

Take A Trip To... The Bank

Functional language

Entry 2 & 3

Related FlashAcademy lessons:

[Beginner > Work & Finance > Banking](#)[Beginner > Work & Finance > Setting up a bank account](#)[Beginner > Work & Finance > Using money](#)[Beginner > Work & Finance > Accessing your money](#)[Beginner > Life in the UK > Filling in forms](#)

Learning Outcome: Students will learn new vocabulary for functional situations and practise speaking role-plays.

Instructions



- Write one of the words or sentences from the table on the board.
- Invite student to chair in centre of the room, facing away from board.
- Instruct students that they will describe the word or sentence on the board without saying what it is. The students will describe the sentence word by word (e.g. if the word is 'I' then they can say "me" or "1st person") and the person sitting should say each word. Students may also mime if they wish.
- Rotate to different student to give each person a turn.

N.B. The vocabulary is on the worksheet as reference for the students after the activity as it will be used for the role-plays and discussion.

- Divide students into pairs and give each student an "A" or "B" worksheet. Their roles are written in the header of the second part (e.g. boss, shop assistant etc.).
- Tell students that they will each play a role of either customer or employee. Speaking together but not looking at each others' sheets, they must complete their own tables with the information from the conversation. Monitor students as they speak.
- When the guided roles plays are done, either keeping the same pairs or swapping partners, give students a few minutes to create their own information. The boxes with asterisks need the student's own information (real or otherwise), then they have a freer role-play. If time allows, students can perform their role-play in front of the class.
- Put students in small groups (3-4 being ideal) and monitor discussion of one of the questions provided at the bottom of the worksheet. Then each group appoints someone to summarise their points for the class.

Materials required

- Take A Trip To... The Bank worksheet
- Whiteboard

TAKE A TRIP TO ... THE BANK

A

Lesson: Setting up an account

PART ONE – USEFUL WORDS

proof of identity	I'd like to set up an account.
loan	What is your name?
overdraft	What is your address?
credit/debit card	Would you like to open a student, personal, or business account?
abroad	

PART TWO – GUIDED ROLE-PLAY (you are the customer)

NAME	Tom Parker
ADDRESS	7 Bedford Street, Coventry, UK
PROOF OF IDENTITY	
TYPE OF ACCOUNT	personal
FEATURES WANTED	£1000 overdraft, debit card

PART THREE – FREE ROLE-PLAY

(create own info, you work at the bank)

NAME	
ADDRESS	
PROOF OF IDENTITY	*
TYPE OF ACCOUNT	
FEATURES OFFERED	*

PART FOUR – DISCUSSION:

Which is more useful in society, a credit card or a debit card?
Should bank accounts be completely free?

Created by the FlashAcademy® Education Team

TAKE A TRIP TO ... THE BANK

B

Lesson: Setting up an account

PART ONE – USEFUL WORDS

proof of identity	I'd like to set up an account.
loan	What is your name?
overdraft	What is your address?
credit/debit card	Would you like to open a student, personal, or business account?
abroad	

PART TWO – GUIDED ROLE-PLAY (you work at a bank)

NAME	
ADDRESS	
PROOF OF IDENTITY	passport
TYPE OF ACCOUNT	
FEATURES OFFERED	£1000 overdraft, debit card, loan

PART THREE – FREE ROLE-PLAY

(create own info, you are the customer)

NAME	*
ADDRESS	*
PROOF OF IDENTITY	
TYPE OF ACCOUNT	*
FEATURES WANTED	

PART FOUR – DISCUSSION:

Which is more useful in society, a credit card or a debit card?
Should bank accounts be completely free?

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