

At the Bank

1 Warm Up Work with a partner.

- Which bank do you use?
- Do they provide services in English?

2 Vocabulary Match the word with the correct meaning.

Balance	Put money in your account
Checking Account	Take money out of your account
Withdraw	Move money – usually electronically
Statement	Amount of money in your account
Deposit	Information about activity in your account
Transfer	Account for daily use



3 Conversation Practice with a partner.



Scene: Kirsty is speaking to a bank clerk.

- Clerk: Good morning. Can I help you?
 Kirsty: Yes, I'd like to change these into ①euros, please.
 Clerk: Certainly, can I see some type of photo ID?
 Kirsty: Here's my ②passport.
 Clerk: Thank you.
 Kirsty: What do I need to open a ③checking account here?
 Clerk: Just bring two forms of photo ID and a letter showing your ④salary.
 Kirsty: Can I transfer money from ⑤abroad into this account?
 Clerk: Yes and you can ⑥withdraw cash from our machines 24 hours a day.

4 Role-plays Take turns with a partner, using phrases in exercise three.

CUSTOMER

BANK CLERK

#1

- ① pounds ② driving licence ③ checking
 ⑤ another account

- ④ salary
 ⑥ check your balance

#2

- ① yen ② passport ③ savings
 ⑤ abroad

- ④ address
 ⑥ request a statement

5 Discussion Ask your partner(s) these questions. Ask follow-up questions!

- Would you like to work in a bank? Why (not)?
- Have you ever used a bank abroad? How was it?
- How good is the service in your bank?
- What do you think of Internet banking?

At the Bank: Teaching Notes

Target Structure:	Theme Lesson: Role-Plays and Discussion
Vocabulary:	Banking
Level:	Intermediate
Time:	40 minutes, depending on discussion
Preparation:	None

Suggested Teaching Method

This worksheet introduces some useful vocabulary related to everyday banking, and gives the students a chance to practice the language with role-plays and discussion.

- ① Give one worksheet to each student. Follow the instructions for exercise one. This should be quite brief: the main discussion questions are at the end. You could ask students to do a very quick survey as a warm-up exercise.
- ② Working in pairs, students should complete this exercise as quickly as possible – set a time and encourage students to guess answers where they're not sure.
- ③ Read the scenario introduction. Assign roles for pairs of students. The pairs then read through the conversation then switch roles. They should ignore the numbers in the text at this stage. Monitor pairs around the class and note common errors while they practice. Report on common errors as the students finish.
- ④ Put students into new pairs. Assign roles. Students should make conversations using the model dialogue in exercise three, substituting words where numbered.

Encourage students to act out the roles, not just read the words, as they become more confident. Give plenty of time for this fluency practice. You may want to ask students to practice the dialogue without referring to the script, after a few practices.

- ⑤ Put students into small groups. Ask them to read through the questions and discuss their answers. After a while, ask students from each group to report briefly to the whole class.

While students are speaking, monitor quietly, and try not to join in, unless really necessary. However, encourage them to use the target language as much as possible. Note common errors and elicit corrections at the end.

Answer Key

- | | | |
|---|---|--|
| <ol style="list-style-type: none"> ② | Balance
Checking Account
Withdraw
Statement
Deposit
Transfer | Amount of money in your account
Account for daily use
Take money out
Information about activity in your account
Put money in your account
Move money – usually electronically |
|---|---|--|

How are we doing?



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