

CHANGING LANES

English as a Second Language Reading Series - 5

CANADA



NOVA SCOTIA

HALIFAX



Fatima Goes to the Bank

Acknowledgments

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and the members of the Advisory Group:
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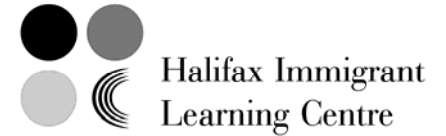
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Mission Statement

Halifax Immigrant Learning Centre is a non profit community based organization that provides language and orientation programs to newcomers to Canada. It develops and delivers language learning programs along the continuum of learning including ESL literacy, settlement, community, workplace and profession specific language training programs.

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Welcome to Changing Lanes

Changing Lanes is a seven-book reading series for adult ESL literacy learners and can also be used in a low level ESL classroom as a supplementary reading and writing resource.

Changing Lanes was developed to address the need for relevant adult ESL literacy resources for both newcomers and instructors. The stories are about and for new immigrants who are still adjusting to a new life in Canada.

To the Teacher

Changing Lanes is a seven book ESL reading series. These books are essentially “stand-alone” and do not need to be taught in the order in which they are presented. The title indicates the theme of each story.

- Book 1: Housing and Family Life “A Day at Razia’s Home”*
- Book 2: Getting Around: “Farid Takes the Bus”*
- Book 3: Dental Health: “Amela Goes to the Dentist”*
- Book 4: ESL in Schools: “Daniela Goes to School”*
- Book 5: Banking/Budgeting: “Fatima Goes to the Bank”*
- Book 6: Grocery Shopping: “Wahida is at the Supermarket”*
- Book 7: Dressing for the Weather: “From Liberia to Nova Scotia”*

Changing Lanes has been aligned to the Canadian Language Benchmark ESL Literacy Phase 1 and 2.

The ESL Literacy Benchmarks lay out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The benchmarks are descriptors of what ESL Literacy students are able to do at various stages of their development.

Each book deals with one or more life skills, for example: dressing for winter, eating well, taking a bus etc.

Each book is divided into two components: reading material and learning activities.

Stories are authentic and personal. They are repetitive in structure with a high-frequency vocabulary.

The learning activities are designed to provide speaking, writing and reading comprehension practice.

The teacher introduces the chapter with a set of activities where new vocabulary is presented. As part of the introduction, students may be asked to fill in the missing letters and copy the words to practice writing.

The after-reading set of activities is designed to check comprehension and to make the story personally relevant.

Here are a few possibilities when supplementing this material:

1. Discuss the situations in the stories with the students: visit to the dentist, calling a superintendent etc.

- *what has been their experience?*
- *write group or individual language experience stories*
- *write in a journal*

2. Cut out pictures from story or parts of the story:

- *sequencing*
- *discuss what is happening in the pictures*
- *retell the story*
- *directionality*

3. Cut and enlarge the pictures:

- *match sentences to the pictures from the story*
- *sequencing*
- *match to reading by teacher or taped story (individual or group)*

4. Cut sentences into words:

- *create awareness/stress words as parts that make up a sentence*
- *create awareness/stress words as different parts of sentence: adjective, pronoun etc.*
- *word order*
- *recreate the sentence recognizing meaning of words/what is happening in the picture*
- *spacing between words*
- *punctuation, capitalization*
- *change sentences by adding words not in the story: adjectives, pronouns, etc.*

5. Read/write /fill in the blanks:

- *note to superintendent*
- *grocery shopping lists*
- *hours of business*
- *card for dental appointment*
- *personal information on form for dentist, etc.*

6. Use high frequency words from one story or accumulate from series:

- *Bingo*
- *enlarge to font 72, cut out and use pocket chart to review all vocabulary before reading each time*

7. Use scenarios to discuss emotions/feelings

8. Use to teach instructions: read, circle, underline, copy, fill in, match, etc.

Have fun!

Fatima Goes to the Bank





This is Fatima.
She is happy.
She lives alone.

-1-



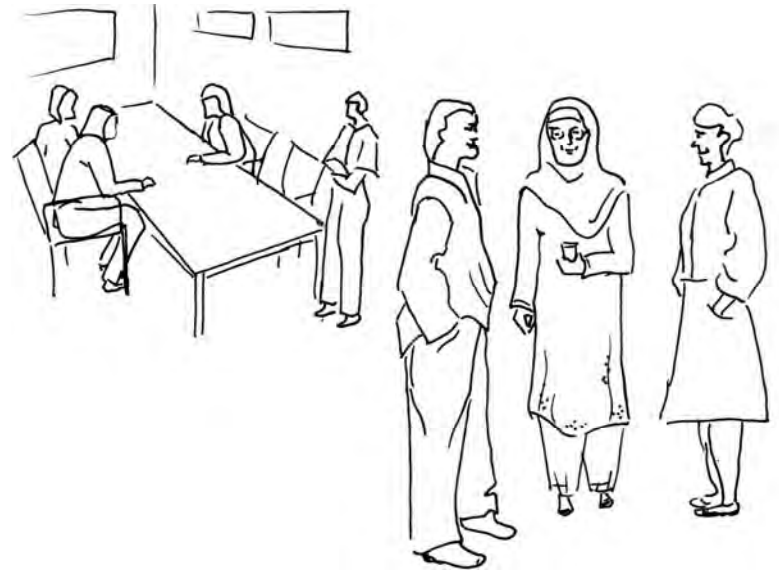
Fatima is from Afghanistan.
She lives in Nova Scotia now.
She lives in Halifax.

-2-



Fatima goes to ESL school.
She learns to read, to write
and to speak English.

-3-



She has many friends at school.
She likes to meet her friends at school.

-4-



It is the end of the month.
Fatima makes a list of bills to pay.

-5-



Her friend helps to make the list.
Fatima must pay her bills.

-6-



Fatima pays the rent.
She must pay for heat.

-7-



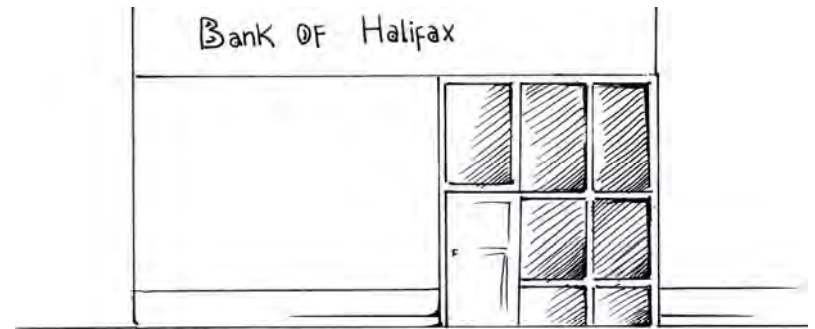
She pays her telephone bill.
Fatima buys groceries.
She buys clothes.

-8-



Fatima does not work.
She gets a government cheque.

-9-



Fatima goes to the bank.

-10-



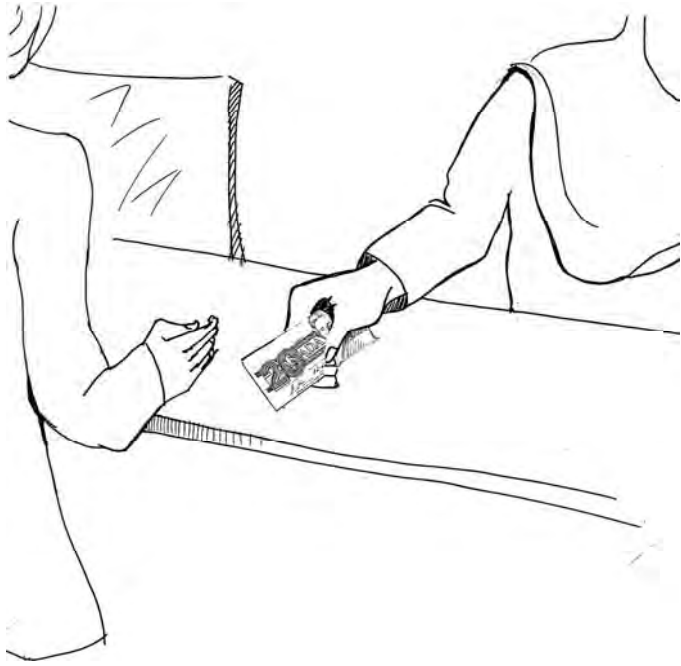
Fatima waits in line to see the teller.

-11-



Fatima gives the cheque to the teller.
She gives her debit card to the teller.

-12-



Fatima gets money from the teller.
She counts the money. It is okay.

-13-



After the bank, Fatima goes to the
supermarket. She buys groceries.

-14-



She waits in line.
She pays for her groceries.

-15-



Fatima meets Wahida at the supermarket.
Wahida is her best friend.

-16-

Before reading pages 1-4

Say the words.



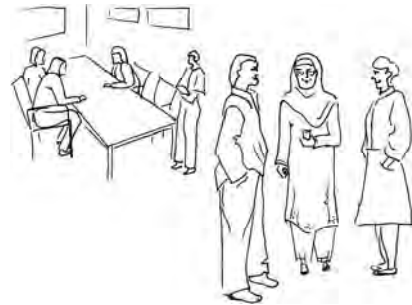
Fatima



Afghanistan



ESL school



friends at school

Fill in the missing letters. Write the words.

happy

alone

many

friends

school

English

1. _ _ _ o _ _

1. _____

2. E _ _ _ _ _

2. _____

3. a _ _ _ _

3. _____

4. f _ _ _ _ _

4. _____

5. _ _ _ y

5. _____

6. _ _ p _ _

6. _____

Find the answer in the story.

1. Where is Fatima from?

Fatima is from _____.

2. Where does she live now?

She lives in _____ now.

3. Why does Fatima go to ESL school?

She learns to _____
_____.

4. What does Fatima like to do at school?

She likes _____.

Before reading pages 5-8

Put the letters in the boxes to spell the words. Write the words.

heat

rent

clothes

telephone

bills

groceries

[] [] [] [] [] [] [] [] []

1. _____

[] [] [] [] [] [] [] [] []

2. _____

[] [] [] []

3. _____

[] [] [] [] []

4. _____

[] [] [] [] [] [] [] []

5. _____

[] [] [] []

6. _____

Put the words in order to make a sentence.

1. pay bills her Fatima must

_____.

2. Fatima pays rent the

_____.

3. her She for pays heat

_____.

4. telephone pays bill She her

_____.

5. groceries buys Fatima

_____.

6. buys She clothes

_____.

What bills do you have to pay every month? Make a list.

rent _____ \$ _____

groceries _____ \$ _____

heat _____ \$ _____

telephone _____ \$ _____

clothes _____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Draw a line to match the pictures to the words.

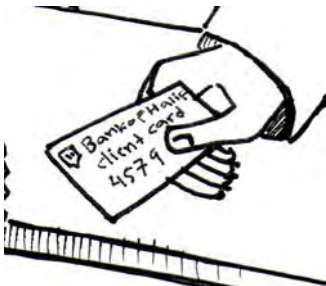


debit card

government cheque



bank



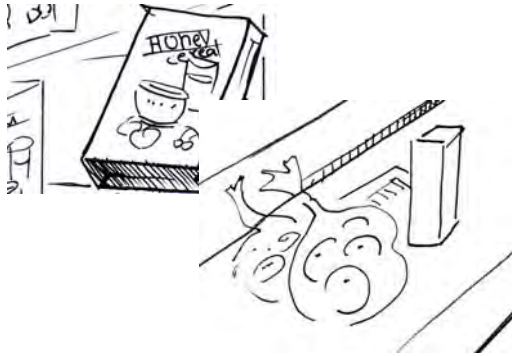
teller

Circle Yes or No.

- | | | |
|---|-----|-------------------------------------|
| 1. Fatima works at the bank. | Yes | <input checked="" type="radio"/> No |
| 2. She gets a government cheque. | Yes | No |
| 3. Fatima goes to the bank machine. | Yes | No |
| 4. Fatima gives her cheque to the teller. | Yes | No |
| 5. She gives her ID card to the teller. | Yes | No |

Before reading pages 13-16

Draw a line to match the pictures to the words.



money



supermarket



groceries

After reading pages13-16

Find the answer in the story.

1. What does Fatima get from the teller?

Fatima gets _____ from the teller.

2. What does she do with the money?

She _____ the money.

3. Where does Fatima go after the bank?

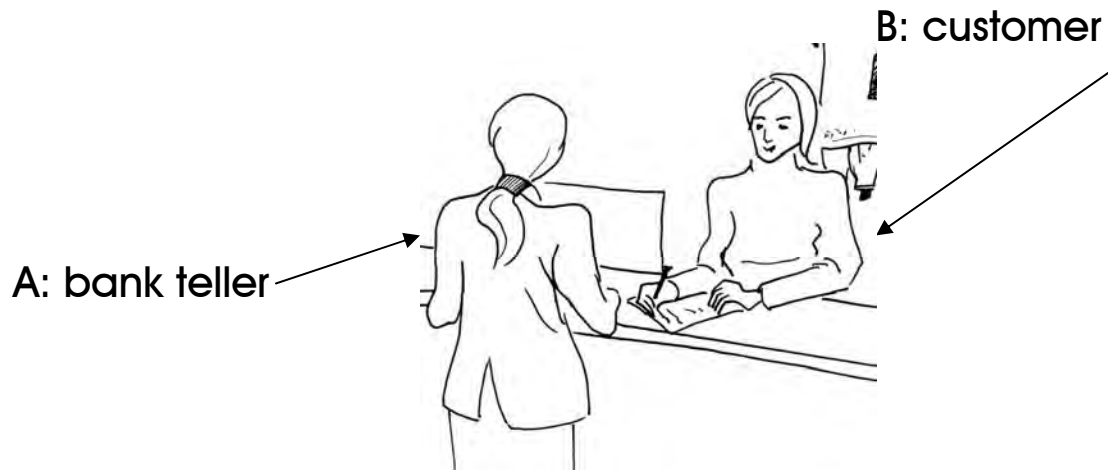
After the bank, Fatima goes to the _____.

4. What does she buy at the supermarket?

She buys _____.

After reading pages13-16

Role play.



A: How can I help you today?

B: Hi, I want to cash this cheque.

A: Can I have your debit card please?

B: Okay, here it is.

A: Here is your debit card and your money.

B: Thank you.

A: Have a nice day.

B: Thanks, you too.