i>Money and Finances</i>
<i>Helpful English:</i>	p. 5, <i>Asking for Help</i> p. 43, <i>Money</i>

This module unit could be a stand-alone unit that is used as the need is expressed by learners or it could be part of a larger Banking theme. Here are some possible banking thematic units based on existing materials such as *ESL for Financial Literacy Volume* that might be used with the Banking theme. [http://wiki.settlementatwork.org/uploads/archive/20130603135954!English for Financial Literacy Volume 1.pdf](http://wiki.settlementatwork.org/uploads/archive/20130603135954!English%20for%20Financial%20Literacy%20Volume%201.pdf)

- Numeracy and Money: *ESL for Financial Literacy* (CLB 1-2) p. 54-64
- Banking including Opening a Banking Account: *ESL for Financial Literacy Vol. 1* (CLB 1-2) p. 39 – 48
- Banking with your Bank Card: see Additional Teaching Materials for Banking with your Bank Card (below)
- Reading a Bank Statement: *ESL for Financial Literacy Vol. 1* (CLB 1-2) p. 50 – 53

As follow-up modules, you may wish to use these resources:

- Bank Card Security: <http://www.bestofthereader.ca/Ebooks/Safety-print.pdf>: ATM Security p. 12-14
- Credit Cards: *ESL for Financial Literacy Vol. 1* (CLB 1-2) p. 71 – 82

Additional Teaching Materials for Banking include:

- Ottawa Credit and Loan Newcomer Finances Toolkit <http://oclf.org/newcomer-finances-toolkit/>: Banking: Bank Cards p. 8; Problems with Banking p. 26-27.
- Ottawa Credit and Loan Newcomer Finances Toolkit <http://oclf.org/atm/ATM.html>: Online practice bank machine

- Ottawa Credit and Loan Newcomer Finances Toolkit
<http://oclf.org/atm/debit.html>: Direct payment machine application
- LINC Classroom Activities LINC 1 http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf: Talking About The Bank p. 47-50; Using the ATM p. 51-53
- LINC Classroom Activities LINC 2 http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf: p. 57-59 CLB 1-2 Banking: Intro.
- Bow Valley College- Financial ESL Literacy Toolkit
https://globalaccess.bowvalleycollege.ca/sites/default/files/financial_ESL_literacy_toolkit_0.pdf : Banking
- Bank Card Security: <http://www.bestofthereader.ca/Ebooks/Safety-print.pdf> ATM Security p. 12-14

Introducing the Module to the Class

There are many ways to introduce the module to learners. Following are two options. You could do one or both.

Both activities begin with general questions to build familiarity and draw on learner experience. The following questions are possible prompts:

- Do you have a bank card or a credit card?
- Have you ever lost a bank or credit card?
- Has your card ever been stolen? What did you do?
- What questions do you have about lost or stolen bank or credit cards?

Option 1: Using the Language Companion

After the discussion, follow up with a look at the *Language Companion: Stage 1* to review content.

My Canada: p. 20, Money and Finances

Distribute the handout: *Language Companion Search Activity: Money and Finances*. Ask the questions orally, and have learners search the text for the answers. Provide assistance with unfamiliar vocabulary and navigating the text as needed.

Learners with literacy needs can be paired with CLB 2 learners and respond to the questions orally.

Option 2: Peer Interviews

Distribute the handout: *Interview Classmates about Banking*. Review the questions to ensure learners understand. Review the responses to the questions and have learners practise with the first question. Ask learners to write their responses to each of the subsequent questions and then interview two classmates and record their responses. Take up the answers in a class discussion.

CLB 1 Learners: Make these questions into sentence strips. Introduce the questions to students over 2 or 3 days. Have students stand in a circle. Start by having one student choose a sentence strip and asking 2 or 3 students in turn. Repeat choosing sentence strips and asking questions until all the strips are finished.

Learners with literacy needs can engage in these oral activities with the same supports as would be offered to CLB 1 students.

Option 1 ANSWER KEY: Language Companion Search Activity: Money and Finances

1. What page in “My Canada” has information about money and finances?	pp. 20
2. What are the five largest banks in Canada?	Bank of Montreal, Bank of Nova Scotia, Canadian Imperial Bank of Commerce, Royal Bank of Canada, TD Canada Trust
3. What can you use a bank account for?	You can use it to deposit and withdraw money, write cheques, and pay bills.
4. What can you use a debit card for?	You can use a debit card to make purchases.
5. Can you have a bank account if you don't have a job?	Yes.
6. Can you open an account if you don't have any money?	Yes.

Language Companion Search: Money and Finances

Instructions: Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
1. What page in “My Canada” has information about Money and Finances?	
2. What are the five largest banks in Canada?	
3. What can you use a bank account for?	
4. What can you use a debit card for?	
5. Can you have a bank account if you don't have a job?	
6. Can you open an account if you don't have any money?	

Interview Classmates about Banking

Do you have a bank account?

Yes, I do.	No, I don't
Yes, she does.	No, she doesn't.
Yes, he does.	No, he doesn't.

Answer these questions. Then ask two other students.

Student Name:	You	1.	2.
Question	Answer (✓)		
Do you have a bank account?			
Do you have a credit card?			
Do you have a debit card?			
Do you use an ATM?			
Did you ever lose a bank card?			
Was your bank card ever stolen?			
Did you ever damage your bank card?			

Needs Assessment

Set Up:

In a class discussion, ask learners what they want to be able to do at the end of the module. What things are easy or difficult for them when they go to the bank? What do they need help with? Have them complete the *Needs Assessment* handout after introducing the module. If there are learners in the class with literacy needs, you could have them complete the handout with a partner who can help them.

In a class discussion, talk about what learners are able to do and what they still would like to practice. Have them indicate the three most important items for themselves. Tally the top choices. Learners can then copy the class goals onto the *My Learning Goals* handout.

Learners can go back and review their goals and discuss in a small group or with a partner at various check-in dates and indicate the date on their *My Learning Goals* handout.

At the end of the module: have learners reflect on what they learned or still would like to learn more about.

Needs Assessment

Name: _____



Write: I can do it. or I need to do it.

I can understand the bank teller asking me for information.

I can understand when the bank teller tells me what to do.

I can tell the bank teller I lost my card or it was stolen.

I can give the bank teller my personal information.

I can understand simple information about banking.

I can understand my bank statement.

I can follow instructions to use a bank machine.

I can fill out a simple bank form.

My Learning Goals



Name: _____



Listening



Speaking



Reading



Writing

Check in dates:

Date: _____

Signature: _____

Date: _____

Signature: _____

Vocabulary: Teacher Resources

This master list is not exhaustive but includes words that appear frequently in the module. For practice activities, select the words that you expect to be most useful to learners.

Banking Words	Other Vocabulary Used in the Module
bank card/debit card	wallet
credit card	pocket
bank teller	purse
bank machine (ATM)	apartment
Interac	identification (ID)
expiry date	signature
card number	Permanent Resident card (PR)
CVV number	telephone
credit card company	Immigration papers
Expressions	
Excuse me. Pardon me.	
Can you help me, please?	
How can I help you?	
I lost my debit card/credit card.	
My debit card/credit card was damaged/stolen.	
Can you spell that?	
Do have some ID?	
When did you lose it? When was the card stolen?	

Teacher's Master List

The following are some common verbs used in the module.

Verbs (Present)	Verbs (Past)	Verb (Past Participle)
break	broke	broken
steal	stole	stolen
lost	lost	lost
damage	damaged	damaged
go	went	
bend	bent	
rob	robbed	
fall	fell	
take	took	
put	put	
deposit	deposited	
withdraw	withdrew	
spell	spelled	
save	saved	

Possible Vocabulary-Building Activities



Any or all of the following activities can be used to develop and reinforce vocabulary for this module:

Matching: Learners draw a line to match the pictures to the words on the handout (*Matching*). Alternatively, you could create manipulatives (cut out picture/vocabulary cards) that learners can match.

Fill in the blanks: Learners fill in the blanks and then repeat each sentence.

Present and Past Tense Verbs: Once students have learned the past and present tenses of the words in the list, they can review by completing the chart (on their own or in groups). Alternatively, you could cut out the verb cards (*Past Tense Verb Review*) and organize the class into small groups. Each group receives a set of verb cards which are placed face down on the table. One-by-one, learners draw a card and try and guess the past tense of the verb on the card.

Vocabulary Bingo: Have students copy the ‘known’ vocabulary from the word bank onto the BINGO sheet - the order doesn’t matter as long as there is one word or phrase in each BINGO square. This can be done in class or for homework. Learners can take turns being the BINGO caller. Circulate during the activity and provide assistance as needed. Have students put up their hands when they get a BINGO and read back the words to check. Let the BINGO go until everybody has numerous BINGOs. Everyone’s a winner!

Learners with literacy needs will need more time to write all the words. Prior to performing the BINGO, check that they have copied correctly – CLB 2 students could help by pairing up with literacy students to check. During the activity, provide assistance as needed.

English for Financial Literacy, Volume 1, CLB 1-2:

This resource includes sample handouts (such as the one you see on the right) that can be used to teach and reinforce the vocabulary needed for this module. See pages 35-82.

Vocabulary Reflection:

Use as a weekly activity to support learners in developing personal vocabulary and taking responsibility for their learning.



Matching:

Draw a line (↙). Match the pictures and the words.



broken card



bank teller



ATM (Automated
Teller Machine



lost card



stolen card

Fill in the blanks.

Repeat each sentence with a partner.



I _____ my card.



My card was _____.



My card is _____.



I talked to the _____
_____.

Present and Past Tense Verbs



Write the missing verbs:

Present	Past
have	
	broke
steal	
	lost
go	
deposit	
	withdrew
take	
	robbed
	was
fall	
put	

Past Tense Verb Review



have	break
steal	be
go	lost
fall	take
rob	put
deposit	withdraw

Vocabulary BINGO:



**Copy one word or phrase into each square. Listen and circle the words you hear.
Circle 5 across or 5 down = BINGO!**

bent	broken	damaged	date	debit card	expiry
fell	Interac	identification	loss	credit card	lost
number	ATM	put	robbed	signature	spell
stolen	telephone	took	purse	bank teller	went

		CVV		

Vocabulary Reflection

Name: _____ **Date:** _____

List the new words/phrases that you learned this week.

1.	5.
2.	6.
3.	7.
4.	8.

Fill in the blanks:

1. I have a _____ card.
2. I speak to the bank _____ at the bank.
3. The _____ date on my bank card is 12/2020.
4. My bank card was _____. I need a new one.
5. Someone stole my bank card from my _____.

End of Module Self-Assessment

Look at *My Notes* and *My Portfolio* sections of your portfolio and think about what you have learned.

Circle YES, NO or MPP (More practice, please)

My name is _____ Date: _____

I can ask for help in the bank.	YES	NO	MPP
I understand the bank teller asking for my information.	YES	NO	MPP
I can give the bank teller my personal information.	YES	NO	MPP
I know how to replace my bank card.	YES	NO	MPP
I can find information on my debit or credit card.	YES	NO	MPP
I can read instructions for replacing my bank card.	YES	NO	MPP
I can fill out a simple bank form with my personal information.	YES	NO	MPP

Listening Skill-Building and Skill-Using Activities

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Reporting a Lost, Stolen or Damaged Bank Card

Skill: Listening

Teaching Notes: Three different activities to support learners are included below. Choose one or all depending on learner needs and interests.

Set Up for Activity 1: Lost, Stolen or Damaged Bank Card



The reading activity provides a segue to the listening and subsequent speaking activities.

1. Have learners work in pairs or small groups and take turns reading the stories to each other. Together they decide if the story is about a lost, stolen or damaged card.
2. *Learners with Literacy Needs:* should be paired with learners in the class who have stronger reading skills. They can listen to the stories and engage in the discussion about whether the card is lost, damaged or stolen.
3. If learners have their own stories about lost, stolen or damaged bank cards, record these as Language Experience Stories. These could be recorded on flip chart paper and read back by the student or class or they could be made into story books in the computer lab for future reading practise.

Set Up for Activity 2: Listening for Questions and Answers



1. Learners can work individually on this activity.
2. Distribute a copy of the *Listening for Questions and Answers* handout to each learner.
3. Read the mixed order sentences from a broken bank card dialogue and have learners write **Q** if they hear a question or **A** if they hear an answer.
4. Learners can exchange the listening activity with a partner for peer marking. Re-read the sentences and take up the answers.

Dictation/Answer Key

- | | |
|-------------------------------------|----------|
| 1. What's your name? | Q |
| 2. I broke my debit card. | A |
| 3. Do you have some ID? | Q |
| 4. Yes, A-H-M-E-D H-U-S-S-E-I-N-I | A |
| 5. How can I help you? | Q |
| 6. When did it happen? | Q |
| 7. I have my immigration papers. | A |
| 8. Can you spell that, please? | Q |
| 9. My name is Ahmed Husseini. | A |
| 10. Right now. I was using the ATM. | A |

Set Up for Activity 3: Ordering Sentences in a Dialogue



In this activity, learners listen a dialogue to report a stolen credit card and put sentence strips in the correct order.

1. Organize learners into pairs or small groups.
2. Distribute one set of cut up sentence strips per group.
3. Have learners listen to the dialogue and order the sentences.
4. When they are done, have two learners role-play the dialogue and take up the answers as a class.
5. Once everyone's sentences are assembled correctly, learners can take turns role-playing the dialogue in its original form and then substituting the underlined information with their own information.

Learners with Literacy Needs can attempt this activity in incremental steps. For example, begin with a dialogue that only includes 2 turns. Then increase to 4, and so on depending on learners' abilities and comfort level.

Teller:	Hello. How can I help you?
Customer:	My <u>credit card was stolen</u> .

Teller:	What's your full name?
Customer:	My name is

Teller:	Can you spell that for me?
Customer:	Yes, it's _____.

Teller:	Do you have some ID?
Customer:	Yes, I have my <u>driver's licence</u> .

Lost, Stolen or Damaged Bank Card



Read the stories about bank cards with another student.

Was the card **lost**, **stolen** or **damaged**?

Write your answer beside each story.

I put my bank card in the ATM. The ATM took my bank card. I need to get the card back.

Someone took my wallet. My credit card was in my wallet.

I went shopping. I wanted to pay with my debit card. The card didn't work.

I was shopping. I put my credit card in my pocket. Now it is not there.

I had my debit card in my hand when I fell down. Now the card is bent.

Someone robbed my apartment. They took all my cards and documents.

I put my credit card in my purse and now I can't find it.

Listening for Questions and Answers



Name: _____

Listen. Write **Q** if you hear a question or **A** if you hear an answer.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Score: ____/10



Name: _____

Listen. Write **Q** if you hear a question or **A** if you hear an answer.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Score: ____/10

Ordering Sentences in a Dialogue



Teller:	Hello. How can I help you?
Customer:	My <u>credit card</u> was stolen.
Teller:	When did it happen?
Customer:	<u>Yesterday afternoon</u> . I was on the bus.
Teller:	What's your full name?
Customer:	My name is
Teller:	Can you spell that for me?
Customer:	Yes, it's _____.
Teller:	Do you have some ID?
Customer:	Yes, I have my <u>driver's licence</u> .

Listening for Information 1



Skill: Listening

Competency Area: Comprehending Information

Indicators of Ability: Identifies a few key words related to immediate needs and personal identification.

Teaching Notes: There are two skill-using activities for listening for information. The first activity could be used as either a skill-building activity to reinforce vocabulary or a skill-using activity to identify key words.

Set Up: Lost, Stolen or Damaged Bank Card: 3 Dialogues



1. Learners can work in pairs or in small groups for this activity.
2. Photocopy and distribute sets of the vocabulary cards to each pair/group.
3. Have groups listen to one, two or all three dialogues (depending on learner needs and abilities) and after each one, indicate the following by holding up their cards:
 - a. What the problem is (lost, stolen, or damaged card)
 - b. What type of card it is (credit or debit)
 - c. What type of ID the customer has (PR card, driver's licence, immigration papers)

Transcripts

Dialogue 1

How can I help you?	I lost my debit card.
When did it happen	I lost it yesterday.
What's your name?	My name is Tim Lam.
Can you spell that, please?	Yes, It's T-I-M L-A-M.
Do you have some ID?	Yes, I have my PR card.

Transcripts

Dialogue 2

How can I help you?	Someone stole my credit card.
When did it happen	This morning. I was shopping.
What's your name?	My name is Mary Jones.
Can you spell that, please?	Yes, that's M-A-R-Y, J-O-N-E-S.
Do you have some ID?	Yes, I have my driver's licence.

Dialogue 3

How can I help you?	I broke my debit card.
When did it happen	Just now. I was using the ATM.
What's your name?	My name is Lyn Bird.
Can you spell that, please?	Yes, it's L-Y-N, B-I-R-D.
Do you have some ID?	Yes, I have my immigration papers.

Set Up: Lost, Stolen or Damaged Bank Card: 3 Dialogues

1. Have learners listen to the dialogues. You may decide to do just one or two of the dialogues or all three over a few sessions.
2. Working individually, learners complete the handout: Lost, Stolen or Damaged Bank Cards: Three Dialogues. CLB 1 learners can either attempt all four questions for each dialogue or just answer the first two questions.



Answer Key:

Dialogue 1: lost, debit, yesterday, PR card

Dialogue 2: stolen, credit, this morning, driver's license

Dialogue 3: broken, debit, just now, immigration papers

3. Learners with literacy needs can listen to one or more dialogues and respond to the questions orally. You can circle the answers they give on the handout and tally their score.

Assessment:

Learners can correct their own answers or exchange their papers with another student to correct. They can tally the number of correct answers out of 6 (CLB 1) and out of 12 (CLB 2).

Lost, Stolen or Damaged Bank Card: 3
Dialogues



Vocabulary Cards



credit card

damaged

debit card

PR card

lost

driver's
licence

stolen

immigration
papers

Lost, Stolen or Damaged Bank Card: 3 Dialogues



Name: _____ Date: _____

Listen to Dialogue 1. Circle the correct answers.

1. What is the problem?

stolen card

lost card

damaged card

2. What type of card is it?

debit card

credit card

health card

3. When did it happen?

last week

this morning

yesterday

4. What type of ID does the person have?

driver's licence

PR card

immigration papers

Lost, Stolen or Damaged Bank Card: 3 Dialogues



Name: _____ Date: _____

Listen to Dialogue 2. Circle the correct answers.

1. What is the problem?

lost card

stolen card

broken card

2. What type of card is it?

library card

debit card

credit card

3. When did it happen?

this morning

just now

yesterday

4. What type of ID does the person have?

driver's licence

PR card

immigration papers

Lost, Stolen or Damaged Bank Card: 3 Dialogues



Name: _____ Date: _____

Listen to Dialogue 3. Circle the correct answers.

1. What is the problem?

lost card damaged card stolen card

2. What type of card is it?

health card credit card debit card

3. When did it happen?

last night just now yesterday

4. What type of ID does the person have?

PR card driver's licence immigration papers

Total number of correct answers out of 6 _____ . (CLB 1); out of 12 _____ (CLB 2)



Skill: Listening

Competency Area: Comprehending Information

Indicators of Ability: Identifies a few key words related to immediate needs and personal identification.

Teaching Notes: This activity could be used for additional listening practice or as an alternative to the previous skill-using activity.

Set Up: Listening to a Lost Banking Card Dialogue

In this activity, learners listen to a dialogue and fill in the blanks with the missing words.

1. Learners listen to the dialogue and fill in the blanks with the words they hear. You may want to give CLB 1 learners a word list that they can copy.
2. *Learners with Literacy Needs* can use the handouts: *Lost Bank Card 1* and *2* that include a word list for them to copy. Literacy learners will also need additional time to complete the activities and may need the dialogue to be played multiple times so that they are able to write the words in the blanks.
3. Learners can exchange papers and correct each other's work.
4. Once the papers have been marked and learners have corrected any mistakes, they can practise the dialogue in pairs.

Assessment:

Learners can correct their own answers or exchange their papers with another student to correct. They can tally the number of correct answers out of 9.

Transcript/Answer Key:

Teller: How can I help you?
Customer: I lost my debit card.
Teller: When did it happen?
Customer: I lost it yesterday.
Teller: What is your name?
Customer: My name is Kim Lee.
Teller: Can you spell that, please?
Customer: Yes, K-I-M, L-E-E.
Teller: Do you have some ID?
Customer: Yes, I have my PR card.

Listening to a Lost Banking Card Dialogue



Listen to the dialogue. Fill in the blanks. Check your answers with a partner.

Teller: How can I _____ you?

Customer: I lost my _____ card.

Teller: _____ did it happen?

Customer: I lost it _____.

Teller: What's your _____?

Customer: _____ name is Kim Lee.

Teller: Can you _____ that, please?

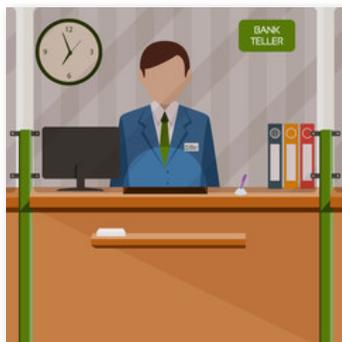
Customer: Yes, K-I-M- L-E-E.

Teller: Do you have some _____?

Customer: Yes, I _____ my PR card.



Lost Banking Card 1.



debit
yesterday

help
when

Teller: How can I _____ you?

Customer: I lost my _____ card.

Teller: _____ did it happen?

Customer: I lost it _____.



Lost Banking Card 2.



spell	name
yesterday	My
ID	have

Teller: What's your _____?

Customer: _____ name is Kim Lee.

Teller: Can you _____ that, please?

Customer: Yes, K-I-M- L-E-E.

Teller: Do you have some _____?

Customer: Yes, I _____ my PR card.

Speaking Skill-Building and Skill-Using Activities

Attracting Attention and Making a Request 45

Attracting Attention and Making a Request



Skill: Speaking

Competency Area: Getting Things Done

Indicators of Ability: Use appropriate memorized expressions and courtesy formulas for making requests.

Teaching Notes: This activity is not directly related to the assessment task. However, it provides an opportunity to practise useful expressions for attracting attention and requesting assistance in a bank or other places.

Prior teaching includes:

- Phrases for polite requests: *Excuse me. Pardon Me. Could you help me, please?*
- Pronunciation/ intonation for making polite requests
- Body language: making eye contact

Activity 1: Teaching Attracting Attention and Making a Request



Set Up:

1. Write the sample conversation on the board and read it to the class. Have learners identify and practise the expressions for attracting attention and asking for assistance.
2. Have learners practise reading the conversation with a partner enough times to be able to use the expressions for attracting attention and asking for assistance on their own without the prompt. They can also substitute the underlined information in the dialogue for additional practice.
3. Have them play the role of the customer with rotating partners. Learners playing the role of the bank can continue to read the dialogue if they like. Learners playing the role of the customer should try to speak without the prompt if they can.

Transcript- Sample Conversation:

Customer: Excuse me. Could you help me, please?

Bank: Certainly. What can I do for you?

Customer: My credit card was stolen.

Bank: Oh. I'm sorry to hear that. When was it stolen.

Customer: Yesterday.

Activity 2: Role Play Making a Request



Set Up: Consider the following steps.

1. After learners have practised the expressions for attracting attention and making a request at the bank, group the class into sets of three.
2. Assign one person to play the role of the customer, another the role of the bank teller and the third person to observe and complete the *Feedback Checklist*.
3. The students playing the bank and customer role-play the dialogue while the third student completes the *Feedback Checklist*. Learners can rotate after completing the dialogue so that each person has a chance to play each of the three roles.

Instructions to Learners:

Student 1 (Customer): You have a problem with your debit card.

- Get the bank teller's attention and ask for help.
- Tell him/her what the problem is (Your debit card was stolen).
- Answer the teller's questions.

Student 2 (Bank): Respond to your partner and ask questions. You can read the Bank part on the handout *Bank Role*.

Student 3: Fill out the *Feedback Checklist* for the student who is the customer.

Learners with literacy needs can play the role of the customer and answer the questions orally.

Assessment:

1. Review the criteria on the *Feedback Checklist* with the class before they begin the role play so that learners understand what is expected.
2. Circulate and make observations based on the Checklist during the role play.
3. Consider having learners record their individual role plays so they can listen and do a self-assessment.

Role Cards



Customer Role:

- You begin the conversation. Get the teller's attention. Ask for help.
- Your debit card was stolen.
- Answer the teller's questions.

Bank Role: The customer begins the conversation. You can read your parts.

Customer: _____ . _____ ?

Bank: Certainly. What can I do for you?

Customer: _____ .

Bank: Oh. I'm sorry to hear that. When was it stolen.

Customer: _____ .

Bank: What is your name?

Customer: _____ .

Bank: How do you spell that?

Customer: _____ .

Self or Peer Assessment

Feedback Checklist



Activity: Making a Request

Competency Area: Getting Things Done

Name: _____ Date: _____

- Makes a polite request
- Says what the problem is (stolen debit card).
- Speaks clearly
- Makes eye contact



Feedback Checklist



Activity: Making a Request

Competency Area: Getting Things Done

Name: _____ Date: _____

- Makes a polite request
- Says what the problem is (stolen debit card).
- Speaks clearly
- Makes eye contact

Reading Skill-Building and Skill-Using Activities

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Reading a Bank Card



Skill: Reading

Teaching Notes: Three different activities for reading a bank card are included below. Choose one or all depending on learner needs.

Inform learners that the format of a debit card is the same as a credit card except that some debit cards do not include the cardholders name. Debit cards also have the Interac symbol. Credit cards have the name of the credit card company (Visa, Mastercard, etc. on the front of the card). Also inform them that a card might be declined in a store if it is not signed.

Set Up for Activity 1: Teaching the Parts of a Banking Card

1. Display the front and back copies of the bank card or use the next page: *The Parts of a Bank Card* as a handout to give to learners and go over each section of the card (front and back).
2. Review/explain vocabulary as needed.

Set Up for Activity 2: Following Instructions

1. Ask learners individually to point to specific information on the front and back of the card (“Please point to...”, “Please show me...”).
2. Ask learners to read the information.
3. Take note of their listening and pronunciation skills using the *Teacher Observation Record*.
4. Complete the handout *Understanding Instructions* (CLB 1 and 2) and have learners file it in their portfolios.

Activity 3: Identifying the Parts of a Banking Card

1. Distribute the handout: *Identifying the Parts of a Banking Card*.
2. Working in pairs, small groups, or individually, have learners write the number that corresponds to the correct part of the bank card. When they are done, they can compare their answers with another pair or group of learners.
3. Take up the answers as a class.
4. *Learners with Literacy Needs* can use the simplified handouts *Bank Card (front and back)*, allowing as much time as needed for them to complete the activities

Answer key

Expiry date	4
Signature	7
Card number	2
Bank name	1
Telephone number to call if card is lost, stolen or damaged	5
CVV number	6
Customer name	3

Set Up for Activity 4: Reading a Bank Card

1. Photocopy the handouts: *Reading a Bank Card* (half of the class should receive the Student 1 copy and the other should get the Student 2 copy).
2. Working in pairs, learners take turns interviewing each other using the questions on their handout. They answer the questions using the card on their own handout (Student 1: debit card; Student 2: credit card).
3. When the interviews are complete, learners can check each other's answers by looking at the corresponding bank cards.
4. *Learners with Literacy Needs* can be paired with a CLB 2 learner for this activity. They can be asked to respond to fewer questions and may need more time and frequent repetition to complete the activity.

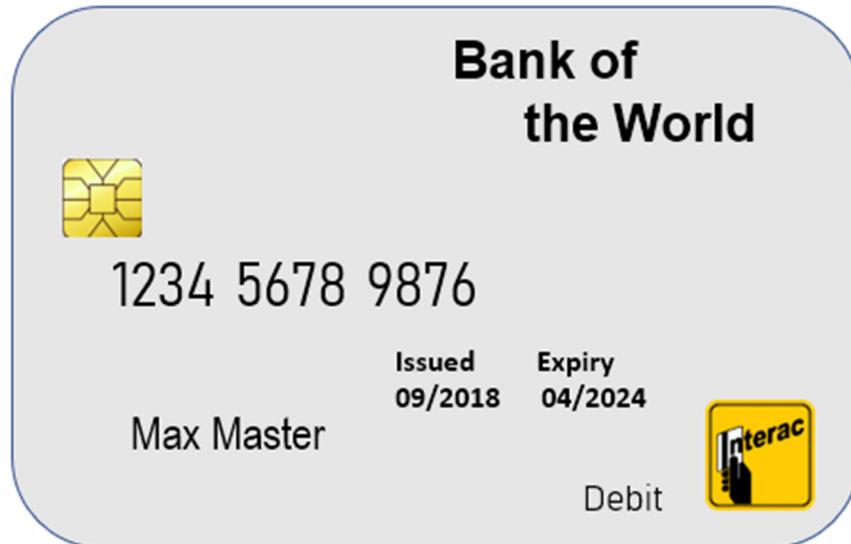
Instructions to Learners:

1. Fold your paper in half.
2. Student 1 will begin by interviewing student 2 using the questions on the top half of the handout.
3. Student 2 will answer the questions using the card on the bottom half of the handout.
4. Then reverse roles.

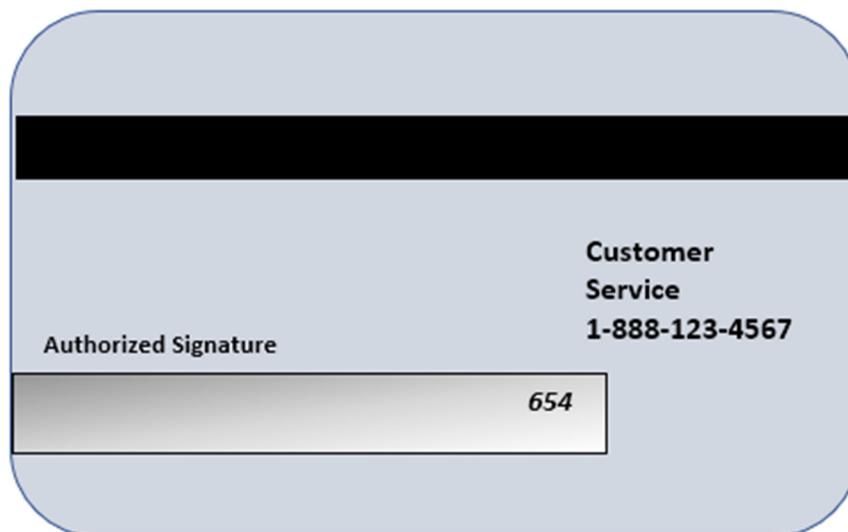
Teaching the Parts of a Bank Card



Front



Back



Teacher Observation Record
Understanding Instructions

[L= Listening; P= Pronunciation]



Student Name:	Debit/Credit		Front of Card (CLB 1)						Back of Card – CLB 2					
	Type of card		Name on card		Card number		Expiry date		CVV		Bank name		Telephone	
	L	P	L	P	L	P	L	P	L	P	L	P	L	P
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Understanding Instructions

CLB 1 Understanding Instructions

On: _____

Date

Student Name

successfully followed instructions to find information on the front and back of a debit or credit card.

Teacher's Signature

CLB 2 Understanding Instructions

On: _____

Date

Student Name

successfully followed instructions to find information on the front and back of a debit or credit card.

Teacher's Signature

Name: _____ Date: _____

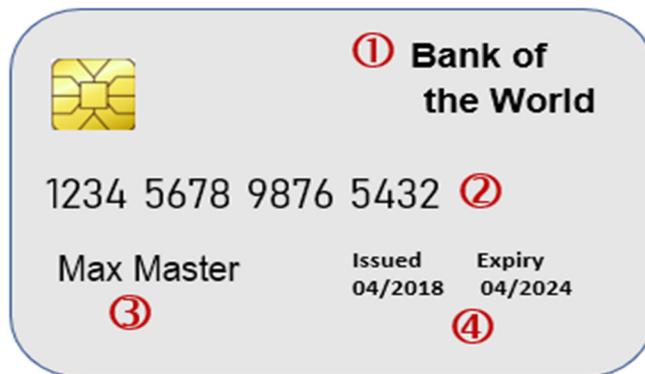


Identifying the Parts of a Banking Card

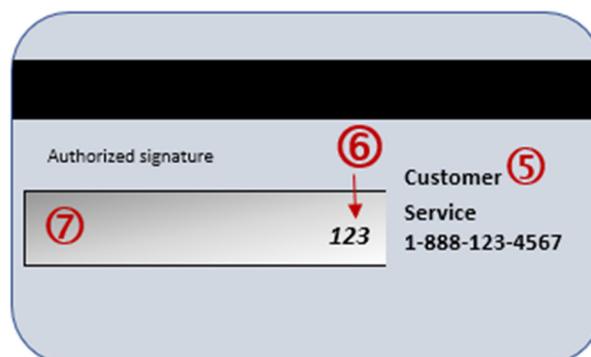
Write the number for each part of the banking card:

Expiry date	
Signature	
Card number	
Bank name	
Telephone number to call if you lose card	
CVV number	
Customer name	

Front



Back



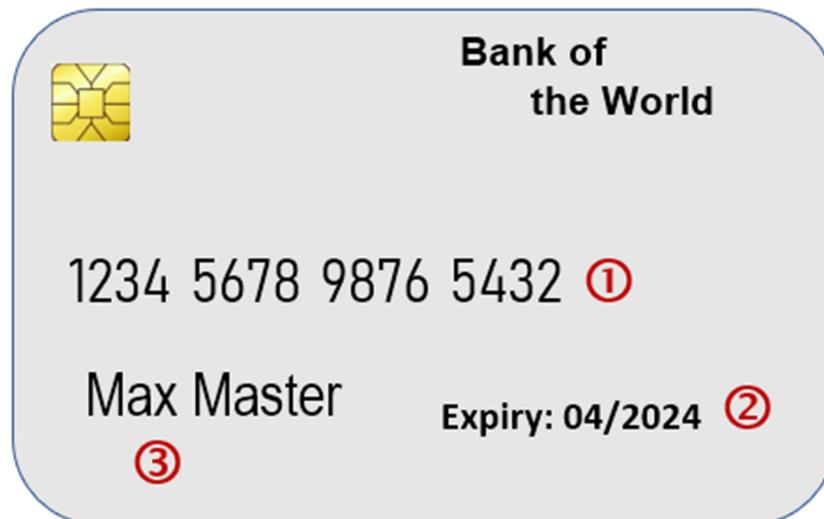


Name: _____ Date: _____

Bank Card - Front

Write the number for each part of the bank card:

Expiry date	
Card number	
Customer name	



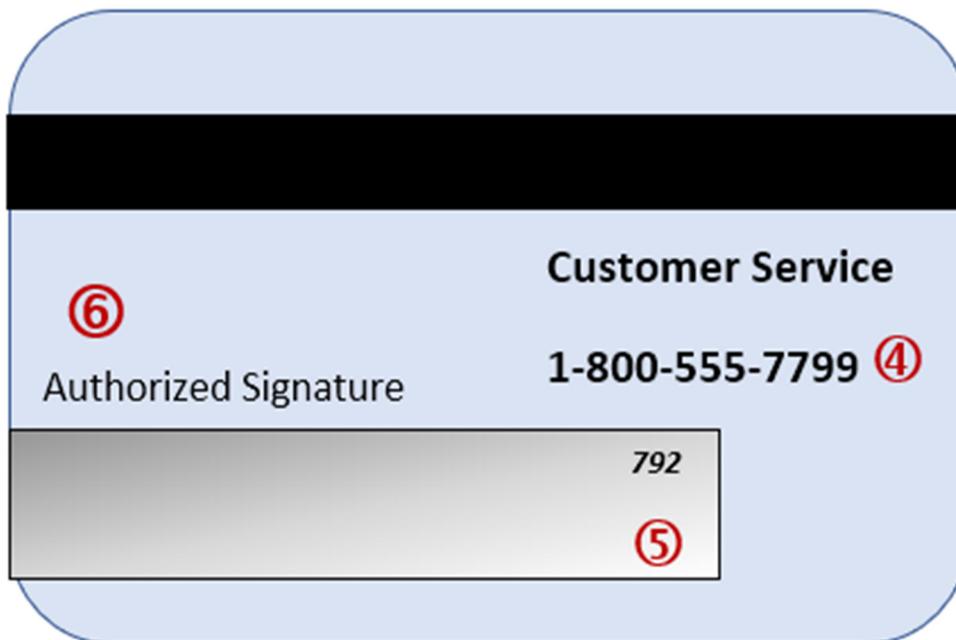


Name: _____ Date: _____

Bank Card - Back

Write the number for each part of the bank card:

Signature	
CVV number	
Telephone number for lost, stolen card	



Reading a Bank Card



Student 1: Interview your partner. Write their answers.

1. What kind of card do you have? _____

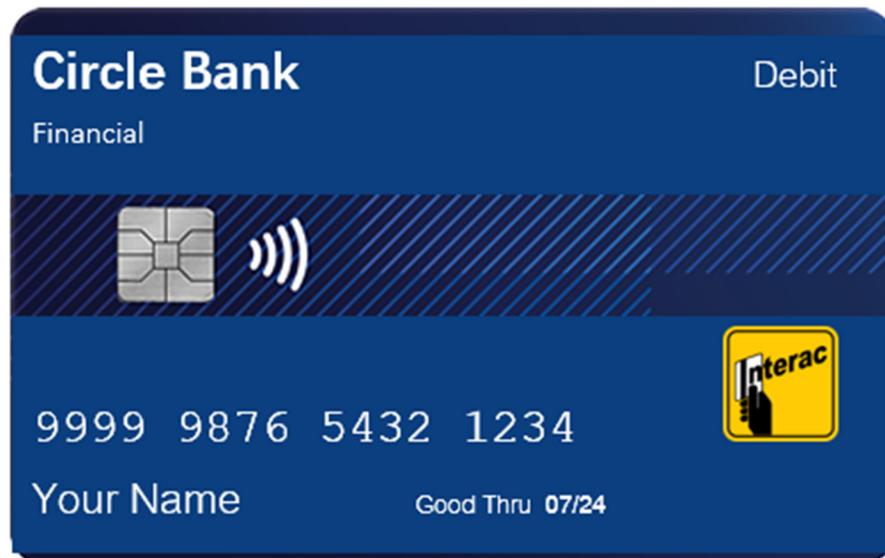
2. What is the name of the bank? _____

3. What is the card number? _____

4. What is the expiry date? _____

5. What is your name? How do you spell it? _____

Student 1:
Your card



Reading a Bank Card



Student 2: Interview your partner. Write their answers.

1. What kind of card do you have? _____

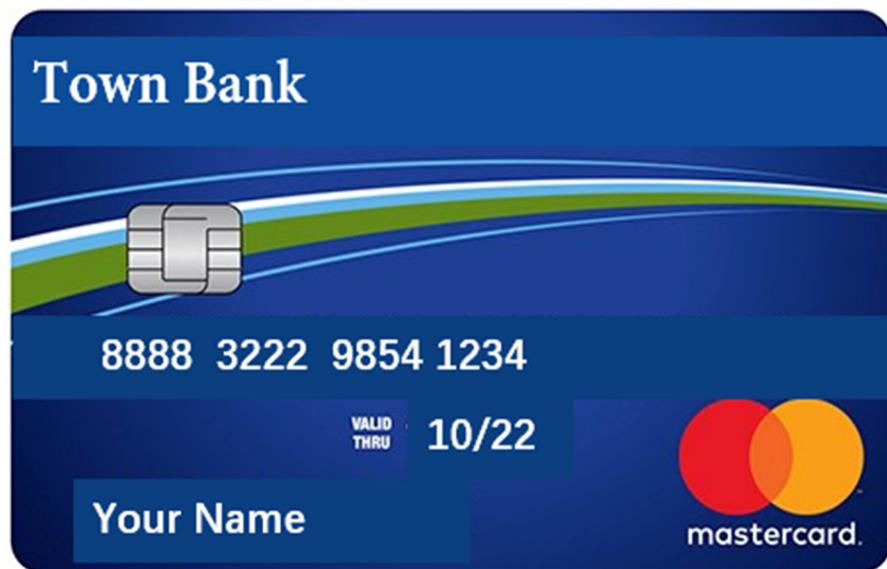
2. What is the name of the bank? _____

3. What is the card number? _____

4. What is the expiry date? _____

5. What is your name? How do you spell it? _____

Student 2: Your card



Identifying Parts of a Credit Card

Skill: Reading

Competency Area: Getting Things Done

Indicators of Ability: Recognizes layout, Identifies numbers and familiar words

Set Up:

1. Distribute the handout: *Identifying the Parts of a Credit Card*. Learners can work on their own to answer the questions.
Note: since this is meant as a Reading comprehension activity, accuracy of spelling and capitalization is not relevant. Only the accuracy of the responses themselves should be considered.
2. *Learners with literacy needs* could be asked the questions orally and give oral responses. Alternatively, they could use the handout: *Parts of a Credit Card* to practise writing the responses to fewer questions.

Assessment:

When learners are done, they could exchange their papers with a classmate and correct each other's answers.

What to Do?



Skill: Reading

Competency Area: Comprehending Information

Indicators of Ability: Identify a few key words and expressions

Set Up: This reading activity is intended for CLB 2 learners however CLB 1 can attempt it as well.

Assessment: When learners have answered the questions, they could exchange their papers with a classmate and correct each other's answers.

Answer key

1. (c) call the credit card company
2. (a) in the mail
3. (c) now
4. (b) no
5. (b) a bank teller



What to Do

Score ____/5

If your credit card is lost, stolen or damaged, call the company right away. The company will send you a new card. No one can use your old card after you call the company.

If your debit card is lost, stolen or damaged, you can call the bank. You can also go to the bank and speak to the teller. The bank will give you a new card right away.



1. If you break your credit card, you should ...
 - a. go to a bank
 - b. call a teller
 - c. call the credit card company
2. How will you get another credit card?
 - a. in the mail
 - b. from a bank teller
 - c. from an ATM
3. *Right away* means, ...
 - a. next month
 - b. next week
 - c. now
4. Can you use your old credit card after you call the company?
 - a. Yes
 - b. No
5. You can get a new debit card from ...
 - a. the internet
 - b. a bank teller
 - c. a store

Writing Skill-Building and Skill-Using Activities

Writing Personal Information.....	66
Completing a Bank Form	68



Skill: Writing

Teaching Notes: Inform learners that form-filling skills transfer into other modules such as *Health*, where they also fill in forms with personal information at the doctor's office.

Review some tips for filling out forms:

- Read before writing
- Print clearly
- Write on the line
- Check to make sure there are no spelling mistakes
- Put capital letters at the beginning of each word

Set Up: Teaching about filling in forms

1. Review the vocabulary on a simple form (first name, last name, address, postal code, etc.). You may want to use p. 12 of the *Helpful English* section in the *Language Companion: ESL Literacy* to talk about the general layout and items on a simple form.
2. As a class, discuss using capital letters for the first letter of a word, spacing for phone numbers, bank card numbers, and postal codes; upper case for letters in a postal code, and any other principles for filling out forms that come up. Talk about the importance of printing legibly and writing on the line.
3. Display a sample form or write vocabulary (first name, last name, address, city, province, postal code, phone number) on the board. Invite individual learners to come up and complete one of the lines. They can use the address and telephone number of the school for this exercise.
4. Have peers come up to the board and correct any mistakes in spelling, capitalization, etc.
5. Continue to practise until learners feel comfortable moving on to the skill-using activities.

Homework:

As an optional homework activity, learners can complete the table with information about their bank cards in case of loss.

Homework:

**BANK CARD INFORMATION INVENTORY
(KEEP THIS INFORMATION IN A SAFE PLACE)**

Cards (Credit, Debit)				If lost or stolen, call:	
Card Type (Debit or Credit)	Name on Card	Card Number	Expiry Date	Bank Name	Telephone

Completing a Bank Form



Skill: Writing

Competency Area: Getting Things Done

Indicators of Ability: Write basic personal information in appropriate sections; follow conventions for addresses, telephone numbers, etc.; write legibly

Teaching Notes: This activity assumes that learners have had some practice completing a simple form with personal information.

Set Up:

1. Distribute the appropriate handout *Filling in a Form* depending on a learner's level (CLB 1, CLB 2 or CLB 1L).
2. Distribute the *Peer/Self Assessment Form* (CLB 1 or 2) and review the expectations for completing the form. Learners can use this form as a checklist while they are completing the form. CLB 1 and 2 learners should complete this independently without reference to documents or previous work.
3. Based on the needs of your learners, determine the time limit for the task.
4. *Learners with literacy needs* can use the handout *Filling in a Form (CLB 1L)*. They can copy from a personal identification card and their work can be assessed using the CLB 1 *Peer/Self Assessment Form*. They will likely need additional time and practice to complete the form clearly and completely.

Assessment: Consider how learners will check their work: self-check or with a partner using the *Peer/Self Assessment Form*.

To provide teacher feedback, you might consider:

- Circling or highlighting selected major errors you would like them to focus on.
- Giving learners class time to correct major errors (with or without a partner), allowing you time to initial corrections as you walk around.



Filling in a Form (**CLB 1L**)

Cardholder Information	
First name:	
Last name:	
Address:	
City:	Province:

Filling in a Form (CLB 1)



Write your information:

Cardholder Information (Please Print)	
First name:	Last name:
Address:	
City:	Province:
Postal Code:	
Signature: _____	

Filling in a Form (CLB 2)

Write your information:



Cardholder Information	
(Please Print)	
First name:	Last name:
Address:	
City:	Province:
Postal Code: _____	
Telephone:	
Home: _____	Cell: _____
Email Address: _____ @ _____	
Signature: _____	

Peer/Self Assessment Form

Activity: Filling in a Form

Name of **CLB 1 Student:** _____ Date: _____

- Writes all information
- Writes clearly
- Writes on the line
- Puts a space in the postal code
- Uses a capital at the beginning of each word



Peer/Self Assessment Form

Activity: Filling in a Form

Name of **CLB 2 Student:** _____ Date: _____

- Writes all information
- Writes clearly
- Good spelling
- Writes on the line
- Puts a space in the postal code and telephone numbers
- Uses a capital at the beginning of each word

Assessment Tasks: Listening, Speaking Reading and Writing

Listening/Speaking Task	74
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Writing Task	87

Listening/Speaking: Reporting a Lost, Stolen or Damaged Card



Competency Areas: Getting Things Done/Sharing Information

Listening Assessment Criteria: Recognize request for information, recognize key words

Speaking Assessment Criteria: Answer simple questions about personal information, use alphabet to spell own name

Assessment Preparation: This assessment task combines listening and speaking and it is the culmination of the SB and SU activities in the module.

Set Up:

1. The teacher takes the role of the banker. Use the teacher/banker *Role-Play Questions* for the role play. Note: the listening assessment covers the “accuracy” of the response not the quality of the response. The quality of learners’ responses is assessed on the Speaking tool.
2. Review the instructions and assessment criteria with the class.
3. Cut the speaking prompts into 3 strips. Give the student one of the prompts and have him/her answer the questions.
4. Before marking learner’s work, determine which CLB level you are assessing. All criteria are assessed at that level. During the assessment, use the *Listening/Speaking Assessment CLB 1 & 2* to record scores and comments.
5. If you decide to assess listening and speaking at the same time, it may be useful to tape learner responses (using a smart phone, iPad, etc.). This will make it easier to review responses after the assessment and will be helpful to learners if they are self-assessing.
6. The *Listening/Speaking Task Feedback Form* is a skill-using version of the form. It includes comments only and has no criteria for success. There are spaces to comment on each of the criteria.

Feedback:

In addition to the individual feedback provided on the assessment tool, give feedback on any common errors as a group depending on the needs of learners in the class.

Listening/Speaking Role play: Questions



CLB 1 and 2 Questions	
1.	Hello. How can I help you?
2.	What is your name?
3.	Can you spell that, please? /Spell your name, please.
CLB 2 Questions	
4.	Do you have some identification? / Can I see some ID, please?
5.	When did it happen? /When did you lose it? / When was it stolen?
6.	What kind of a card is it? / Is it a debit or credit card?



Lost Card



Stolen Card



Broken Card

Listening/Speaking Assessment Tool CLB 1 & 2



Topic: Reporting a Lost, Stolen or Damaged Bank Card

Competency Area: Getting Things Done

Listening Assessment Criteria: Recognize requests for information, recognize key words

Name: _____

Date: _____

LISTENING: Understood	Yes
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
TASK SUCCESS:	
CLB 1 (#1-3): 2 out of 3 Your total: ___/3	
CLB 2 (#1-6): 5 out of 6 Your total: ___/6	

Continue:

SPEAKING	Yes
You answered questions CLB 1 - used single words and memorized phrases CLB 2 – used phrases and maybe short sentences	
Spelled your name clearly	
You looked at the speaker.	
Pronunciation was clear	
*You asked for help (if needed)	
TASK SUCCESS:	
CLB 1: 3 out of 4	Your total: ____/4
CLB 2: 3 out of 4	Your total: ____/4

Next Time:

Reading: Finding Information on a Bank Card



Competency Area: Getting Things Done

Reading Assessment Criteria: Identify layout and specific information (numbers, and familiar words)

Assessment Preparation: This assessment task is the culmination of the SB and SU activities in the module. There are three versions of this task: CLB 1 and CLB 1L learners find information on one card; CLB 2 learners read two cards.

Set Up

1. Photocopy and distribute the appropriate handout for the CLB level of each student.
2. Review the instructions and criteria with the class before they begin the assessment.
3. *Learners with literacy needs* can be asked to point to information on Card 2 and respond orally to the following questions:
 - *What type of card is it?*
 - *What is the name on the card?*
 - *What is the card number?*
 - *What is the expiry date?*
 - *What is the bank name?*
 - *What is the telephone number to call?*
 - *What is the CVV number?*

Answer Key:		
	CARD 1	CARD 2
Type of card	DEBIT	CREDIT
Name on card		MR PAUL RICHARDS
Card number	5342 2312 3456 7890	1234 5678 9876 5432
Expiry date	12/2023	04/2019
Bank name	ESL BANK	PRIMO BANK
Telephone number	1 800 345 3562	1 800 234 6543
CVV number		087

Reading (CLB 1): Finding Information on a Bank Card
Competency Area: Getting Things Done



Name: _____

Date: _____

Read the card and fill in the chart.

CARD Information

Type of Card

Name on Card

Card Number

Expiry Date

Bank Name

Telephone number to call

CVV number

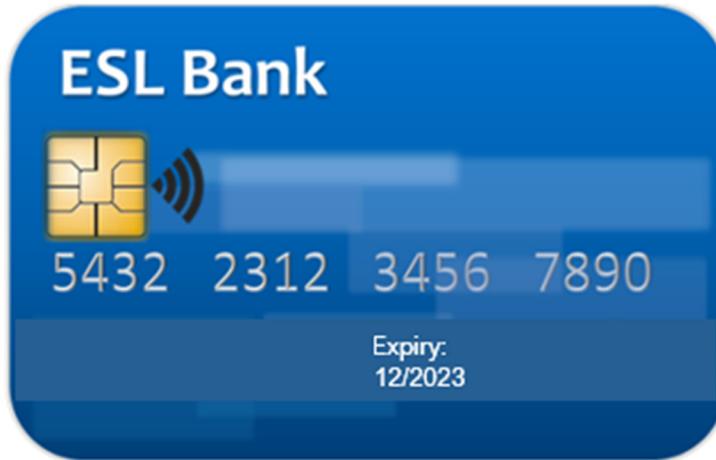


TASK SUCCESS: CLB 1 = 5/7 Your score ____/7

Reading (CLB 2): Finding Information on a Bank Card
Competency Area: Getting Things Done



CARD #1



CARD #2



Reading (CLB 2): Finding Information on a Bank Card
Competency Area: Getting Things Done



Name: _____

Date: _____

Read the cards and fill in the chart.

	CARD 1	CARD 2
Type of Card		
Name on Card		
Card Number		
Expiry Date		
Bank Name		
Telephone number to call		
CVV number		

TASK SUCCESS

CLB 2 = 10/12

Your score ____/12



Reading Task (CLB 1L): Finding Information on a Bank Card
Competency Area: Getting Things Done



Reading: Reporting a Lost, Stolen or Damaged Card

Reading Task: Reading Comprehension



Competency Area: Comprehending Information

Reading Assessment Criteria: Recognize some basic details (key words and expressions)

Assessment Preparation: This assessment task is intended for CLB 2 learners.

Set Up

1. Distribute the text and comprehension questions.
2. Review the instructions and criteria with the class before they begin the assessment.
3. Have CLB 2 learners complete the assessment.

Feedback: Learners can exchange papers and correct each other's answers. Teacher feedback could relate to specific reading strategies like how to infer the meaning of a word/phrase from the context.

Answer Key:

- | | | |
|----------------------|-----------|--------------------------------|
| 1. A teller | banking | getting a new bank card |
| 2. right away | next week | next month |
| 3. | | |



Reading Task CLB 2

Competency: Comprehending Information



Name: _____ Date: _____

Instructions: Read the text and answer the questions.



Reporting a Lost, Stolen or Damaged Debit Card

If your debit card is lost, stolen or broken, go to your bank immediately. Tell your problem to the bank teller. You will need to show some ID. You may need to fill in a form. When you finish you will need to sign your name. You don't need to change your PIN number.

1: This reading is about: *(circle 1)*

A teller

banking

getting a new bank card

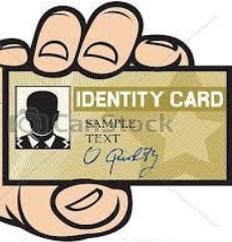
2: *Immediately* means:

right away

next week

next month

3: Read the story again and put the pictures in order. Use 1, 2, 3, 4, 5.

<p>_____</p>		<p>_____</p>	
<p>_____</p>		<p>_____</p>	
<p>_____</p>			

TASK SUCCESS = 5/7

Your Score: ____/7

Writing: Filling out a Form



Competency Area: Getting Things Done

Writing Assessment Criteria: write basic personal information in the appropriate spaces, follow conventions for writing credit card and telephone number, postal code; print legibly, follow some basic spelling conventions.

Assessment Preparation: This assessment task is a culmination of the skill-using tasks in the classroom.

Set Up

1. Determine which CLB level you are assessing (CLB 1, CLB 2 or CLB 1L) and distribute the appropriate handout: *Filling in a Form*. You may want to give CLB 1 learners a separate handout or the combined CLB 1-2 handout if they want to attempt some of the CLB 2 form entries. When assessing learner performance, all criteria are assessed at the learner's CLB level.
2. *Learners with literacy needs:* use the handout for CLB 1L. Allow additional time for them to complete the task.

Feedback

Use the assessment tool to provide feedback to learners. You will need to explain the assessment tool orally to *learners with literacy needs*. Task success for CLB 1L is the same as CLB 1.



Writing CLB 1L: Filling in a Form
Competency Area: Getting Things Done



You lost your bank card. Fill out the bank form.

<i>ESL Bank</i>	
<i>Lost/Stolen Card Form</i>	
Last name:	First name:
Address:	
City:	Province:
Postal Code:	



INSTRUCTIONS: You lost your bank card. Fill out the bank form. Please print clearly.

<i>ESL Bank</i>	
<i>Lost/Stolen Card Form</i>	
Cardholder Information (Please Print)	
Last name:	First name:
Address:	
City:	Province:
Postal Code:	
Signature _____	



INSTRUCTIONS: You lost your bank card. Fill out the bank form. Please print clearly.

<i>ESL Bank</i>	
<i>Lost/Stolen Card Form</i>	
Cardholder Information (CLB 1 and 2)	
Last name:	First name:
Address:	
City:	Province:
Postal Code:	
Bank Card Information (CLB 2)	
Card type: <input type="checkbox"/> debit card <input type="checkbox"/> credit card	
Bank card number:	
Today's date:	Date of loss:
Signature: _____	

Writing CLB 1/2: Report a Lost Bank Card
Competency Area: Getting Things Done



Name: _____ Date: _____

Note: There are three different bank forms for this assessment. Circle the level of form chosen: **CLB 1L** **CLB 1** **CLB 2**

Criteria Assessed:	Not yet	Yes
Part A: The form is complete		
Part B:		
Correct information in the right places		
Spells personal information correctly. CLB 1 (and CLB 1L): first and last name, some errors in street and province but can understand CLB 2: no errors		
Writes numbers correctly CLB 1 (and CLB 1L): address, postal code CLB 2: address, card number, postal code, dates		
Printing was easy to read		

TASK SUCCESS = Part A: yes + Part B: 3/4

Your score: Part A ___ Part B ___/4.

Comments:

Continue:	Next Time:
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