



## Language Support for Migrants *A Council of Europe Toolkit*

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### 67 – Scenario: Using postal and banking services

**Aim: To inform migrants about postal and banking services and enable them to use these services.**

#### Communicative situations

- Understand the signs related to postal and banking services.
- Understand simple information about postal and banking services.
- Use a cash machine (ATM).

#### Materials

- A) Pictures of places and signs related to postal and banking services.

#### Language activities

##### Activity 1

Use the pictures to:

- Elicit some basic information and vocabulary about postal and banking services asking e.g. *Where do you have to go to send a letter to another country? And where can you change money?*
- Migrants may be able to talk about these services in their own country.

##### Activity 2

Use the pictures to explain relevant signs. Participants can:

- Write the key words and expressions on cards. Read the same signs in other photos (e.g. a photo of a street with the same signs).
- Check their understanding by asking them to match words with pictures and signs.

##### Activity 3

Hand out an illustrated sheet with information about the location and the opening times of the nearest post office or bank.

- Check learners' comprehension by asking questions such as: *Where is the bank? Is it open on Saturdays? When is the post office open? What time does the bank close?* Migrants can practise times of the day and days of the week, (e.g. *The bank is open from 9.00 to 4.30 from Monday to Friday*).
- Then, ask them to work in pairs and to exchange information about the information sheet
- Ask them to share their information with the group.

#### Activity 4

Learners imagine they are outside a bank – or, better, organise a visit to a bank or post office, or to an office specialised in international money transfer with a group of migrants. If this is not possible:

- Show photos of a cash machine and ask: *How do you use a cash machine or ATM?*
- If possible, show photos of some cash machine screens that explain the procedure for using a debit/credit card to withdraw cash. Ask participants to explain the procedure in simple language, e.g.:
  1. *First you put in your card.*
  2. *Then you have to choose whether you want to withdraw cash, buy credit for your mobile phone etc.*
  3. *Next you have to key in your pin code and choose how much cash you want, etc.*
  4. *You have to take back your card before receiving your cash etc.*

#### Activity 5

Migrants practise language they may need in a post office:

- A. *How can I help you?*  
B. *I want to send this letter to Iraq please.*  
A. *OK put it on the scales – that's 3 euros 50.*  
B. *Right. Here you are. Where can I post it?*  
A. *Put it in the box marked 'overseas'.*  
B. *OK. Thanks. Goodbye.*

#### Activity 6

Migrants practice language they may need for sending money abroad by international money transfer

- A. *Hello. I would like to send some money to \*\*\*\*\* (name of place)*  
B. *OK, first you need to fill in this form.*  
A. *How long will it take for the money to arrive in \*\*\*\*\* (name of place)?*  
B. *It is more-or-less immediate*  
A. *How do I pay you?*  
B. *With cash or a debit card from a bank.*  
A. *How will my friend collect the money?*  
B. *You must send this reference number to your friend so they can use it to collect the money in one of our offices.*  
A. *That's good. Thank you.*

## Sample materials

A) Pictures of places and signs related to postal and banking services.

