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Benchmarks

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Reporting a Lost, Stolen or Damaged Bank Card

A CLB 1L-2L Module
with Teaching Materials

Classroom-ready Literacy resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Needs assessment and learner reflection tools
- ✓ Reference list of additional resources

Development Team:

The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *Reporting a Lost, Stolen or Damaged Bank Card*.

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How to Use the Module Package

This module includes activities for a unit on reporting a lost or stolen bank card for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for goal setting and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes multi-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.
2. The module is laid out sequentially, but can be adapted and supplemented. *Additional Instructor Resources* includes page references to commonly used published resources with numerous skill-building activities to support this module.
3. Each learner activity/task is identified in the upper right 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 Task



Assessment Task

4. Learner handouts are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.



Listening



Speaking



Reading



Writing

5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

6. 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 giving descriptive feedback to learners 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 the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Your feedback:

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at:
<https://www.surveymonkey.com/r/modulefeedback1>

Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

2. Part: Developing Skills

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

3. Whole: Practising Skills (SU tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

4. Assessment

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills.

Module Plan

Theme: Banking

Topic: Reporting a Lost, Stolen or Damaged Bank Card

	Listening CLB Level: 1-2	Speaking CLB Level: 1-2	Reading CLB Level: 1L-2L	Writing CLB Level: 1L-2L
Real-World Task Goal(s)	CLB 1-2: Listen to requests for information from bank customer service concerning replacement of lost/damaged bank card.	CLB 1-2: Report loss of card and provide personal information.	CLB 1L-2L: Locate information on a bank card. CLB 2L: Read instructions on how to report a lost/stolen/damaged bank card.	CLB 1L: Copy personal information to complete a “lost bank card” form. CLB 2L: Complete a “lost bank card” form.
Context/ Background Information	<p>During this module, build familiarity with these concepts, related to bank cards in Canada:</p> <ul style="list-style-type: none"> • A bank card is used to access banking services in Canada. • Bank cards contain personal information that is different for each person. • It is important to keep bank cards safe; it is important not to tell anyone your PIN; there are strategies for keeping important information, papers and cards safe, such as keeping cards in a wallet and keeping papers bundled together in a ziplock bag. • If you lose your bank card, you have to tell the bank right away, to protect your information and money, and to get a new card. • If someone calls you, never give out your personal information over the phone (basic awareness of phishing scams). • Numbers on cards can be read by reading each digit. • Your signature is an important way of showing your identity; it should be your first and last name, and always in ink (not pencil). 			
CLB Competency Area(s) and Statements	<p>Getting Things Done</p> <p>CLB 1: Understand expressions used to request assistance.</p> <p>CLB 2: Understand expressions used to make and respond to requests.</p>	<p>Getting Things Done</p> <p>Make and respond to simple requests related to:</p> <ul style="list-style-type: none"> • CLB 1: immediate personal needs. • CLB 2: common everyday activities. <p>Sharing Information</p> <p>Give basic personal information in response to direct questions from a supportive listener.</p>	<p>Getting Things Done</p> <p>Get information from:</p> <ul style="list-style-type: none"> • CLB 1: very short, simple formatted texts. • CLB 2: short, simple formatted texts. <p>Comprehending Information</p> <p>CLB 2: Understand the purpose and some basic details in very simple short texts related to everyday, situations.</p>	<p>Reproducing Information</p> <p>CLB 1: Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks (5-10 items).</p> <p>Getting Things Done</p> <p>CLB 2: Complete short simple or simplified forms with basic personal identification information (up to 10 items).</p>

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus	Vocabulary <ul style="list-style-type: none"> Personal identification vocabulary (name, telephone number, address, email address, etc.). Very basic banking vocabulary (bank, teller, 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 cards. Numbers from 0-9, reading and writing numbers in addresses and phone numbers Grammar <ul style="list-style-type: none"> Requests for information Negative and positive imperatives Past tense of very common verbs Pronouns (I, my, you, your) 			
	<ul style="list-style-type: none"> Recognize common expressions of politeness. Recognize intonation for sentences and questions. Understand requests for personal information. 	<ul style="list-style-type: none"> Expressions for making polite requests. Pronunciation to give personal information clearly. 	<ul style="list-style-type: none"> Recognize/read a basic form for personal information. Layout and information on a bank card. Sequence of instructions. 	<ul style="list-style-type: none"> Use writing conventions for address, phone numbers, etc. Print legibly.
Language and Learning Strategies	<ul style="list-style-type: none"> Recognize requests for repetition and clarification. 	<ul style="list-style-type: none"> Clarification strategies - ask for repetition and spelling. Ask to speak more slowly. Memorize common formulaic expressions/phrases. 	<ul style="list-style-type: none"> Use scanning to locate specific information. Read several times to build comprehension. Self-monitor for comprehension. Use first letter to aid in identifying the word. 	<ul style="list-style-type: none"> Use a personal information sheet to help copy or write accurately. Check work against the original to ensure accuracy.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Literacy Skills	<ul style="list-style-type: none"> Read items on the form or instructions aloud to help with reading comprehension. 	<ul style="list-style-type: none"> Use speaking to assist with writing. Recognize that writing is the same as speech on paper. Say things orally first to determine what to write. Pronounce words slowly and clearly to aid with spelling and accuracy. 	<ul style="list-style-type: none"> Decode letters, words, and numbers. Track words and sentences from left to write. Use knowledge of sight words to decode common requests for personal information. Recognize format of a bank card. Recognize format of a form. Decode and comprehend purpose of a form and what is being asked. Recognize long numbers as a sequence of individual digits. <p><u>CLB 2L:</u></p> <ul style="list-style-type: none"> Recognize format and purpose of instructions. Recognize sequence of instructions. 	<ul style="list-style-type: none"> Copy accurately. Use knowledge of sight words to encode personal information. Form letters and numbers and space words. Print legibly. Identify where to write and adjust writing to fit the space. Use finger spacing.
Assessment Tasks	<p><u>CLB 1 & 2:</u></p> <p>Participate in a role play reporting a lost/stolen/damaged bank card. Respond to requests for information from the bank teller.</p>		<p><u>CLB 1L & 2L:</u></p> <p>Find information on a bank card.</p> <p><u>CLB 2L:</u></p> <p>Demonstrate comprehension of a short text about reporting a lost/stolen/ damaged bank card.</p>	<p><u>CLB 1L:</u></p> <p>Copy personal information to complete a form to report a lost bank card.</p> <p><u>CLB 2L:</u></p> <p>Complete a form to report a lost bank card.</p>

Delivering the Module

Module Outline

- **Whole: Developing Context**

Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text “Adam Loses His Bank Card” and focus on pre-reading strategies, and whole-text approaches.

- **Part: Developing Skills (Skill-Building Activities)**

Work on skill-building activities to build literacy skills and strategies for this module. Read “Adam Loses His Bank Card” again and approach specific parts of the text, providing literacy development activities such as matching words and sequencing the story.

- **Whole: Practising Skills (Skill-Using Tasks)**

Return to whole language tasks and activities and practise skill-using activities for the module. Continue with “Adam Loses His Bank Card” and re-read for reading comprehension and fluency development.

- **Assessment** (Assessment Tasks): Complete the assessment tasks for the module.

Considerations for ESL for Adult Literacy Learners (ALL)

- Use the learners’ own banking experiences. Build relevant vocabulary (e.g., names of banks, types of cards, lost card vocabulary, application vocabulary) by first presenting/eliciting it orally, then in writing and through manipulatives.
- Build sight vocabulary by creating card matching activities.
- Use familiar manipulatives as prompts for oral activities about banking and reporting lost cards.
- Create a sight word wall with bank names and relevant bank/lost card vocabulary.
- Elicit and record learners’ stories/experiences about banking problems and lost cards (using the Language Experience Approach).
- Use group choral reading of co-created stories and have learners identify target words and phrases.
- Have learners find and identify card type and purpose from the cards in their wallets or purses.
- Use picture/picture, picture/word or word/word matching to practice identifying important information on bank cards.
- Practice 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 forms, locating emergency information, and checking for errors.

Additional Teacher Resources

The Language Companion *Literacy*:

Helpful English: p. 24 *Canadian Money*

The Language Companion Stage 1:

My Canada: p. 20 *Money and Finances*

Helpful English: p. 5 *Asking for Help*
p. 41 *Money*



CCLB Literacy Resources

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

Additional Literacy Resources

- A Practical Guide to Teaching ESL Literacy
<https://globalaccess.bowvalleycollege.ca/tools/practical-guide-teaching-esl-literacy>
- ESL for Financial Literacy CLB 1-2
 1. Numeracy and Money: p. 54-64
 2. Banking including Opening a Banking Account: p. 39-48
 3. Reading a Bank Statement: p. 50-53
 4. Credit Cards: p. 71-82

Additional Teaching Materials for Banking:

- Bank Card Security <http://www.bestofthereader.ca/Ebooks/Safety-print.pdf>: p. 12-14
- Ottawa Credit and Loan Newcomer Finances Toolkit <http://oclf.org/newcomer-finances-toolkit/>: p. 8; p. 26-27.
- Ottawa Credit and Loan Newcomer Finances Toolkit <http://oclf.org/atm/ATM.html>: Online practice with an ATM
- LINC Classroom Activities LINC 1 http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf: p. 47-50; p. 51-53
- LINC Classroom Activities LINC 2 http://www.moresettlement.org/LINC1-4/LINC4/LINC_2_Classroom_Activities.pdf: p. 57-59
- Bow Valley College: Financial ESL Literacy Toolkit
<https://globalaccess.bowvalleycollege.ca/tools/financial-esl-literacy-toolkit>
- Best of the Reader: Keeping Safe- Safety Tips at an ATM
<http://www.bestofthereader.ca/Ebooks/Safety-print.pdf>: p. 12-1

Teaching Notes: Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.

It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessment that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

Set Up:

1. Ask learners where they need to use English when they are banking. Their responses will form your needs assessment activity. Write their responses on the board. Elicit from them *I need English to read my bank card; I need English to speak at the bank; I need English to read numbers; and I need English to say there is a problem with my bank card.*
2. Post the responses around the classroom, with photographs (the next two pages can be used for this purpose). Review each response with learners. Ask the class to vote by raising their hands for each response.
3. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge the class interest in each of the topics.
4. Give each learner the two needs assessment handouts. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.



I need English to **read my bank card.**



I need English to speak **at the bank.**



I need English to read **numbers.**

0, 1, 2, 3, 4, 5, 6, 7, 8, 9



I need English to **say there is a problem with my bank card.**



I need English to **use an ATM.**



I need English to

I need English to

I need English to

Name: _____

Date: _____

Banking:

I need English to _____

I need English to _____

Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

Banking Words	Other Vocabulary Used in the Module
<ul style="list-style-type: none">• bank card/debit card• credit card• bank teller• bank machine (ATM)• Interac• expiry date• card number• CVV number• credit card company	<ul style="list-style-type: none">• wallet• pocket• purse• apartment• identification (ID)• signature• Permanent Resident card (PR)• telephone• Immigration papers
Expressions	
<ul style="list-style-type: none">• 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?	

Vocabulary: A Teacher's Resource, *continued*

The following are some common verbs used in the module.

Key Verbs Used in the Module		
Present	Past	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	

Learning Reflection: End of Module

Teaching Notes: At the end of the module, conduct a learning reflection. Conduct the learning reflection orally before having learners do it in writing. This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support learners as they complete it.




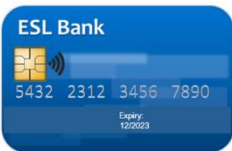
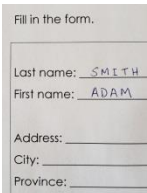
Set Up:

1. Elicit from learners the tasks they have done during the module. Write them on the board.
Elicit: *say banking words, read a story about Adam, say there is a problem with my bank card, read a bank card, and fill in a form.*
2. Draw or project a large version of the chart on the board. Complete it together as a class.
3. Hand out the learning reflections and support learners to complete their own reflections.

Learning Reflection

Name: _____

Date: _____

	Yes	I need help
 <p>I can say banking words.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can read a story about Adam.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can say there is a problem with my bank card.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can read a bank card.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can fill in a form.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Whole: Developing Context

Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

Activating Prior Knowledge	20
Building Vocabulary	22
Reading and Saying Numbers.....	28
Reading Text: Adam Loses His Bank Card.....	30
Making a List of Strategies	31

Teaching Notes: Below are a variety of activities that could be used to introduce the module. Choose any of the activities that are appropriate to the learners in your class.

Set Up:

Activity 1

1. Bring in realia, such as a variety of authentic bank cards, or copies of photographs of them. Look at the cards together and ask learners what they know about them.
2. Help learners to identify key information on the cards.
3. Recognize when learners are using target language, concepts, or vocabulary; guide them towards this language and repeat vocabulary frequently.
4. Make a list on the board of the information the class identifies.

Activity 2

1. Post two signs on opposite walls of the room: one that reads YES, and one that reads NO.
2. Ask learners a series of questions; have them respond by standing under one of the signs.
 - Do you have a bank account in Canada?
 - Do you have a bank account in another country?
 - Do you have a debit card?
 - Do you have a credit card?
 - Do you buy things with cash?
 - Do you buy things with your debit card?
 - Do you buy things with your credit card?
 - Did you ever lose your bank card?
 - Did someone ever steal your bank card?
 - Did you ever break your bank card?

Activity 3

1. Return to the photographs of the bank cards from Part 1. Print enough copies for each learner and distribute them
2. Use the TPR (Total Physical Response) approach to practise recognizing basic parts of the bank card. Have learners point to the name, bank, card number, expiry date, signature and the CVV number. Modify these prompts according to learner needs.

Activity 4

Engage learners in a class discussion using any or all of the following questions as prompts:

1. Where do you keep your money?
2. What do you keep in your wallet? (money, bus pass, health card, bank card...)
3. Have you ever lost your wallet? Your money? Your cards?
4. Has anyone ever stolen your wallet? your money? your cards?
5. What do you do if you lose your wallet?
6. What do you do if you lose cash? bus pass? health card? bank card?
7. How do you keep your wallet safe?

Activity 5

Using the Language Experience Approach, draw on learners' stories/experiences about losing something important. Act as a scribe by recording one of the stories for the class to see. Once the story is written on the board, facilitate activities to build understanding and literacy skills. For example:

1. Read the story aloud to the class.
2. Read the story again, pointing to words as you read.
3. Read the story aloud together with the class. This is referred to as choral reading.
4. Read a specific line, and have learners repeat it. This is referred to as echo reading.
5. Highlight target words. For example, key vocabulary, words that start with a target sound, words that belong to a target word family or follow a target pattern, names, and so on.
6. Write target words on a sticky note and ask learners to match their words to the words on the board.
7. Have learners read the story together with a partner.
8. Ask comprehension questions orally.

Teaching Notes: Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. Vary the activities and slowly increase the number of words you present to learners.

Work on developing vocabulary *orally* before having learners try to read or write the words. Abstract vocabulary can be particularly challenging for literacy learners, especially at this level. When possible, use realia and connect vocabulary to learners' own experiences and understanding. Use the vocabulary cards to support learners' reading and writing activities and tasks throughout this unit.

Over the course of various activities in this module, return to the vocabulary cards repeatedly. They can be matched to words in the story, "Adam Loses His Bank Card" found in the appendix.

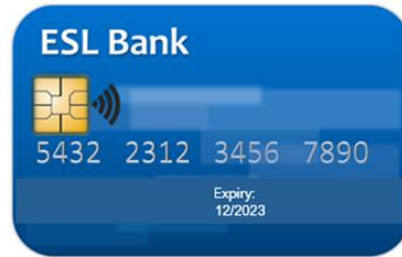
Set Up:

Consider using any or all of the following vocabulary-building activities:

1. Have learners use TPR (Total Physical Response) to identify the images or items within the images.
2. Arrange learners in pairs and ask them to take turns naming the photographs with their partner.
3. Have learners sort and categorize the vocabulary cards in a variety of ways, for example:
 - a. by initial sound
 - b. in alphabetical order
 - c. by the number of syllables
 - d. by the number of words
 - e. according to things/people/actions
 - f. according to words you find on a form
 - g. by types of cards
4. Have learners match the cards to words.
5. Describe the word, and ask learners point to the right card.



credit card



debit card



lost



stolen



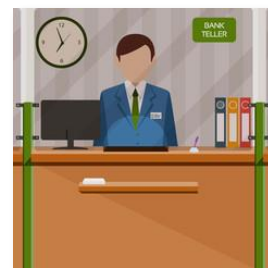
broken



PR card



driver's license



bank teller



ATM



wallet



purse



ID



signature

Fill in the form.

Last name: SMITH

First name: ADAM

name

Address: 123 First Street

City: _____

Province: _____

Postal Code: _____

address

City: _____

Province: _____




Postal Code: T3A 1T2

Signature: _____

postal code





	
	
	<p>Fill in the form.</p> <p>Last name: <u>SMITH</u></p> <p>First name: <u>ADAM</u></p>
 <p>Address: <u>123 First Street</u></p> <p>City: _____</p> <p>Province: _____</p> <p>Postal Code: _____</p>	 <p>City: _____</p> <p>Province: _____</p> <p>Postal Code: <u>T3A 1T2</u></p> <p>Signature: _____</p>









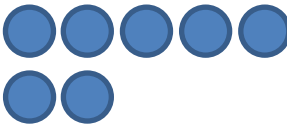
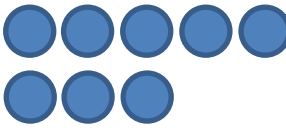
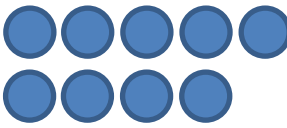
credit card	debit card
lost	stolen
broken	PR card
driver's license	bank teller
ATM	wallet
purse	ID
signature	name
address	postal code

Teaching Notes: There are numeracy skills embedded into this module. In this activity, learners practise reading numbers, which will help them read the numbers on a bank card during the reading assessment. This activity can be modified or extended in different ways; it is helpful to have blocks, chips, stones, or other objects in the classroom for learners to count and manipulate.

Set Up:

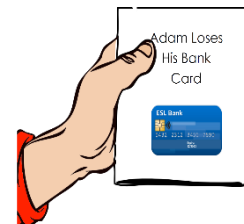
1. Return to the photographs of bank cards used earlier in the module. Look at them together and ask learners to point to any numbers on the bank cards.
2. Discuss the purpose of each number: each bank card has its own unique number. There are also numbers in the expiry date as well as telephone numbers (for Customer Service).
3. Try reading these numbers together. Observe and gauge how well learners can read numbers.
4. Cut out and distribute a set of number cards for each learner. Practise saying the numbers from 0-9. Recycle the cards in different activities, such as:
 - Sequencing the cards from 0-9.
 - Using TPR to have learners point to the card as the number is read.
 - Counting out blocks, chips, or stones and having learners match them to the correct number card.
 - Having learners count out blocks, chips, or stones to match to their number card.
 - Having learners match the number cards to target numbers written on the board.
5. Write bank numbers on the board. Have learners read them (digit by digit).
6. Write bank numbers on the board or on a sheet of paper. Have learners copy them (digit by digit).



<p>0</p> <p>zero</p>	<p>1</p> <p>one</p> 
<p>2</p> <p>two</p> 	<p>3</p> <p>three</p> 
<p>4</p> <p>four</p> 	<p>5</p> <p>five</p> 
<p>6</p> <p>six</p> 	<p>7</p> <p>seven</p> 
<p>8</p> <p>eight</p> 	<p>9</p> <p>nine</p> 

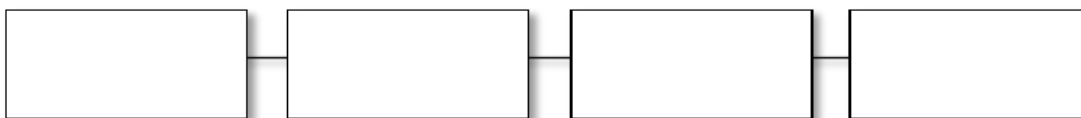
Teaching Notes: The text, “Adam Loses His Bank Card,” (in the appendix) is the central text for this module. It provides an opportunity to develop key concepts, vocabulary, and reading skills and strategies related to the module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.

Note: When you print “Adam Loses His Bank Card,” select **print double-sided, flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.



Set Up:

- Look at the text together and have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:
 - Who is this? (Point to Adam.)
 - What is he doing? (Point to Adam shopping.)
 - What do you think happened? (Point to Adam’s empty wallet.)
 - How do you think he feels? (Point to a photograph of Adam looking scared.)
 - What is this? (Point to a photograph of a bank card, PR card, or form.)
- Summarize learner predictions. Read the text aloud to learners and notice together whether the predictions were accurate.
- Read the text aloud again; allow learners to ask questions if there are unfamiliar words.
- Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
 - Choral read the text (learners and instructor read aloud together at the same time)
 - Echo read the text (instructor reads a line aloud, then learners repeat it)
 - Have learners read the text in pairs
 - Have learners read the text independently
 - Sit with individual learners and read the text together
- Draw a “Story Train” on the board (a series of connected boxes) similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners to retell the story using the words in the “Story Train.”



Teaching Notes: In this activity, work together with learners to create a list of strategies for protecting their banking information and important cards and documents. Many literacy learners have navigated complex situations in their lives and have developed good strategies for keeping their documents and information safe, while others may struggle in this area. This activity is also an opportunity to recycle vocabulary and to emphasize some of the key concepts of this module, such as what to do if you lose your bank card.

Set Up:

1. Elicit from learners what happens to Adam in the story, “Adam Loses His Bank Card.” Ask learners if that has ever happened to them.
2. Organize learners into small groups and have each group answer these questions:
 - a. What are your important cards?
 - b. What are your important papers?
 - c. Where do you keep your important cards?
 - d. Where do you keep your important papers?
3. As a class, ask each group the questions again. List their answers on the board.
4. Elicit from learners what Adam should have done differently to keep his card safe. List strategies on the board.
5. Ask learners what Adam should do when he loses his bank card.

Part: Developing Skills

Skill-Building Activities for Listening, Speaking, Reading, and Writing

Listening for Questions and Answers	33
Listening for Information	35
Attracting Attention and Making Requests	37
Adam's Story: Focussing on Literacy Skills for Reading	38
Adam's Story: Focussing on Sequencing	39
Reading Information on a Bank Card	43
Reading an Instructional Text	45
Writing Personal Information	48

Teaching Notes: Before having learners attempt this activity, ensure they have had sufficient practice with the vocabulary.

Set Up:

1. Distribute the handout on the next page (Listening for Questions and Answers) to each learner. Review the instructions.
2. 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.
3. Re-read the sentences and take up the answers.

Dictation/Answer Key

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



Name: _____ Date: _____

Listen. Write **Q** for a question or **A** for an answer.

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

Score: ____/10



Name: _____ Date: _____

Listen. Write **Q** for a question or **A** for an answer.

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

Score: ____/10

Teaching Notes: This skill-building activity can be used to reinforce vocabulary by having learners identify key words. Learners can work in pairs or in small groups for this activity. Separate audio files are included with the module.

Set Up:

1. Photocopy and distribute sets of the vocabulary cards to each pair/group.
2. Have groups listen to one, two or all three dialogues (depending on learner needs and abilities). After each dialogue, ask the following questions and have learners answer by holding up the correct card (on the following page) or responding orally:
 - a. What is the problem? (lost, stolen, or damaged card)
 - b. What type of card is it? (credit or debit)
 - c. What type of ID does the customer have? (PR card, driver's license, 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.

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 license.

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.



credit card	damaged
debit card	PR card
lost	driver's licence
stolen	immigration papers

Teaching Notes: As learners practise making requests, demonstrate the correct intonation for sounding polite and also mention the importance of making eye contact with a teller.

Set Up:

1. Teach phrases learners can use for making polite requests: *Excuse me. Pardon Me. Could you help me, please?* Have learners practise the phrases by repeating.
2. Inform learners that they will practise a short conversation between a bank teller and a customer. Write the sample conversation on the board and read it to the class. Ask a volunteer to come to the board and underline the phrase that indicates a request for assistance. Ask learners what makes the request polite (use of the word *please*; using *could you*).
3. Read the dialogue aloud to the class. Choral or echo read it together. Practise sentence stress with the class by clapping a rhythm while reciting the questions and answers.
4. Have learners practise 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.
5. 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. Have them substitute the underlined words/sentences with each role.

Transcripts - 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.

Teaching Notes: The purpose of using the text “Adam Loses His Bank Card” in this section of the module is to help learners develop individual literacy skills.

Set Up:

1. Have learners get out their copies of the booklet *Adam Loses His Bank Card*. (See the printing instructions for the booklet on page 35). Read the story aloud to the class.
2. Choral or echo read the story together.
3. Recreate the “Story Train” on the board using a key word or two in each of the boxes. Have learners use the story train to retell the story to each other.







4. Use the text to focus on specific language and literacy skill-building activities, such as:
 - finding words that begin with target sounds
 - matching vocabulary cards to words in the text
 - finding the questions in the text
 - circling all of the action words (verbs) in the text
 - finding verbs that end in –s

Teaching Notes: In this activity, learners practise sequencing the story about Adam in the correct order.

Set Up:

1. Begin by reading the story aloud to learners. Choral read the story together. Recreate the “Story Train” on the board. Have learners retell the story to a partner using the key words in the story train.
2. Cut out the story cards for “Adam Loses His Bank Card” and have learners work individually or in pairs to sequence the cards.
3. Once learners have sequenced the story correctly, ask them to identify different parts of the story. For example, ask them to:
 - Point to the page where Adam goes shopping.
 - Point to the page where Adam loses his bank card.
 - Point to the page where Adam feels worried.
 - Point to the page where Adam goes to the bank.
 - Point to the page where Adam shows his ID.
 - Point to the page where Adam fills in a form.



	<p>Adam goes shopping. Adam pays with his bank card.</p>
	<p>Adam comes home. His bank card is not in his wallet. Adam lost his bank card!</p>
	<p>Adam feels scared. Adam feels stressed. His bank card is important.</p>
	<p>Adam goes to his bank. Adam says to the teller, "I lost my bank card."</p>



Fill in the form.

Last name: SMITH

First name: ADAM

Address: _____

City: _____

Province: _____

The teller asks Adam questions.

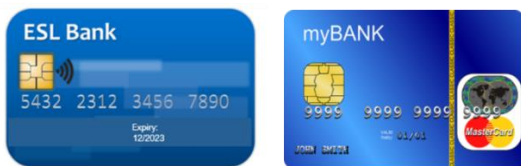
"What is your name?"



"Can I see some ID, please?"



"When did you lose your bank card?"

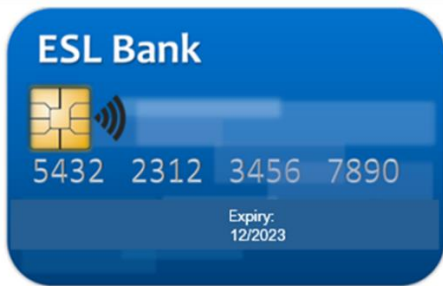


"Is it a debit or a credit card?"



Adam answers the questions.

Adam fills in a form.



Adam gets a new bank card.

Reading Information on a Bank Card

Skill: Reading

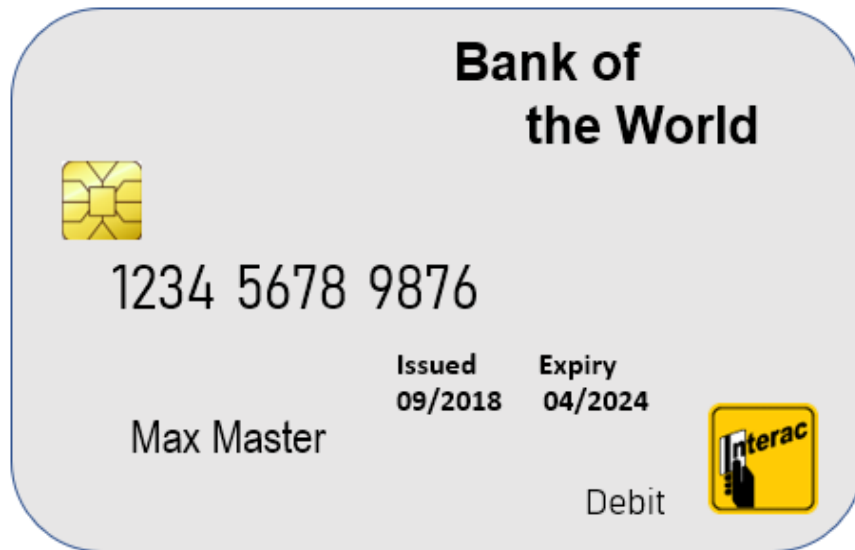
Teaching Notes: In this activity, learners begin to identify the different parts of a bank card. Bring in realia if possible. Learners can also look at their own bank cards and identify their personal information if they are comfortable doing so.

Set Up:

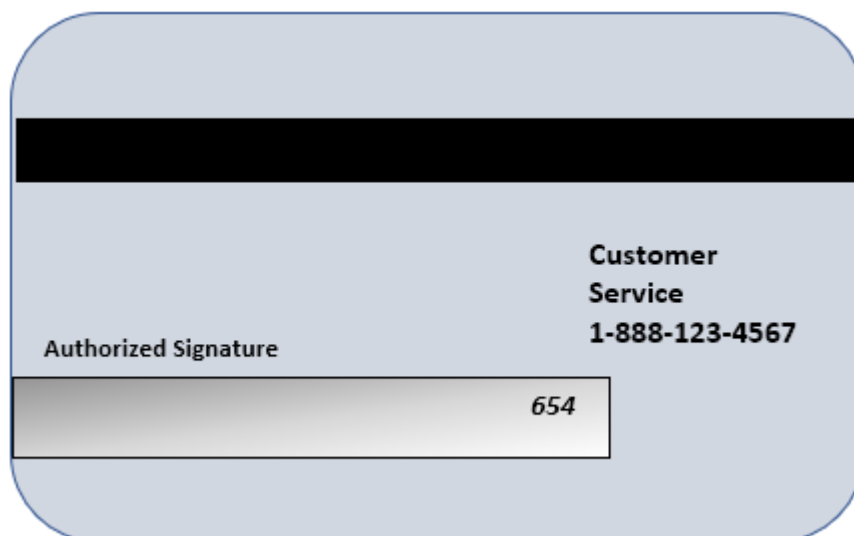
1. Ask learners what information is usually on a bank card.
2. Review the relevant vocabulary so far: bank card, name, number, expiry date, signature.
3. Give each learner a copy of the bank card sheet and read the bank card together.
4. Have learners point to the following information:
 - name
 - bank card number
 - expiry date
 - customer service number
 - signature



Front of the card



Back of the card



Competency Area: Comprehending Information

Indicators of Ability: Understands factual details

Teaching Notes: In this activity, learners use information in the reading to create a list of instructions for what to do if they lose their bank card.

Set Up:

1. Engage learners in a discussion about what can happen to a bank card. Recall the vocabulary *lost*, *stolen*, and *damaged*.
2. Engage learners in a discussion about what happened to Adam, what he did about it, and what kind of information the bank teller asked him.
3. Hand out the text, "Reporting a Lost Bank Card." Read the text aloud. Then choral read the text with learners. Have learners read the text independently or in pairs and answer the questions.
4. Elicit from learners what they need to do if they lose their bank card. Write a set of instructions (learners can copy the instructions from the board). Reread the instructions with learners. Help them sequence the instructions. Guide them to number the steps together.
5. Read the text aloud again and compare the text with the instructions you wrote together with learners.

Possible Support:

If anyone is struggling to read the questions or write the answers, consider letting them respond orally or by pointing and identifying the correct information in the text.

Assessment:

Learners can compare their answers with a partner before taking them up as a class.



Name: _____ Date: _____

Reporting a Lost Bank Card



If you lose your bank card, go to your bank.

Tell the bank teller you lost your bank card.

Tell the bank teller your name.

Show the bank teller your ID.

You will get a new bank card.



Name: _____ Date: _____

Check ✓ Yes or No

If you lose your bank card:

You should call the bank. ☐ YES ☐ NO

You should tell the police. ☐ YES ☐ NO

You have to tell the teller your name ☐ YES ☐ NO

The teller doesn't need your ID. ☐ YES ☐ NO

The bank will give you a new card. ☐ YES ☐ NO

Teaching Notes: In this activity, learners practise reading personal identification words and writing their own contact information onto cards. Learners can use their personal information cards for further copying activities. This activity can be broken down into steps and recycled over a number of days.

Set Up:

1. Write the words from the personal information cards (on the next page) on the board. Depending on the literacy level of learners, use different strategies (below) for reading these words. The goal is for learners to build their sight word vocabulary.
 - Read each word slowly. Point to the word. Point to the initial letter and have learners identify it. Recall what sound that letter makes. Point to the final letter and have learners identify it. Recall what sound that letter makes.
 - Read each word slowly. Point to the word. Point to each of the letters. Have learners identify the letters. Show learners how you blend the sounds together.
 - Read each word slowly. Have learners read each word. Help where needed.
 - Read each word slowly. Point to each of the vowels. Have learners identify the vowel and what sound it makes. Try saying the words with a focus on that vowel sound.
2. Use TPR to practise reading these words.
 - Point to “First name.”
 - Point to “Last name.”
 - Point to “Address.”
3. Help learners write their own personal information on the blank cards, corresponding to each of the personal information cards.
 - Have learners match these cards to the personal information cards.
 - Have them practise finding each of the cards: First name, Last name, Address, City, Province, etc.
4. Have learners fill in the “form” by placing their personal information cards next to the correct word. Have learners practise repeatedly, until they feel confident. Have them glue their personal information cards into place.



Last name	First name
Address	City
Province	Postal Code





Date: _____

Last name: _____

First name: _____

Address: _____

City: _____

Province: _____

Postal Code: _____

Whole: Practising Skills

Skill-Using Tasks for Listening, Speaking, Reading, and Writing

Listening and Speaking Practice: Lost Bank Card.....	53
Role Play: Reporting a Lost Card to a Bank Teller.....	55
Adam’s Story: Reading Comprehension	57
Reading Bank Cards	58
Completing a Bank Form.....	64

Competency Area: Comprehending Information

Indicators of Ability: Identifies a few key words

Teaching Notes: This task builds on the previous skill-building activities. Separate audio files are included with the module.

Set Up:

1. Distribute copies of the handout on the page that follows. Play the audio and allow learners additional time to write the answer. Play the audio as many times as needed so that learners are able to write the words in the blanks.
2. Alternatively, have learners point to the correct word in the handout, rather than writing it.
3. Learners can practise the dialogue in pairs after they have completed the listening task.
4. Take up the answers as a class and write the correct words on the board so that learners can check their answers.

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.



Name: _____ Date: _____



debit help
yesterday when

Teller: How can I _____ you?

Customer: I lost my _____ card.

Teller: _____ did it happen?

Customer: I lost it _____.

Competency Area: Getting Things Done

Indicators of Ability: Provides the correct answers to the questions; speaks clearly; uses polite expressions

Teaching Notes: This task allows learners to practise what they would say if they were at a bank.

Set Up:

1. Ask learners why Adam goes to the bank, and what happened to his card.
2. Recall vocabulary from this module for lost, stolen, and damaged bank cards.
3. Elicit from learners what we do if we lose a bank card, and why it is important to report it right away.
4. Write the dialogue from the story “Adam Loses His Bank Card” on the board. (See a sample of a possible dialogue on the page that follows). If possible, have learners help you identify what the bank teller asks.
5. Read the questions the teller asks in the dialogue aloud to learners and talk about what they mean. Ask learners to respond with their own information.
6. Ask learners how Adam would likely answer the questions. Write Adam’s personal information on the board.
7. In pairs, learners practise the dialogue together. Encourage them to give any appropriate response, rather than the word-for-word response in the dialogue.
8. Have a few (or all) pairs of learners demonstrate their dialogue for the class. Have them notice the words used to show politeness.
9. In a class discussion, have learners identify specific issues they feel they need more practice with.

Sample Dialogue

Teller: Hello. How can I help you?

Adam: I lost my bank card.

Teller: What is your name?

Adam: My name is Adam Smith.

Teller: Can you spell that, please?

Adam: A-D-A-M S-M-I-T-H

Teller: Can I see some ID, please?

Adam: Here is my PR card.

Teller: When did you lose your bank card?

Adam: I lost it on January 7th.

Teller: Is it a debit or a credit card?

Adam: It is a debit card.

Teller: Here is your new card.

Adam: Thank you.

Competency Area: Comprehending Information

Indicators of Ability: Understands factual details

Teaching Notes: In this final *whole* section of the module, the focus is on comprehending the text, "Adam Loses His Bank Card". If learners can read the text well enough on their own, have them use the story to practise reading fluency.

Set Up:

1. Read the story "Adam Loses His Bank Card" aloud to the learners. Read it again aloud as a class (choral reading). Then have learners read the story to each other in pairs. Read with any learner who is struggling with reading the text.
2. Draw the "Story Train" on the board again. In pairs, have learners to retell the story to each other. Have volunteer learners retell the story to the class.

Assessment:

3. Have learners demonstrate their comprehension of the text by responding orally to these questions:
 - a. Who is this? (Point to Adam.)
 - b. What is happening here? (Repeat several times, pointing to different pages.)
 - c. Find the page where...
 - Adam goes shopping
 - Adam loses his card
 - Adam goes to the bank
 - Adam shows his ID
 - d. What kind of bank card does Adam have?
 - e. What does the bank teller ask Adam? Name three things the bank teller asks.
 - f. What kind of ID does Adam show the bank teller?
 - g. Why does Adam go to the bank?
 - h. Why does Adam feel stressed and scared?
 - i. Why does Adam show ID?

Competency Area: Getting Things Done

Indicators of Ability: Identify details on a bank card

Teaching Notes: This task builds on the skill-building activities in this module. It provides additional practice reading information on a bank card.

Set Up:

Part 1

1. Review what information is on a bank card.
2. Distribute the two-page handout of the front and back of a sample bank card. Go over the instructions for the task, and have learners write the correct number of each part in the blanks on the handouts.

Part 2

1. Look at a sample bank card together. Use a card the class has already looked at earlier or a card on the pages that follow.
2. Ask learners to identify the following:
 - a. What kind of card is it?
 - b. What is the name of the bank?
 - c. What is the card number?
 - d. What is the expiry date?
3. Organize learners into pairs. Give one learner in each pair the Reading a Bank Card for student 1 handout, and the other the Reading a Bank Card for student 2 handout.
4. Review the instructions for the task (ask each other questions and write down information) and demonstrate with a learner.
5. Read the questions together.
6. Support learners as needed while they complete the task in pairs.

Assessment:

1. Distribute the final handout for this activity (Reading Bank Cards).
2. Review the instructions orally.
3. Have learners complete the task by copying the information from the card in the correct blanks. Support learners as needed while they complete the task.



Name: _____ Date: _____

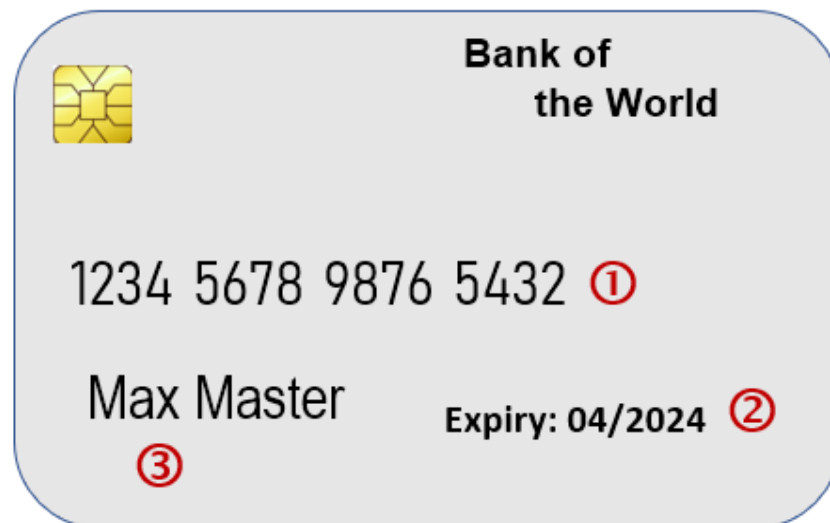
Bank Card - Front

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: _____





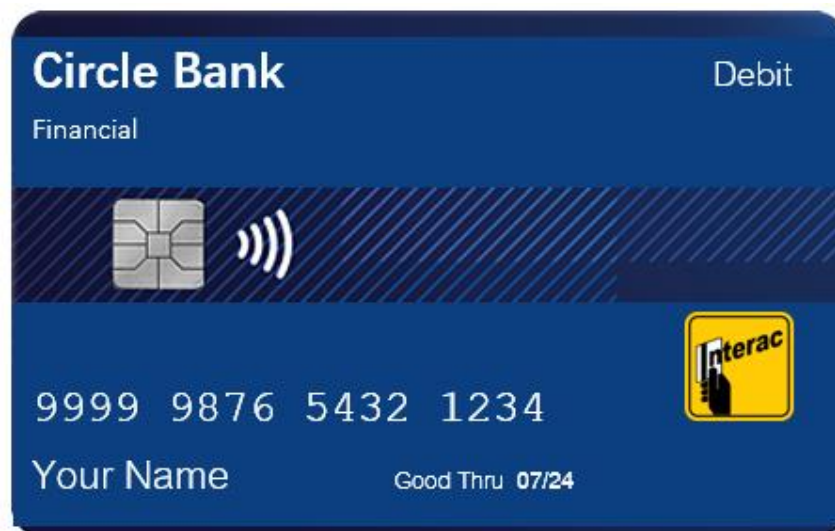
Name: _____ Date: _____

Reading a Bank Card – Student 1

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





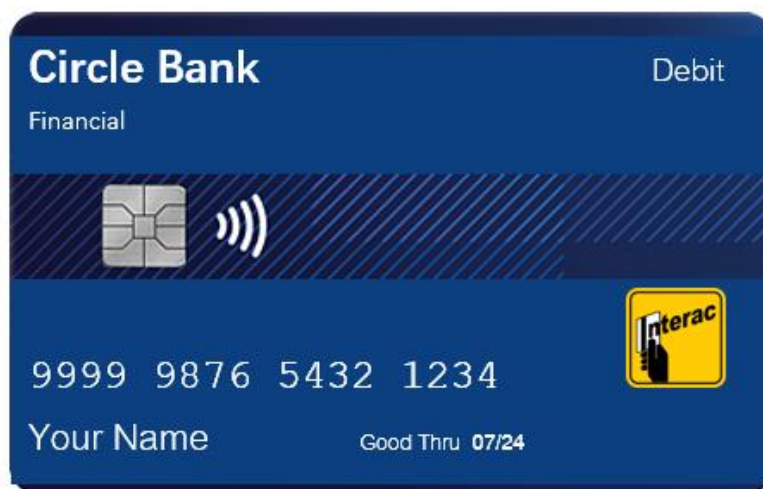
Name: _____ Date: _____

Reading a Bank Card – Student 2

Student 2: Interview your partner. Write their answers.

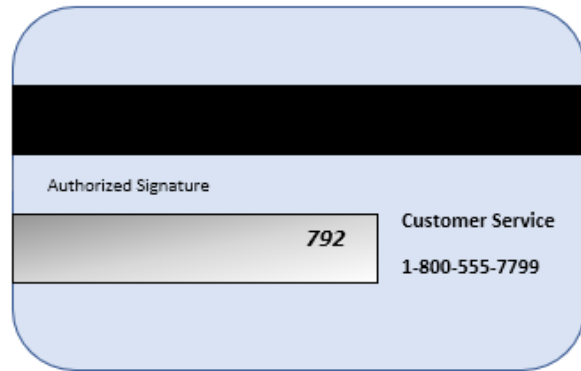
1. What kind of card do you have? _____
2. What is the name of the bank? _____
3. What is the card number? _____
4. What is the expiry date? _____
5. What is your name? How do you spell it? _____

Student 2: Your card





Look at the bank card. Copy the information.



First name:

Last name:

Bank name:

Expiry date:

Bank card number:

CVV number:

Telephone number:

Competency Areas: Getting Things Done; Reproducing Information

Indicators of Ability: Print is legible; Information is written in the correct spaces; Information is copied accurately

Teaching Notes: Note that since this task is the same as the assessment task, only one of the two tasks (skill-using or assessment) can be included in learners' portfolios. The element that differs between the skill-using task and the assessment task is the degree of support provided for learners.

Set Up:

1. Distribute the *Completing a Form* handout on the following pages, according to learners' level (CLB 1L or CLB 2L).
2. Have learners complete the form or copy information from a personal identification card to the appropriate blanks on the form. They will need sufficient time and numerous opportunities to practise in order to complete it clearly and completely.

Possible Support:

Have learners copy information from a personal identification card if they are having trouble filling in the form on their own.

Additional Practice Suggestions:

Once learners have practised the skills for filling in forms, they can try to complete very simple authentic forms.

Assessment:

Circulate and provide in the moment feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.



Name: _____ Date: _____

(CLB 1L)

Cardholder Information

First name: _____

Last name: _____

Address: _____

City: _____ Province: _____

Postal Code: _____



Name: _____ Date: _____

(CLB 2L)

Cardholder Information

First name: _____ Last name: _____

Address: _____

City: _____ Province: _____

Postal code: _____

Telephone

Home: _____ Cell: _____

Email: _____ @ _____

Signature: _____

Assessment Tasks

For Listening, Speaking, Reading and Writing

Reporting a Lost or Stolen Bank Card.....
Reading Information on a Bank Card
Filling in a Form.....

Competency Area: Getting Things Done/Sharing Information

Listening Criteria: Recognize request for information, recognize key words

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

Assessment Preparation: This assessment task is the culmination of the SB activities and SU tasks in the module. Learners must complete it independently.

Set Up:

1. This speaking/listening assessment is a role-play between a bank teller and a client. The instructor takes the role of the bank teller, and the learner takes the role of the client. Use the instructor/bank teller *Role-Play Questions* on the following page for the role play.
2. Explain the assessment task to learners:
 - a. Tell them they will practise reporting a lost bank card.
 - b. Review the content. Elicit from learners what we say when we lose our bank card and what information we give the bank.
 - c. Tell learners that you will be the bank teller and that they will role play a conversation with you one at a time.

Note: Literacy learners may have difficulty with the concept of role playing in learning and assessment activities. They may not immediately understand that they need to pretend to be someone else, or that they have lost something if it is not true. If possible, model the role-play using another instructor, volunteer, or a higher-level learner.
3. Explain the expectations for the task as per the assessment tool. (**Note** that the assessment tool is for instructor use only.)
4. Mark each learner's assessment task using the assessment tool. Make sure that you are assessing the learner at the appropriate CLB level.

Possible Supports:

- Repeat or rephrase the questions if the learner does not understand.
- The learner can write down his or her name and reading out the spelling, if that is helpful.
- Modify the assessment if the learner is struggling with the concept of role-playing a pretend scenario. In this case, ask the learner what happened to Adam. Then proceed to ask the remaining personal information questions. The goal of the assessment is accurate responses to the questions, not the role-play.

Feedback:

Provide learners with feedback orally. CLB 1L and 2L learners will likely not have sufficient literacy skills to read the assessment tool or written comments.

Role-Play Questions:

CLB 1L Questions (Bank Teller/Instructor)

1. Hello. How can I help you?
2. What is your name?
3. Can you spell your name, please?

CLB 2L Questions (Bank Teller/Instructor)

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

Competency Areas: Getting Things Done/Sharing Information

CLB 1L ☐

Listening Criteria: Recognizes request for information, recognizes key words

Speaking Criteria: Answers simple questions about personal information, spells own name

Listening Assessment: Learner demonstrated comprehension:

	Yes	Not Yet
Question 1	<input type="checkbox"/>	<input type="checkbox"/>
Question 2	<input type="checkbox"/>	<input type="checkbox"/>
Question 3	<input type="checkbox"/>	<input type="checkbox"/>
Task Success: 2/3 Learner Total ____/3		

Continue:

Work on next time:

Speaking Assessment: Learner answered using words or short phrases:

	Yes	Not Yet
Question 1	<input type="checkbox"/>	<input type="checkbox"/>
Question 2	<input type="checkbox"/>	<input type="checkbox"/>
Question 3	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation was clear	<input type="checkbox"/>	<input type="checkbox"/>
Task Success: 3/4 Learner Total ____/4		

Continue:

Work on next time:

Competency Areas: Getting Things Done/Sharing Information

CLB 2L ☐

Listening Criteria: Recognizes request for information, recognizes key words

Speaking Criteria: Answers simple questions about personal information, spells own name

Listening Assessment: Learner demonstrated comprehension:

	Yes	Not Yet
Question 1	<input type="checkbox"/>	<input type="checkbox"/>
Question 2	<input type="checkbox"/>	<input type="checkbox"/>
Question 3	<input type="checkbox"/>	<input type="checkbox"/>
Question 4	<input type="checkbox"/>	<input type="checkbox"/>
Question 5	<input type="checkbox"/>	<input type="checkbox"/>
Question 6	<input type="checkbox"/>	<input type="checkbox"/>
Task Success: 4/6 Learner Total ____/6		

Continue:

Work on next time:

Speaking Assessment: Learner answered using words or short phrases:

	Yes	Not Yet
Learner answered questions correctly	<input type="checkbox"/>	<input type="checkbox"/>
Learner spelled name clearly	<input type="checkbox"/>	<input type="checkbox"/>
Learner looked at the speaker	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation was clear	<input type="checkbox"/>	<input type="checkbox"/>
*Learner asked for help if needed (bonus)	<input type="checkbox"/>	<input type="checkbox"/>
Task Success: 3/4 Learner Total ____/4		

Continue:

Work on next time:

Competency Area: Getting Things Done

Criteria: Navigate layout to locate and identify specific information on a bank card (numbers and familiar words)

Assessment Preparation: This assessment task is the culmination of the Reading SB and SU activities in the module. It is to be completed independently.

Set Up:

1. Distribute the appropriate level of assessment to each learner. There is a different assessment for CLB 1L and CLB 2L learners.
2. Review the instructions orally.

Possible Supports:

If a learner is struggling with reading the questions:

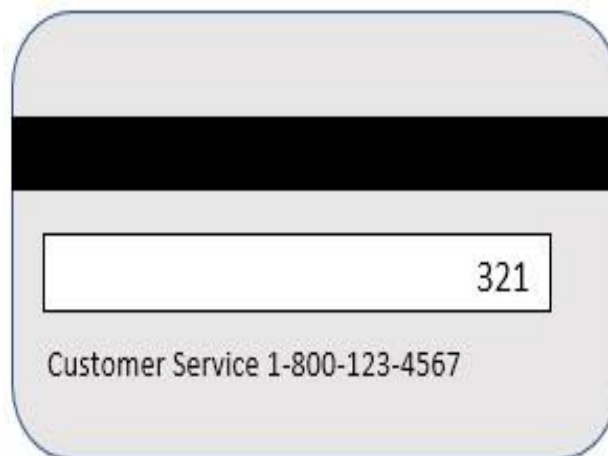
- Read the questions aloud. Have learners demonstrate their understanding by pointing to the place on the card that shows the answer and giving an answer orally, rather than writing their answers in the blanks.

Reading Assessment Answer Key (CLB 1L/2L):

1. Mr. Paul Richards
2. 1234 5678 9876 5432
3. 04/2019
4. Primo Bank
5. 087
6. 1 800 234 6543



Name: _____ Date: _____

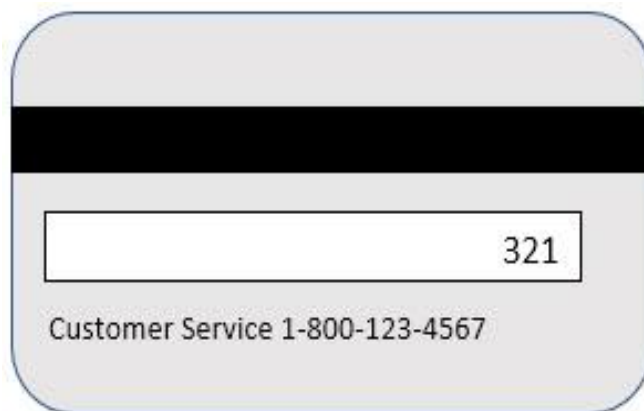


1. Name on card _____
2. Card number _____
3. Expiry date _____
4. Name of bank _____
5. CVV number _____

Task Success: 4/5 Your Score: ____/5



Name: _____ Date: _____



1. What is the name on the card?

2. What is the card number?

3. What is the expiry date?

4. What is the bank?

5. What is the CVV number?

6. What is the phone number for customer service?

Task Success: 5/6 Your Score: ____/6

Competency Area: Reproducing Information/Getting Things Done

Assessment Preparation: This assessment task is the culmination of the SU and SB tasks in the module. Learners should complete it independently.

Set Up:

1. Distribute the appropriate assessment task to learners (for either CLB 1L or CLB 2L).
2. Review the instructions orally. Explain the expectations for the task using the criteria in the assessment tool. Note that the assessment tool is for instructor use only. CLB 1L and CLB 2L learners would likely not be able to read or understand the criteria as written.
3. Remind CLB 1L learners where they can find personal identification information and have them get out their personal ID cards.
4. The difference between the levels of this task is that CLB 1L learners are copying information, while CLB 2L learners are writing their information.

Possible Supports:

- If the CLB 2L learners are struggling to write the information independently, modify the task so that it is copying as well.
- If needed, assist learners by indicating where they can find the information they need when they are copying.

Feedback:

Provide feedback orally to learners. Show them what they did well and anything they can improve.



Date: _____

(CLB 1L)

Cardholder Information

First name: _____

Last name: _____

Address: _____

City: _____ Province: _____

Postal Code: _____



Date: _____

(CLB 2L)

Cardholder Information

First name: _____ Last name: _____

Address: _____

City: _____ Province: _____

Postal code: _____

Telephone

Home: _____ Cell: _____

Email: _____ @ _____

Signature: _____



Filling in a Form

AT

Name _____

Date _____

Instructions: Fill in the Form

Writing:	CLB 1L <input type="checkbox"/>	CLB 2L <input type="checkbox"/>	Yes	Not Yet
Writes personal information in the correct spaces			<input type="checkbox"/>	<input type="checkbox"/>
Follows conventions for writing numbers and address			<input type="checkbox"/>	<input type="checkbox"/>
Prints legibly			<input type="checkbox"/>	<input type="checkbox"/>
*CLB 1: Copies accurately			<input type="checkbox"/>	<input type="checkbox"/>
*CLB 2: Follows some basic spelling conventions			<input type="checkbox"/>	<input type="checkbox"/>
Doing well:			Next time:	

TASK SUCCESS	Your score
CLB 1L and 2L: Yes on 2 out of 3 criteria	____ /3
*Yes on final criterion	<input type="checkbox"/> Yes <input type="checkbox"/> No

Appendix

Adam Loses His Bank Card

The story of Adam losing his bank card is intended to be printed as a booklet for learners.

Instructions for Printing

- In your printer settings, indicate you want to print pages 78-83 of this document.
- Select **print double-sided, flip on short edge**.
- Fold the pages to make a booklet for each learner.
- Note: Although the pages of the story are not in order in this document, they will be in order when you print and fold the pages.

