

Unit 6

Can I use my card in this A.T.M.?

Topic/functions

Changing money at a bank

Materials (optional)

A traveler's check

Pictures from catalogs of things students might like to buy, e.g. clothes, books, stereos, etc., with a note of the prices on a separate piece of paper

Review

Checking into a backpackers' hostel

Write the following words randomly on the board:



Put students in pairs and ask them to make a short conversation at a hostel reception desk, using at least three of the words on the board. Set a time limit, e.g. two minutes. Clap your hands to start the activity, and clap again when the time is up. Students should then change partners and have another two-minute conversation with a new partner. Do this a few times until students can complete a conversation within the time limit.

Warming up

Preview: Background notes for Unit 6

Ask if the class has read the Background notes for this unit. See page 6 for **Warming up** procedure. Work through the discussion questions in small groups if you wish.

Brainstorm some foreign currencies. Ask the class who has traveled overseas. Where did they go and what was the currency? Was it easy to buy things using a foreign currency? Did they change any money overseas? Where did they change their money (at a bank, the airport, in

the hotel?). Pre-teach *traveler's check*, *exchange rate*, *identification* and model the word stress as shown here. Show the class a traveler's check if you have one.

Open your books

See page 6 for **Open your books** procedure. Tell the students to look at the picture on page 18 and read the questions. Ask *Where is Koji?* (in the bank). *What is he doing?* (using the A.T.M.). *What do you think he is saying?* (e.g. Can I use my card in this machine?). *What are the other people in the picture doing?*

LISTENING

See page 6 for **LISTENING** procedure. Have the students read through the questions before listening so that they know what to listen for. Pre-teach *commission* (the money that the bank charges) and explain that this can vary from place to place. Explain the difference between buying and cashing traveler's checks. Tell the class that they will hear four short conversations.

- 1 can use his card in the cash machine.
- 2 ¥15,000 into euros.
- 3 to cash some traveler's checks.
- 4 a commission.

Optional Activity

Listening for detail

Write these questions on the board:

- 1 What does the clerk ask to look at?
- 2 How many euros does the woman receive?
- 3 Which form of I.D. does Koji have?
- 4 How much money does the woman change?

- 1 Koji's card
- 2 €115
- 3 his passport
- 4 ¥20,000

Play the conversations again, pausing after each one, and ask students to write down their answers. Have them check in pairs. If the group is having problems with numbers, spend some time on reviewing large numbers (see Optional Activity – Bingo in Unit 2, page 14, before continuing with the unit. Some examples are also given in the **LOOK AND LEARN** box for the students to refer to for help.

LOOK AND LEARN

See page 6 for **LOOK AND LEARN** procedure. Explain any new vocabulary, e.g. *sign the checks*. Model each question and answer and encourage the students to repeat them until they are confident.

Practice the sentence stress in the questions using *can*, demonstrating the stress on *can/can't* in the answers, not the questions, e.g.:

Can I change some money here? *Yes you can./No you can't.*
 (weak *can* not stressed) (stressed *can/can't*)

Use the following drill in the class, and then get the students to practice in small groups. Tell them to concentrate on the correct sentence stress as they practice. Listen for any problems with pronunciation and encourage the students to practice to get it right at this stage.

You: *Ken, can you swim?*
Ken: *Yes, I can.*
You: *Ask Hiro: drive?*
Ken: *Hiro, can you drive?*
Hiro: *No, I can't.*
You: *Ask Taro: play the piano?*
Hiro: *Taro, can you play the piano?*
 And so on.

Optional Activity

Can you ...?

Photocopiable page F, page 68

Make a copy of page 68 for each student in the class. You may want to do an example first. Students walk around the classroom, asking *Can you ...* questions for each picture on their page. They ask a classmate one question only and if they are told *No, I can't*, they should move on to someone else. The object of the exercise is to find twelve different people who answer, *Yes I can!* to the questions on the page. When a student gets a *Yes*, they check the box in the corner of the picture and do not ask that question again. Under Extra Information, students must choose three people to question in more detail and note down some facts about the answer (*Can you tell me more about that, please?* e.g. *Kenichi goes snowboarding in Hokkaido. Maki speaks a little French.*). For the *free question* boxes, students should think of their own *Can you ...* question. Help out with ideas here if needed (e.g. play tennis? play the guitar? sing?).

At the end of the exercise, or after a time limit set by you, give feedback on the exercise and elicit some of the more interesting answers you heard.

CONVERSATION

See page 6–7 for **CONVERSATION** procedure. Monitor as the students complete the task and give any remedial work on numbers as needed. Have the students check in pairs and then use the audio to model the conversation one line at a time. Students listen and repeat with their books closed.

1 yen	3 ¥10,000	5 €75
2 euros	4 your passport	

OVER TO YOU!

See page 7 for **OVER TO YOU!** procedure. Tell the students to look at the prompts and check that they are confident in reading the amounts. Encourage them to use the *Read, look up, and speak* technique described on page 12.

Optional activity

How much is it? – practicing large numbers

Display the magazine pictures you have brought in around the room. Have the students walk around in pairs and estimate the price of each item, for example:

A: *How much do you think this computer costs?*
B: *I think it's about ¥100,000.*
A: *I think it's a bit more. I think it costs about ¥150,000.*

Students note down their guesses. At the end, you tell the class what the items really cost.

ACTIVITY

See page 7 for **ACTIVITY** procedure. **New Partners.** Student A turns to page 54 and looks at activity 6. Tell students to read the instructions. Give the class a few minutes to read through and understand the task. Then set up the classroom as a bank and have the class act out with as much energy as possible the conversation in the bank. Listen for clear pronunciation of amounts and sentence stress in questions using *Can...?* and give feedback on this and on any other persistent mistakes at the end of the activity.

Optional Activity

Background notes discussion questions

If you didn't use them earlier, ask the class to form small groups to discuss the questions on page 62.

Ending the unit

See page 7 for **Ending the unit** procedure. Write the following function on the board and elicit an example:

Changing money at a bank
Can I cash some traveler's checks, please?

Assign any review homework you wish to give, including Workbook Unit 6, and ask the students to read the Background notes for Unit 7 before next time.