



Banking and Credit



The activities in this section explore the topic of banking services, credit cards, types of credit and related concepts. The activities present basic information on various bank accounts and transactions, forms of credit, what good and bad credit is, and how credit cards work.

The *Banking and Credit* section includes two sets of activities:

Using a Bank **page 6**

Credit Cards **page 27**

You can select activities to teach based on the needs and interest of the learners in your class. The activities can be used individually and need not be used in the sequence in which they are presented. You may also add your own activities where appropriate. Suggestions and ideas for extending or complementing the specific activities are included in the teaching notes.

You can complement the activities in this section with online activities at *English for Financial Literacy*>*Online Activities*.

The activities in this section relate to the following theme in *LINC 1–5 Curriculum Guidelines*:

- Banking, Customer Service and Telephone

Learning Outcomes

The sample learning outcomes below can help you plan a lesson or series of lessons about banking and credit. The outcomes are intended to guide you in defining areas of content and contexts for the language instruction. The financial literacy outcomes can help you determine the aspects of financial literacy to include in your instruction in order to facilitate learners' understanding, knowledge and competence. The language outcomes can guide you in selecting and designing language activities at CLB 1–2 that support financial literacy.

The activities included in this section are intended to support the outcomes below.

Sample Financial Literacy Outcomes	Sample Language and Numeracy Outcomes
<p>Understanding and knowledge</p> <ul style="list-style-type: none">• Understand services offered by banks• Understand vocabulary and concepts related to credit cards• Understand how credit cards work• Identify advantages and disadvantages of using credit• Recognize own responsibility when using a credit card• Be aware of warning signs of debt <p>Application</p> <ul style="list-style-type: none">• Compare different bank accounts and services offered• Select a bank account suitable for own needs• Identify and select specific types of credit suitable for own needs• Evaluate consequences of using different forms of credit	<ul style="list-style-type: none">• Demonstrate comprehension of the gist and main details in a short text about banks in Canada• Complete sentences about own banking needs• Demonstrate comprehension of the main idea and key details in a text about credit cards• Identify numerical details in a short listening text about a credit card bill

When planning a lesson or series of lessons, you can use the listed outcomes as they are or develop your own based on the needs and interests of the learners in your class. For ideas and strategies for conducting a needs assessment, see the *Instructor Guide*.

Background Information and Key Language Elements

You can use the background information about credit to familiarize yourself with the key terms, concepts and processes involved in credit that are presented in the learner activities in this section. For sources of more information on these topics or related classroom resources, please see the Useful Websites section. The sidebar below lists major language elements that you may want to introduce or review to support the thematic content of the activities.

Selecting a Bank and a Bank Account

One of the first things newcomers do when they arrive in Canada is open a bank account. Identifying the services they will need and comparing the services (and fees) offered by various financial institutions in their area may be confusing or frustrating. Learners may find it helpful to use a tool (such as the checklist provided in the activity *Selecting a Bank Account*) to analyze their banking habits and needs. Learners will also need to learn the terms used by various banks for the services, accounts and plans they offer, as well as common abbreviations used in bank statements. Some learners may even need to learn about basic banking practices, procedures and fees. Personal banking options, such as Internet or mobile banking may also be unfamiliar, and learners may want to learn about the security features and potential risks associated with them.

Credit and Credit History

For most Canadians, credit is an accepted fact of life. It's difficult to imagine life without credit—we use credit cards, get mortgages, finance cars and take out student loans. However, we may not stop to think about exactly how different forms of credit work and how much we pay for the convenience of buying now and paying later. Newcomers will likely notice advertising for products such as credit cards specifically designed for recent immigrants. Some newcomers may be uncomfortable or unfamiliar with the concept of credit or with different forms of credit and how they may best be used. It is very important that newcomers are able to identify the advantages and disadvantages of credit in order to make informed decisions.

Credit Cards

Credit cards may be seen by some newcomers as status symbols. Others may regard them as necessary evils. Whatever the perception may be, the choice of a particular credit card must be considered carefully. Learners need to understand how credit cards work in general, as well as the terms and conditions for specific cards. Credit cards are financial products, and consumers need to do their homework by researching and comparing the features of different credit cards before making decisions.

For those unfamiliar with using credit cards, it may be useful to learn how interest charges are calculated. When the balance is paid in full and on time, credit cards work like interest-free loans. Taking advantage of interest-free credit makes good financial sense. However, carrying a balance on a credit card may cost much more than a consumer realizes, because of the way in which interest is calculated. It may also be instructive to compare the price of a purchase with the final cost when only the minimum monthly payments are made. Credit card debt is a growing problem in Canada, and newcomers need to be aware of the pitfalls of having and using credit in order to avoid future financial problems. Security is also a serious concern: credit card holders need to take appropriate steps to safeguard and protect all credit cards.

Key vocabulary

bank
credit card
debit card
bank teller
ATM /ABM
bank machine
cheque
safety deposit box
online banking
mobile banking
savings account
chequing account

Verbs and verb collocations

to withdraw
to deposit
to make a deposit
to make a withdrawal
to pay bills
to open an account
to pay with a credit card
to pay cash

Possible grammar structures

yes/no questions
wh-questions
need / don't need
adverbs of frequency to describe one's banking habits

Objective(s) and CLB level

The objective of this series of activities is to familiarize learners with the vocabulary and key concepts related to credit cards. The activities provide opportunities to practise vocabulary use, reading and speaking. These activities are generally appropriate for learners at CLB 1 and 2.

Targeted financial literacy outcomes

The activities in this section and the activity ideas in the teaching notes will help learners achieve the following financial literacy outcomes:

- Understand vocabulary and concepts related to bank accounts and services
- Identify bank account/services suitable for their own needs

Corresponding CLB competencies

- 👂 CLB 1, 2: Understand simple information about familiar, concrete topics.
- ✂️ CLB 1, 2: Copy ... words and short phrases ... to complete short tasks.
- 🗣️ CLB 2: Answer simple questions to describe a personal situation.
- 📖 CLB 2: Understand the purpose and some basic details in very simple, short texts ...

Procedures

A. This is a warm-up activity that introduces the basic vocabulary related to banking. It is appropriate for learners at CLB 1. You could also cut up the cards and ask learners to match the pictures with the words.

B and C. These activities introduce vocabulary for common banking services and transactions. They are intended for learners at CLB 2. In Part D, you could cut up the words and definitions and have learners match them; then, they could complete the sentences.

Answers:

1. deposit 2. cashes 3. open 4. borrow 5. lend 6. pay back 7. write 8. withdraw

D. Before reading the text, ask learners if they recognize the bank signs and whether or not they can name each bank. Learners can also discuss which banks are in their neighbourhood and what other banks they know of. You could use online images of bank logos or authentic brochures.

E. This is a reading comprehension practice.

Answers: Sentences that are true: 4, 6, 8.

F and G. This is a series of activities based on the listening text. It is appropriate for learners at CLB 2. First, learners listen for general ideas and order the sentences. For additional practice, they can copy the sentences in the correct order. Then, learners listen again and complete the text with the words they hear. Learners at higher CLB levels can try to complete the text before listening—they should listen only to check their answers. For lower level learners, you could provide a list of words to insert and use the listening exercise to check their answers.

Transcript

Step 1: Think: What do you do with your money? Do you write cheques to pay your rent or bills? Do you want to keep some money in the bank? Do you want to pay with a debit card when you go shopping?

Step 2: Read about banks and different types of bank accounts— savings accounts, chequing accounts and combination accounts.

Step 3: Visit different banks in your neighbourhood. Ask about their accounts. Ask about the fees for different accounts. Ask about accounts for newcomers.

Step 4: Choose the best bank and bank account for you. A branch near your home or work is convenient.

Step 5: Open your bank account. Bring your ID. A customer service person will help you open your new bank account.

H. Elicit possible questions to ask when choosing/opening a bank account. Have learners unscramble the questions provided and write more on their own. Learners can also work in pairs or small groups.

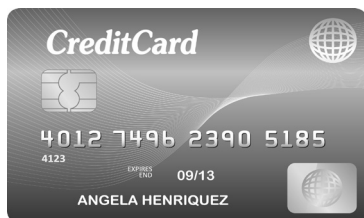
I and J. Learners can interview one or more classmates. As a class, learners can gather information about how they use banking services and then draw conclusions, e.g., *Nobody uses mobile banking. Seven learners have credit cards.*

Extend the activity: You could also develop a *Find Someone Who ...* activity with these prompts.

Beyond the classroom: Invite a customer representative from a local bank to talk about accounts/plans, services and other valuable information. Learners can also visit a bank of their choice and gather brochures with information on banking services, hours of operation, etc.

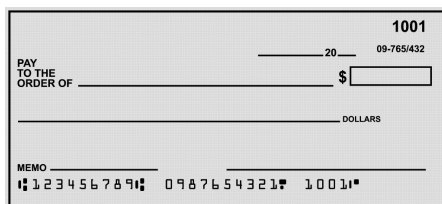
A. Look at the pictures. Listen and repeat. Copy the words.

credit card debit card bank teller cheque









ATM or bank machine

safety deposit box

to withdraw

to deposit



_____ or







B. What accounts and services do you need? Read the questions. Use the words at the top to finish the sentences.

open a savings account ✓

pay bills at your bank

use online banking or mobile banking

ask your bank for a loan

open a chequing account

rent a safety deposit box

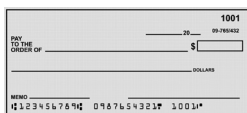


1. Do you want to keep some money in the bank?

You can open a savings account.

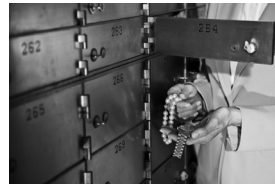
2. Do you want to borrow money to buy a house or a car?

You can _____.



3. Do you need to write cheques?

You can _____.



4. Do you have important documents and valuable things to protect?

You can _____.



5. Do you need to pay bills – gas bills, phone bills, credit card bills?

You can _____.



6. Are you busy? You don't need to go to the bank.

You can _____.

C. Read the banking verbs. Complete the sentences below.

to deposit	to put money <i>into</i> a bank account
to withdraw	to take money <i>from</i> or <i>out of</i> a bank account
to cash a cheque	to get money for a cheque
to write a cheque	to fill out or make a cheque to pay for something
to borrow	to get money (a loan); the person pays back the money
to lend	to give money (a loan) to someone; the person pays back the money
to pay back	to return the money you borrow
to open a bank account	to start a new bank account

- I _____ money into my bank account every week.
- Jin takes his paycheque to the bank. He needs money to buy food and pay bills.
He _____ his paycheque.
- Zara is a newcomer to Canada. She doesn't have a bank account. She needs to _____ a bank account.
- I don't have money to buy a car. I can _____ money from the bank.
- The bank will _____ money to me.
- Now, I have a car loan. I will _____ the loan for three years.
- Every month, we _____ a cheque to the landlord for rent.
- He uses the ATM to _____ cash from his bank account.

D. Read the text below.**BANKING IN CANADA**

In Canada, a bank is a safe place to keep money. You can't lose your money when your money is in the bank. No one can steal your money when your money is in the bank.

First, you need to open a bank account.

You choose the bank. Banks have information in many languages. Some banks have customer service workers who speak your language. Many banks have special accounts for newcomers to Canada.

You choose the type of account you want—a chequing account, a savings account, or a combination account. Then you can put money in the bank.

You don't need to have a job to open a bank account. You don't need to put money in the account right away.

E. Read the sentences. Put T for True or F for False.

1. In Canada, your home is a safe place to keep your money. _____
2. First, you put money in the bank. Then you open a bank account. _____
3. You can't choose the bank. _____
4. Banks have information in many languages. _____
5. Many banks have special bank machines for newcomers to Canada. _____
6. You can choose the type of bank account you want. _____
7. You need a job to open a bank account. _____
8. You don't need to put money in the account right away. _____

F. 🎧 Listen to the steps for choosing a bank and a bank account. Write the correct number for each step.

- _____ Read about different banks and different types of bank accounts.
- _____ Open a bank account.
- _____ Visit different banks in your neighbourhood.
- _____ Choose the best bank and bank account for you.
- 1 Think: What do you do with your money?

G. 🎧 Listen again. Write the missing words.

Step 1: Think: _____ do you do with your money?

Do you _____ cheques for your rent or bills? Do you want to _____ some money in the bank?

Do you want to _____ with a _____ card when you go _____?

Step 2: Read about _____ and different _____ of bank accounts: _____ accounts, chequing accounts, and combination accounts.

Step 3: _____ different banks in your _____.

Ask about their _____.

Ask about the _____ for different accounts. Ask about accounts for _____.

Step 4: Choose the _____ bank and bank account for _____.

A _____ near your home or _____ is convenient.

Step 5: Open your bank account. Remember— _____ your ID to the bank.

A customer service _____ will help you _____ your new bank account.

H. Unscramble the questions to ask when you open a bank account. Then, add your questions. Practise asking these questions with a partner.

Example: How much/the monthly fee/is/this account/for/?
How much is the monthly fee for this account?

1. required/What/the minimum balance/is/?

2. I/write/Can /cheques/?

3. is/the cost /per cheque/What/?

4. transactions/free/How many/are/?

5. send/Can/money/I/abroad/?

6. _____

7. _____

I. Think about your banking needs. Check off (✓) all the things you need to do.

Why do you need a bank account?

☐ *to keep money safe*

☐ *to withdraw cash*

☐ *to have a debit card*

☐ *to write cheques to pay bills/ rent*

☐ *to pay bills from my bank account*

☐ *for pay cheque deposits or direct deposits*

☐ *other needs:* _____

J. Read the questions about you and your bank. Circle your answers. Then ask a partner these questions.

- | | | |
|---|------------|--------------|
| 1. Do you have a chequing account? | Yes, I do. | No, I don't. |
| 2. Do you have a savings account? | Yes, I do. | No, I don't. |
| 3. Do you have a debit card? | Yes, I do. | No, I don't. |
| 4. Do you have a credit card? | Yes, I do. | No, I don't. |
| 5. Do you write cheques? | Yes, I do. | No, I don't. |
| 6. Do you pay bills at the bank? | Yes, I do. | No, I don't. |
| 7. Do you use an ATM (bank machine)? | Yes, I do. | No, I don't. |
| 8. Do you use online or mobile banking? | Yes, I do. | No, I don't. |
| 9. Do you have a safety deposit box? | Yes, I do. | No, I don't. |
| 10. What is the name of your bank? | _____ | |

K. Write sentences about you and banking.

Example: *I have a credit card. I don't pay bills at the bank.*

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

Objective(s) and CLB level




The objective of this series of activities is to familiarize learners with the vocabulary, abbreviations, format and content of a typical bank statement. The activities provide practice in reading a formatted text such as a bank statement. These activities are generally appropriate for learners at CLB 2 and up.

Targeted financial literacy outcomes

The activities in this section and the activity ideas in the teaching notes will help learners achieve the following financial literacy outcomes:

- Understand vocabulary and abbreviations related to bank services and transactions
- Understand and use information included on a bank statement for personal use

Corresponding CLB competencies

 CLB 1,2: CLB 1,2:	Get information from short, simple formatted texts.
 CLB 2:	Understand the purpose and some basic details in very simple, short texts ...
 CLB 1,2:	Copy ... words and short phrases ... to complete short tasks.

Procedures

A. This is a reading that introduces the situation and some vocabulary related to common banking transactions. You may also review the vocabulary using Part C from *Banking* activities. Ask learners who does their banking and how: online, at the branch, at the ATM? Elicit vocabulary for common banking transactions that can appear on a typical statement; list them on the board. Have learners read the text and answer the questions with specific information from the text.

Extend the activity: Learners can make a list of transactions for Lina and Oscar.

B. This is a glossary for the bank statement that follows. You can cut up the vocabulary cards and have learners play the game where they read out a definition and the other party guesses the word.

C. Have learners scan the bank statement and discuss the format and type of information included. You can prepare a few comprehension questions, e.g., *What type of account do they have? What is the account number? How much money is there in the account?*

Extend the activity: You can ask learners to check their bank statements at home and compare transaction codes used. It is not a good idea to ask learners to bring their bank statements to class (privacy).

D. Learners can work in pairs or individually. You could also ask learners to write a set of questions about the statement and quiz another pair using those questions. Alternatively, you could use the statement as an information gap text with blanks to be completed in pairs.

E. Discuss what debit and credit are. You could use this activity together with Part B.

Beyond the classroom: Learners can make a list of transaction codes and types for personal use. Learners can also review their bank statements for accuracy and check fees and charges applied.

A. Read the story and answer the questions.

Oscar and Lina are married. They have a joint bank account. Their employers deposit their pay into this account every payday.

Lina usually does the family's banking. She doesn't go to the bank very often. She uses online banking to pay the bills:

hydro, car insurance, credit card and Internet. They pay their mortgage by pre-authorized debit. This means every two weeks the bank can take money from their account for their mortgage payments. It's very convenient. Lina doesn't need to write cheques for mortgage payments or go to the bank to make payments.



Oscar goes to the bank machine every week. He withdraws cash from their account for groceries and other things. Sometimes Lina and Oscar use their debit cards in stores to pay for their shopping.

Oscar and Lina check their bank statement online. The statement shows their account balance and all the bank transactions—the money going in and out of the account.

1. What kind of bank account do Lina and Oscar have?
2. Who deposits their pay into their bank account?
3. Does Lina go to the bank very often?
4. What does Lina use to pay the bills?
5. What bills does she pay?
6. How do they pay their mortgage? How often do they pay it?
7. Where does Oscar go to get cash?
8. What do Oscar and Lina check online?

B. Here are some words you will see on a bank statement. Read the words and their meanings.

1. current balance: total amount of money in a bank account now	2. transaction: activity in a bank account (deposit, withdrawal)
3. balance forward: the account balance from the last statement	4. withdrawal: money you take out of a bank account
5. payroll deposit: money put into your bank account by your employer	6. service charge: fees you pay for bank services
7. credit: an amount added to the bank account balance	8. automated teller: a bank machine or ATM
9. debit: an amount subtracted from the bank account balance	10. bill payment: an amount used to pay a bill
11. deposit: an amount put into a bank account	12. direct payment purchase: a purchase you pay for with your debit card
13. pre-authorized debit: automatic debit you agree to	14. online banking: using a computer to make banking transactions and read statements

C. Look at Lina and Oscar's online bank statement. Underline the banking words from Part B. Read the transaction codes at the bottom of the statement. Copy the codes next to the words in Part B.

MyBank

Account **Joint** **Account Number** **45-97318**

Current Balance **\$2,683.88**

Transaction History

View

Last week

or show from

MM/DD/YYYY

to

MM/DD/YYYY

Date	Code	Description	Debit	Credit	Balance
Apr 29		BALANCE FORWARD			\$903.89
Apr 30	PD	ABC COMPANY		\$1744.56	\$2648.45
Apr 30	PD	NORTH HEALTH CARE		\$1389.02	\$4037.47
May 1	CW	MASTERCARD	\$214.38		\$3823.09
May 1	PD	MORTGAGE PAYMENT	\$739.00		\$3084.09
May 3	AT	CASH WITHDRAWAL	\$150.00		\$2934.09
May 5	CW	AUTO INSURANCE	\$135.00		\$2799.09
May 5	AT	CASH WITHDRAWAL	\$80.00		\$2719.09
May 5	SC	AT TRANSACTION FEE	\$2.25		\$2716.84
May 5	DPP	PIZZASHACK	\$32.96		\$2683.88

Transaction codes

Code	Transaction Type	Code	Transaction Type
AT	Automated Teller	BP	Bill Payment
CD	Customer Deposit	PD	Preauthorized debit
CK	Cheque	DPP	Direct Payment Purchase
CW	Telephone/Online banking	SC	Service Charge
PD	Payroll Deposit	WD	Withdrawal

D. Read Lina and Oscar's bank statement. Mark the sentences true (T) or false (F).

1. The bank statement is for one month. _____
2. Lina and Oscar got paycheques on the same day. _____
3. They paid MasterCard \$114. 38. _____
4. They got cash from the ATM two times last week. _____
5. They paid a fee for using the ATM on May 5. _____
6. Lina used a cheque to pay the mortgage. _____
7. Oscar and Lina pay for their car insurance online. _____
8. They paid for pizza with a credit card. _____
9. The statement shows two deposits. _____
10. Their current balance is \$903.89. _____

E. Which transactions are credits? Which transactions are debits? Copy the transaction words under the correct heading in the chart.

customer deposit	interest paid on savings	pre-authorized debit
payroll deposit	cheque	withdrawal
bill payment	direct payment purchase	service charge

CREDITS	DEBITS

F. Read your bank statement at home and answer the following questions.

1. How many transactions are there?
2. What are the most common transactions?
3. Do you pay service charges or fees?
4. What do you pay them for?

Objective(s) and CLB level

The objective of this series of activities is to provide practice in writing personal cheques as well as understanding and writing dollar and cent amounts. These activities are generally appropriate for learners at CLB 1 and 2.

Targeted financial literacy outcomes

The activities in this section and the activity ideas in the teaching notes will help learners achieve the following financial literacy outcomes:

- Identify information on a personal cheque
- Write and use cheques for personal use

Corresponding CLB competencies

- 🔍 CLB 1, 2: Understand simple information about familiar, concrete topics.
- 📖 CLB 1, 2: Get information from short, simple formatted texts.
- ✍️ CLB 1, 2: Copy ... words and short phrases ... to complete short tasks.
- 📝 CLB 1, 2: Complete short, simple, or simplified forms that require only basic personal identification information (CLB 1) or familiar information (CLB 2).

Procedures

A. This is a warm-up activity that introduces dollar and cent amounts. Have learners practise reading and writing different amounts, starting with two- and three-digit ones, then moving on to larger amounts, including cents. Learners can quiz each other in pairs using cards with the number and word versions of various amounts. For additional practice, you could also use the numeracy worksheets at the end of this section.

B. Learners can use these amounts to practise reading numbers; you may also focus on teaching pronunciation (e.g., *-ty* vs. *-teen*, *th* sound).

C and D. Discuss when and where cheques are used; elicit examples of situations in which learners use cheques. Discuss what information is typically included on a cheque. Learners can work in pairs or individually.

E. This is a reading activity that can be completed individually or in pairs. Learners can also use the questions to quiz each other orally.

F and G. The focus of these activities is writing. Part G may be more appropriate for learners at CLB 2. Learners can exchange their completed cheques for peer review. You may need to go around and monitor spelling and mechanics of learners' writing.

A. Notice how you write amounts in words on cheques.

\$25	twenty five
\$100	one hundred
\$955	nine hundred and fifty-five
\$1,200	one thousand two hundred
\$1,345	one thousand three hundred and forty-five
\$855.75	eight hundred and fifty-five ----- 75/100



B. Find the mistakes in the amounts written on cheques.

\$482.00	four hundred and eighty-three
\$765	seven hundred and sixty-five dollars
\$931	nine hundreds and thirty-one
\$316	three hundred and sixty
\$1,298	one hundred two ninety-eight
\$2,576	twenty-five thousand seventy-six
\$143.78	one hundred and forty-three and seventy-eight
\$649.24	six hundred -----49.24/100
\$1001.01	one thousand one hundred----- 1/100
\$56	-----56/100

C. Read the parts of a cheque. Identify what each part is for.

- | | |
|--|---------------------------------|
| A. your name and address | F. the amount as a number |
| B. the cheque number | G. your bank's name and address |
| C. the date | H. what the cheque is for |
| D. the name of the person you are paying | I. your signature |
| E. the dollar amount in words | J. bank information |



Your Name Your Address	A	023 B	C	Date _____
Pay to the order of _____		D	E	\$ _____ F DOLLARS 100
ABC Bank 123 Main St. Cityville, Province A1A 1A1		G		
Memo _____		H	I	
00039 00164 235 000989 00442 J				

D. Match the parts of a cheque (A–J) with the items below.

- | | | | |
|------------------|----------------------------------|-------------------------------|-----------------------------|
| _____ 023 | _____ <i>M. Alvarez</i> | _____ George Chong | _____ Rent |
| _____ Aug. 24/12 | _____ 0003900164 | _____ Eight hundred and fifty | _____ ABC Bank 123 Main St. |
| _____ \$850.00 | _____ Maria Alvarez 321 King St. | | |

E. Read the cheque and answer the questions.

<p>Maria Alvarez 223 Main St. W Cityville, Province A1A 1A1</p>	<p>0271</p> <p><i>September 20, 2013</i></p> <p>DATE</p>
<p>Pay to the order of <u><i>George Chong</i></u></p> <p><u><i>eight hundred and fifty five -----</i></u></p>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 150px;"> <p>\$855.75</p> </div> <p><u><i>75</i></u> DOLLARS <u>100</u></p>
<p>City Bank 10 River St. Cityville, Province A1A 1A1</p>	
<p>Memo <u><i>Rent</i></u></p>	<p><u><i>Maria Alvarez</i></u></p>
<p>00039 00164 235 000989 00442</p>	

1. Who is the payee? _____
2. Who is the payor? _____
3. What amount is the cheque for? _____
4. When can the cheque be cashed? _____
5. What bank issued the cheque? _____
6. What is the cheque number? _____
7. Why was the cheque written? _____
8. Whose signature is on the cheque? _____

F. Read the information and complete the cheques.

1. Eduardo Gil lives at 654 Second St., Cityville, Ontario, L3L 3L3. He leases a townhouse in a new subdivision. His landlord's name is Lisa Van. His rent for November is \$1,345.50

Your Name Your Address	0569																
Pay to the order of _____ _____ / _____ CMA Bank 456 Lake St. City, Province L3L 3L3	Date <table border="1" style="display: inline-table; text-align: center; width: 100px;"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td><td>Y</td><td>Y</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div> _____ <div style="display: flex; justify-content: space-between; align-items: center;"> 100 DOLLARS </div>									D	D	M	M	Y	Y	Y	Y
D	D	M	M	Y	Y	Y	Y										
Memo _____ <div style="text-align: center; font-family: monospace; font-size: 1.2em;"> 00029 00321 543 000468 00399 </div>																	

2. Lily Chen leases a condo at 140 Park St., 3 Oak St., Cityville, Ontario, K2K 2K2. She sublets her condo to Johnny Wu for three months while she is working in China. Each month's rent is \$955.

Name Address	0809
Pay to the order of _____ _____ XYZ Bank 678 Front St. City, Province A1A 1A1	DATE _____ <div style="border: 1px solid black; height: 30px; width: 100%;"></div> _____ <div style="display: flex; justify-content: space-between; align-items: center;"> 100 DOLLARS </div>
Memo _____ <div style="text-align: center; font-family: monospace; font-size: 1.2em;"> 00039 00164 235 000989 00442 </div>	

Objective(s) and CLB level

The objective of this series of activities is to familiarize learners with vocabulary and key concepts related to credit cards. The activities provide opportunities to practise vocabulary use, reading and speaking. These activities are generally appropriate for learners at CLB 1 and 2.

Targeted financial literacy outcomes

The activities in this section and the activity ideas in the teaching notes will help learners achieve the following financial literacy outcomes:

- Understand vocabulary and concepts related to credit cards (e.g., *credit card statement*, *due date*, *minimum payment*)
- Understand how credit works
- Identify when it is good to use a credit card

Corresponding CLB competencies

- 🔗 CLB 1, 2: Understand simple information about familiar, concrete topics.
- 🗣️ CLB 1, 2: Ask for basic personal information.
- 🗣️ CLB 1, 2: Give personal information to a supportive listener (CLB 2) in response to questions (CLB 1).
- 📖 CLB 1, 2: Get information from short, simple formatted texts.
- 📖 CLB 2: Understand the purpose and some basic details in very simple, short texts ...
- ✍️ CLB 1, 2: Copy ... words and short phrases ... to complete short tasks.

Procedures

A. This is a warm-up activity that introduces the topic of credit cards. It is appropriate for learners at CLB 1. You can introduce images of common credit cards (Visa, MasterCard) using advertising materials from a local bank, or online images. Discuss what information is included on a credit card; you can also demonstrate the back of the card (online images include both). Ask learners to copy the information in the spaces provided.

To extend the activity: you can ask questions about information on a card. Then, learners can practice asking and answering these questions in pairs (e.g., *What is the credit card number? What is the first name?*) You can also compare credit cards to debit/bank cards.

B and C. This activity personalizes information about credit cards. Ask questions first and have learners write their answers. Then, model asking questions to a few learners; you could also write them on the board. Have learners work in pairs, then move on to another classmate, and so on. Learners can write down their answers and make sentences.

To extend this activity: Learners can tally all the answers and draw conclusions: How many learners don't have a credit card? How many need one? How many want one?

D. This is a reading activity appropriate for learners at CLB 2. It provides an explanation of how credit cards work. You may need to give learners some time to look up the unfamiliar words. Explain the information and ask clarifying questions. You can also demonstrate a sample credit card statement with the terms there (e.g., see Part G).

Answers:

1. E 2. H 3. G 4. A 5. D 6. C 7. F 8. B

E. The text in this activity is almost identical to the text in Part D. For learners at lower CLB levels, you can dictate the text with words in it or provide a list (e.g., write the words on the board).

Extend the activity: You can cut up the text into individual sentences and ask learners to put them in the right order.

F. The purpose of this reading activity is to show that paying a credit card bill in full is a good financial practice. You could discuss/ elicit how much of the credit card bill someone should pay. Have learners answer questions orally and in writing.

G and H. This is an example of an adapted credit card statement. You can also present an authentic one or use an online image. Have learners scan the statement and discuss what information is included. Learners listen for the numbers and complete the blanks. As a follow-up, learners answer questions in Part H that focus on numbers. You may add more practice in listening to and reading four- and three-digit numbers. The last questions explore the possible consequences of paying a minimum amount, an amount smaller than the total, and the total.

Transcript:

This is Alfonso's credit card statement.
His credit card number is 4792 2304 9889 4400.
His credit limit is \$5,000.
The interest on his credit card is 15.9%.
Alfonso has two new transactions this month—his grocery shopping and his cell phone bill.
At Fred's Supermarket, he pays \$153. 27.
The amount at Ocean Cell Phone is \$72.19.
The new balance on his credit card is \$225.46.
The minimum payment amount is \$25.00. The payment is due on May 19.

Beyond the classroom: Learners can visit a local bank and find out what credit cards it offers. They can also obtain some advertising materials about available credit cards.

A. Look at the credit cards. Copy the information.

The diagram shows a Visa credit card from First Choice Bank. Arrows point from specific parts of the card to labels in boxes:

- Credit card name:** Points to the 'First Choice Bank' and 'VISA' logos.
- Credit card number:** Points to the number '4081 7654 9750 9421'.
- Expiry date:** Points to the dates '24/08' and '24/13'.
- Name:** Points to the name 'JENNIFER M. PETERS'.

1.



First name: _____

Last name: _____

Expiry date: _____

Credit card name: _____

Credit card number: _____

2.



First name: _____

Last name: _____

Expiry date: _____

Credit card name: _____

Bank name: _____

Credit card number: _____

B. Finish the sentences about credit cards.

1. I _____ a credit card. **have/ don't have**
2. I _____ a credit card. **use/ don't use**
3. I _____ a credit card. **need/ don't need**

C. Make a question for each sentence in Part C. Use the questions to interview three people in the class. Write sentences about your classmates.

Example: You: *Do you have a credit card?* Gina: *No, I don't.*

Student's name	Question 1	Question 2	Question 3
Example: <i>Gina</i>	<i>No</i>		

Sentences:

Example: *Gina doesn't have a credit card*

D. Read about credit cards. Match the words and the meanings.

How Credit Cards Work

1. You buy something. You pay with a credit card. You don't pay money now.
2. The **credit card company** pays the store or business. Now, you **owe** money to the credit card company.
3. The credit card company gives you a **bill** every month—a **credit card statement**. The bill shows your **purchases** for the month.
4. You pay the credit card company. You can pay all the money (the **balance**) before the **due date**.
5. When you only pay some of your balance, you also pay extra money. This money is called **interest**.
6. When you pay all of your balance, you don't pay extra money to use the credit card. You don't pay **interest**.
7. Your statement shows the **minimum amount**. You must pay this amount. You cannot pay less.

- | | |
|--|---|
| 1. <u> E </u> credit card companies | A. the total amount of money you owe to the credit card company |
| 2. <u> </u> to owe | B. the smallest amount you must pay |
| 3. <u> </u> credit card statement | C. you must pay the bill before this date |
| 4. <u> </u> balance | D. extra money you pay to the credit card company for the loan |
| 5. <u> </u> interest | E. Visa, MasterCard |
| 6. <u> </u> due date | F. things you buy |
| 7. <u> </u> purchases | G. the bill from the credit card company |
| 8. <u> </u> minimum amount | H. to have a debt |

E. Write the missing words. Listen and check your answers.**How Credit Cards Work**

1. You _____ something. You pay with a credit card. You don't pay _____ now.
2. The _____ pays the store or business. Now, you _____ money to the credit card company.
3. The credit card company sends you a _____. It shows your _____ for the month.
4. You pay the credit card company. You pay the _____ before the _____.
5. When you pay all your balance, you don't pay any _____.
6. When you pay some of the balance, you pay _____ to use the credit card.
7. You must pay the _____ on your statement. You can pay more, but you _____ pay less.

F. Read the story. Answer the questions.**Alfonso Pays With His Credit Card**

Alfonso has a bank account and a credit card.

Alfonso uses his credit card to pay his cell phone bill.

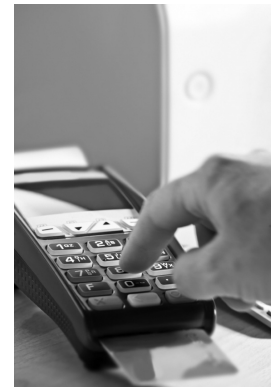
He uses his credit card at the supermarket.

The cashier asks, “How do you want to pay—cash, credit card or debit card?”

“Credit card, please,” Alfonso answers.

Alfonso uses his credit card.

Later, Alfonso gets a bill for his credit card. Now he pays the credit card company. He pays for his cell phone bill and his groceries. He pays all the balance. He pays before the due date. He doesn’t pay interest to the credit card company.



1. What does Alfonso use his credit card for?
2. How does he pay at the supermarket?
3. What does Alfonso get from the credit card company?
4. Does he pay some or all of his balance?
5. When does he pay his bill?
6. Does he pay interest to the credit card company? Why?

G. 🎧 Read Alfonso's credit card bill. Listen and write the amounts.

ABC Bank Credit Card		
<i>Prepared For:</i>	<i>Account Number:</i>	<i>Closing Date:</i>
ALFONSO RUIZ	4792 _____ 4400	April 27, 2013
<hr/>		
Previous Balance	\$564.41	Credit Limit _____
Payments & Credits	\$564.41	
Interest	_____	
New Transactions		
Fred's Supermarket	_____	
Ocean Cell Phone	_____	
New Balance		

Minimum Amount	_____	Payment Period Remaining 0 years 9 months
Due on	_____	If each month you pay the Minimum Amount Due only

H. Answer the questions.

1. What is Alfonso's credit card number?
2. How much did he pay for his cell phone?
3. How much does he owe to the credit card company?
4. When does Alfonso need to pay his credit card bill?
5. How much do you think Alfonso needs to pay? Explain.