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

**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**

1. 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**

1. Pictures of places and signs related to postal and banking services.

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