

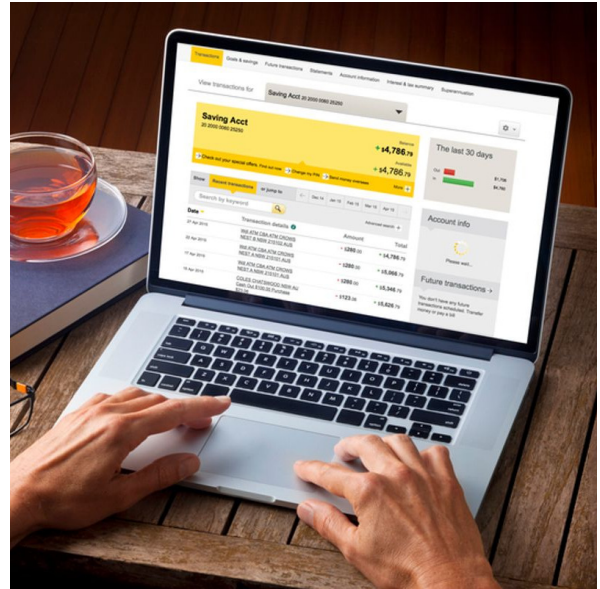


MONEY AND BANKING



Scan to review worksheet

Expemo code:
17GV-C7J8-DSAL



1

Warm up

Work in pairs. Tell your partner the last time you:

- paid for something in cash
- visited a bank in person
- bought different currency for traveling
- accessed your bank account online

2

Changing money

Listen to this conversation at a foreign exchange and choose the correct option. Then read the dialogue in pairs.

Audio 1



Cashier: Hello. How may I help you?

Robert: I'd like to *change/charge* (1) some euros into dollars, please. Could you tell me the current *change/exchange* (2) rate?

Cashier: 1.2 US dollars *to/for* (3) the euro.

Video 1



Robert: Fine. Do you *change/charge* (4) commission?

Cashier: No, we don't. How much would you like to *sell/change* (5)?

Robert: 100 euros.

Cashier: May I see your ID?

Robert: Here you are.

Cashier: *How/how much* (6) would you like your bills?

Robert: *By/In* (7) twenties, please.

Cashier: Here you are, sir. That's one hundred and twenty dollars.

Robert: Thank you.



3

Foreign currencies

Match the following currencies/currency codes with the countries in which they are used:

- | | |
|-----------------|---|
| 1. euro (EUR) | a. China |
| 2. pound (GBP) | b. India |
| 3. yen (JPY) | c. Japan |
| 4. rouble (RUB) | d. most countries in the European Union |
| 5. franc (CHF) | e. Russia |
| 6. yuan (CNY) | f. Switzerland |
| 7. rupee (INR) | g. the United Kingdom |
| 8. dollar (USD) | h. the United States |

In pairs, read aloud each of the following exchange rates, for example.

A: I want to change US dollars into euros. What's the exchange rate?

B: Zero point eight nine euros to the US dollar.

- | | | |
|-------------------------|------------------------|-----------------------|
| • EUR 0.89 = 1 USD | • CHF 0.97 = USD 1.00 | • CNH 9.17 = GBP 1.00 |
| • GBP 0.85 = EUR 1.00 | • RUB 61.88 = USD 1.00 | |
| • JPY 143.35 = GBP 1.00 | • INR 0.65 = JPY 1.00 | |

4

Banks and cash machines

Explain the difference between each of these pairs of items:

1. a cash machine and online banking
2. notes and bills
3. a credit card and a debit card
4. a checking account and a savings account
5. in credit and overdrawn
6. check the balance and freeze your account

You are going to listen to a conversation at a bank. Before you listen, read through the dialogue and predict the missing words/phrases. Then listen and check your ideas.



Audio 2



Customer: Hi, I'd like to _____¹ on my _____² please. The _____³ outside isn't working. I'm not even sure that I'm _____⁴!

Cashier: Certainly. May I see your _____⁵?

Customer: Here you are.

Cashier: Just a moment ... It's two hundred and eighty dollars.

Customer: Great! I'm not _____⁶! Can I take out eighty dollars please?

Cashier: Of course. What bills would you like?

Customer: In fives, please if you can.

Cashier: I can give you ten five-dollar _____⁷ and the rest in tens. Is there anything else?

Customer: No thanks, that's all.

Video 2



Read the dialogue in pairs. Then roleplay the situation in different ways:

- with different amounts of money
- with the customer not being in credit

5

Online banking

Complete these on-screen options and messages for online banking and explain what they mean:

Log in	Make	Pay	Process	Transfer	View
1. _____ a payment		3. _____ to your account		5. _____ your request	
2. _____ money		4. _____ by credit card		6. _____ statement	

Read these situations and choose the best option above:

- You've asked the bank to do something and everything looks fine.
- You need to move some money from your savings account to your checking account.
- You open your banking app on your smartphone.
- Three weeks ago, you paid for a flight with your Visa card.
- You want to pay your electricity bill online.
- You want to check that you have received your monthly paycheck from your job.



Transcripts

2. Changing money

Cashier: Hello. How may I help you?

Robert: I'd like to change some euros into dollars, please. Could you tell me the current exchange rate?

Cashier: 1.2 US dollars to the euro.

Robert: Fine. Do you charge commission?

Cashier: No, we don't. How much would you like to change?

Robert: 100 euros.

Cashier: May I see your ID?

Robert: Here you are.

Cashier: How would you like your bills?

Robert: In twenties, please.

Cashier: Here you are sir, That's one hundred and twenty dollars.

Robert: Thank you.

4. Banks and cash machines

Customer: Hi, I'd like to check the balance on my account please. The cash machine outside isn't working. I'm not even sure that I'm in credit!

Cashier: Certainly. May I see your debit card?

Customer: Here you are.

Cashier: Just a moment ... It's two hundred and eighty dollars.

Customer: Great! I'm not overdrawn! Can I take out eighty dollars please?

Cashier: Of course. What bills would you like?

Customer: In fives, please if you can.

Cashier: I can give you ten five-dollar bills and the rest in tens. Is there anything else?

Customer: No thanks, that's all.



Key

1. Warm up

Time: 5 mins. Check that students understand the phrases. Students then talk about the items in pairs. Conduct a quick class feedback for the final three items and tell students that the aim of the lesson is to support them to do these things in English.

2. Changing money

Time: 15 mins. Ask students to look through the dialogue in pairs and predict which of the two options is correct. You may need to explain 'commission' – a fee that is charged as a percentage of the transaction. They can then listen to the dialogue to check. As some items are very similar or short and unstressed, students may need to listen twice before you check answers with the whole class. Students can then read the dialogue out loud in pairs.

- | | | | |
|-----------|-------------|-------|-----------|
| 1. change | 2. exchange | 3. to | 4. charge |
| 5. change | 6. How | 7. In | |

3. Foreign currencies

Time: 10 mins. Working in pairs, students match the currency codes with the countries. If they haven't noticed, point out that in most cases the first two letters of the currency code indicate the name of the country. If your students' currency is not on the list, elicit what the code is.

- | | | | | | | | |
|------|------|------|------|------|------|------|------|
| 1. d | 2. g | 3. c | 4. e | 5. f | 6. a | 7. b | 8. h |
|------|------|------|------|------|------|------|------|

Students can practice in pairs giving and receiving exchange rates using the information given. Model the example dialogue and ask each student to ask three questions and answer three questions. For greater clarity, students should use the word 'zero' in this exercise rather than saying 'oh', which is more commonly used for phone numbers.

Point out that the words 'yen' and 'yuan' are both singular and plural (e.g. JPY 1 = "one yen", JPY 10 = "10 yen"). The word 'yuan' is commonly pronounced by English-speakers as 'you-an', although the correct pronunciation is apparently a one-syllable word that sounds like 'yren'. Also mention that the name of each currency, except for the euro, can also be preceded by a nationality adjective, e.g. British pounds, US dollars, Swiss francs, etc.

1. "Zero point eight nine euros to the US dollar"
2. "Zero point eight five pounds/British pounds to the euro"
3. "One hundred and forty-three point three five yen/Japanese yen to the pound/British pound"
4. "Zero point nine seven francs/Swiss francs to the dollar/US dollar"
5. "Sixty-one point eight eight roubles/Russian roubles to the dollar/US dollar"
6. "Zero point six five rupees/Indian rupees to the yen/Japanese yen"
7. "Nine point one seven yuan/Chinese yuan to the pound/British pound"

4. Banks and cash machines

Time: 20 mins. Go over the pairs of items and make sure students can pronounce them. Working in pairs, students can discuss what they think the difference between the items is, without using a dictionary initially. After a few minutes, allow them to use a dictionary (preferably English-English) to check anything they're not sure of. Then go over the answers with the whole class. For the second activity, working in pairs, students should look through the dialogue before they listen and try to predict which words or phrases could complete the gaps. They can then listen to the dialogue and check their answers, followed by more pairwork, first reading the dialogue and then



role-playing two different scenarios. Ask a pair to perform the final roleplay for the class, where the customer is not in credit, to check they are using the word 'overdrawn' correctly, and to see how the dialogue ends.

ANSWERS:

1. A cash machine, also called an ATM, is located in the street or inside a bank while online banking is accessed via a smartphone or computer.
2. Bills are paper money in the US, e.g., a five-dollar bill; these are called notes in the UK, e.g., a five-pound note.
3. With a credit card, you are borrowing the money that you spend and you have to pay it back. With a debit card, the money that you spend is taken directly from your account.
4. A checking account (UK current account) is a bank account in which you can take money out at any time. A savings account (UK deposit account) is a bank account where you leave money for a long time and receive interest.
5. If you are in credit, you have money in your bank account. If you are overdrawn you have a negative amount of money in your bank account.
6. Checking the balance is finding out how much money is in your account. Freezing your account means instructing the bank not to allow any money to leave your account – perhaps because your debit card has been lost or stolen.

- | | | | |
|----------------------|--------------|-----------------|--------------|
| 1. check the balance | 2. account | 3. cash machine | 4. in credit |
| 5. debit card | 6. overdrawn | 7. bills | |

5. Online banking

Time: 10 mins. This activity will support students to use online banking in English, completing collocations that will appear on screen to describe typical options and messages. Students can work alone on this, then check answers in pairs before you check with the whole class.

Point out to students that these phrases are sometimes shortened to save space on the webpage, so articles and possessive pronouns have been omitted, e.g., pay (my) credit card, or view (a) statement.

The final task is a short speaking task to be done in pairs, to activate the collocations. Conduct a quick class round-up at the end.

make a payment = authorize money to leave your account to pay into another account online, perhaps to pay a bill; transfer money means moving money between two accounts – either both your own or your own and another person's; log in to your account = enter password and user name to get access to online banking; pay credit card = an instruction used in online banking when you have a credit card account with the same bank as your checking account; process your request = an online message meaning that the bank has received your instructions and is now carrying these out; view statement = open a record of the money that has come into and gone out of your account

- | | | | | | |
|---------|-------------|-----------|--------|------------|---------|
| 1. Make | 2. Transfer | 3. Log in | 4. Pay | 5. Process | 6. View |
|---------|-------------|-----------|--------|------------|---------|

Situations:

- | | | |
|-------------------------|-------------------|---------------------------|
| a. process your request | b. transfer money | c. log in to your account |
| d. pay by credit card | e. make a payment | f. view statement |