
1. How to Use a Financial Institution

Did you know?

Immigrant's Use of a Financial Institution

According to the Federal Reserve, thirty-eight percent of Asian families and 36% of Latino families do not use a financial institution (1998 Survey of Consumer Finances). Other studies say the number of Latino families who do not use a financial institution may be more than 50%.

Minimum Wage

The minimum wage in the U.S. has not increased to keep up with inflation and it is not enough to escape poverty. Few minimum wage jobs provide health or retirement benefits. The "living wage" is the amount of money per hour a full-time worker needs to bring his/her family to the federal poverty line.

In 1979, the minimum wage was \$2.90. The "living wage" should have been \$3.63. In 2001, the minimum wage was \$5.15. The "living wage" should have been \$8.48. (United for a Fair Economy, Boston, MA)

UNIT 1: HOW TO USE A FINANCIAL INSTITUTION

Lesson 1: How to Open an Account

Pre-Class Preparation:

One of the challenges of this lesson, and of all financial education lessons, may be related to cultural differences. Many of your students probably come from countries where financial services are less secure than in the United States. They may not trust banks, or may not understand how they work. They may have had bad experiences in the past with bank failures, currency devaluations or hyperinflation. Also remember that their financial needs are probably quite different from your own. They may save little and send most of their money back to relatives in their home country. Some of them may not have a valid social security number and may not realize that they can open an account with an Individual Tax Identification Number issued by the IRS. If you keep these concerns in mind as you prepare and present the lesson, it will be more effective.

Before class, you should do some research about the financial services available in your area.

First, gather information about the Individual Tax Identification Number (ITIN) issued by the IRS. If many of your students do not have a valid social security number, this information could be very important to them. The ITIN can be used to file taxes, open an account that earns interest or apply for a loan at some financial institutions. Call the IRS at 1-800-829-8815 to find an IRS office near you. Then ask that office if there are resources to help people apply for the ITIN in your community. Many immigrant and community centers help people apply for the ITIN. Tell your students to beware of individuals and for-profit-businesses that overcharge individuals for these services. Also, if you have Internet access, see the site www.irs.gov for more information about the ITIN. Only people who cannot obtain a social security number are eligible for an ITIN.

Second, call several banks and credit unions in your community. Which ones will accept an ITIN instead of the social security number? Do any have employees who speak the native languages of your students? What services do they offer? Ask about the required minimum balance, ATM access, monthly fees, money transfers and other services. Some financial institutions can open non-interest bearing accounts for people with neither a social security number nor an Individual Tax Identification Number. Are there any such banks or credit unions that your students may use? Information of this kind will give your students a starting place in their search for a financial institution. You may also want to request information to use as “realia” for in-class examples. You may want to invite a representative from a financial institution that provides accessible services to immigrants to speak to your class.

Lesson Objectives:

- Students will know what documents they need to open an account in a bank or credit union
- Students will understand the dangers of keeping large amounts of money with them or in their house.
- Students will understand how to communicate with bank/credit union employees to open an account.
- Students will be able to compare various accounts and choose the best option for them.

Language Skills:

Speaking, listening, reading, writing

Grammar Review: verb identification, conditional clauses, contractions, pronouns and possessive pronouns

Vocabulary:

- Account
- Automatic Teller Machine (ATM)
- Balance
- Bank
- To be confused
- To compare
- Credit union
- To deposit
- To earn interest
- Fee
- Financial institution
- To be insured
- Individual Tax Identification Number (ITIN)
- Minimum balance
- Minimum initial deposit
- Monthly maintenance fee
- To open an account
- Overdraft protection
- Teller
- Transaction

Introduction Activity: Discussion

This discussion can give the teacher an idea of how much students already know and what experience they already have with the topic. Have students discuss these questions in a small group or with the entire class.

1. Have you been to a bank or credit union in your country? In the U.S.?
2. What was it like?
3. Do you have an account in a bank or credit union in your country? In the U.S.?



4. Why is it good to have an account in the U.S.?

How does it help you in your life?

Mention the dangers associated with keeping cash with you and in your home.

5. Have you had any problems at a bank or credit union?

Vocabulary Exercise:

Define each of the following words. If you do not know a definition, you can leave it blank. Try the exercise again after reading the following dialogue. Circle the vocabulary words in the dialogue. Use the dialogue to help you find the definitions.

Remind the students that it is not necessary to know all the words in a passage in order to understand the passage. Emphasize the use of context in reading unfamiliar passages. As an alternate activity, you could have students write sentences or dialogues using the vocabulary words below.

1. Account

You can open an account with a bank or credit union to deposit your money. There are different kinds of accounts such as a savings account and a checking account. Sven opened a savings account for his son so he can save money.

2. Automatic Teller Machine (ATM)

A machine where you can withdraw, deposit, find your balance or transfer funds from one account to another. Jim uses the ATM to get money from his account on the weekends.

3. Balance

The amount of money you have in your account. Holly called her credit union to ask her balance.

4. Bank

Business where you can save money, have a checking account or apply for a loan. Mimi went to the bank to cash a check.

5. To be confused

To not understand. To have questions. Pepe was confused about how to open an account.

6. To be insured

To have a contract or insurance that protects you against loss. The bank employee explained to Miguel that his money was insured up to \$100,000.

7. To compare

To look at how two or more things are different and similar to one another. Jason compared the savings accounts at two financial institutions before opening an account.

8. Credit union

Non-profit organization where members can save money, have a checking account, apply for a loan and participate in the decisions of the organization. Jane opened her savings account in a credit union.

9. To deposit

To add money to your account. When Ignacio got paid, he deposited money into his account.

10. To earn interest

The bank or credit union pays you to keep your money there. They pay you a small percentage of your balance each year. Billy keeps his money in a savings account because it earns interest.

11. Fee

Money that you have to pay for a service. Kiki has to pay a \$2 fee each month for her checking account.

12. Financial institution

An organization like a bank or a credit union where you can have an account and ask for a loan. Maura found many financial institutions in her town.

13. Individual Tax Identification Number (ITIN)

A number that the tax office or IRS gives to people without social security numbers so they can file their taxes. The ITIN can also be used to open accounts or apply for loans. Diana used her ITIN to open her savings account.

14. Minimum initial deposit

The amount of money you have to deposit to open an account. Cynthia opened her savings account with a \$20 minimum initial deposit.

15. Monthly maintenance fee

The amount of money a bank or credit union charges you each month for your account. Bobbie pays a \$5 monthly maintenance fee for his checking account.

16. Minimum balance

The amount of money that you always need to have in your account at all times. George needs to have a \$100 minimum balance in her checking account.

17. To open an account

To start a savings or checking account in a bank or credit union. Catalina and her husband went to the credit union to open an account.

18. Overdraft protection

If you write a check and you don't have enough money in your account to pay it, the overdraft protection service will use money in another one of your accounts to pay the check. You have to ask for this service. When Tina opened her checking account, she asked for overdraft protection in case she makes a mistake with a check.

19. Teller

A person who works at a bank or credit union and helps you cash your check. The teller helped Jack to cash his check.

20. Transaction

Something you do at a bank or credit union. When you deposit money, withdraw money or cash a check you are making a transaction. Sally needs to go to the bank to make a transaction.

Dialogue 1: Listening / speaking / pronunciation

The dialogues can be used in various ways, depending on the ability and comfort levels of the class. The teacher may record the dialogue on a cassette or videotape before class and use it as a listening exercise. Students can write down the words they hear. Two or more students can read the dialogue aloud in class. Remind students to listen for vocabulary in the context of the dialogue. Teachers can also use this dialogue as a “cloze” activity where students fill in the blank on missing words. Other ways to use the dialogues include using parts of it as a dictation and/or for pronunciation purposes.

Marta and Anna receive their paychecks. Marta goes to a check-cashing store. She cashes her \$600.00 paycheck. She pays \$30, or 5 percent of the check, for this service. She puts the rest of the money in her purse.



Anna: Marta, are you not afraid to put so much cash in your purse? If you lose it, you may not have enough money to pay the rent. If someone robs you, you may get hurt.

Marta: I know, Anna. I do not like to carry all my money, but I have to. I do not trust banks. I am afraid that if I deposit my money in a bank, I may not get it back. And they charge so many fees. I am afraid they will cheat me because I do not speak English well.

Anna: Many people feel that way. If you learn how banks in the United States work, you will not be afraid.

Marta: I cannot open a bank account. I do not have a valid social security number.

Anna: That is OK. If you have an Individual Tax Identification Number, you can open an account in many banks and credit unions.

Marta: What is an Individual Tax Identification Number?

Anna: It is an official number given by the U.S. tax office. It lets you file your taxes, open accounts in banks and credit unions or apply for loans. It is for people who cannot get a valid social security number.

Marta: Do I need anything else to open an account?

Anna: In most cases you only need an identification with a picture and your signature, like your driver's license.

Marta: I do not know...I still do not feel comfortable going to a bank. I think they will cheat me.

Anna: If you ask the right questions, they will not cheat you. I will help you make a list of questions to ask.

Comprehension Questions:

Students can discuss these questions in a small group if they need more speaking practice.

1. Why does Marta need an account in a bank or credit union?

She will be safer if she doesn't carry large amounts of cash with her. She will also save money because she will not have to pay to cash her checks and she will earn interest. She can have access to loans and a checking account.

2. Why is it dangerous for Marta to put a lot of money in her purse or wallet?

Marta could lose the money or be robbed. She could get hurt or killed if she is robbed.

3. What does it cost Marta to NOT have an account?

Marta has to pay more for check cashing, money orders to pay bills, and other services like sending money to her family. She also risks the danger of losing a lot of money if she loses her purse or is robbed.

4. Does Marta need a valid social security number to open an account?

No. She can open an account in many banks or credit unions with an Individual Tax Identification Number (ITIN). Some financial institutions allow people without the ITIN or the Social Security Number to open an account that doesn't earn interest.

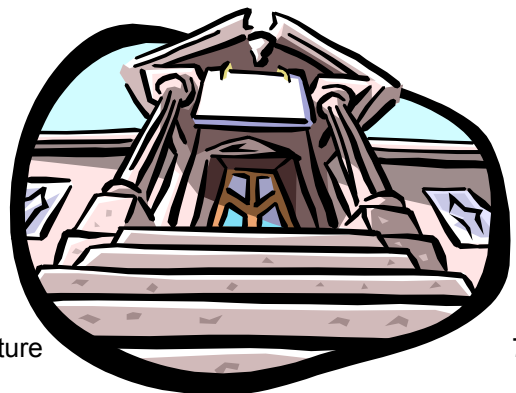
5. What is an Individual Tax Identification Number (ITIN)?

The Individual Tax Identification Number is a number that the IRS gives people who cannot get a valid social security number. You can file your taxes, open accounts that earn interest or apply for loans in some banks and credit unions with an ITIN.

6. What other documents does Marta need to open an account?

Marta needs her driver's license or another form of official identification with her photograph and signature.

In addition to the comprehension questions, you can discuss with your students the information you researched before class. Where can they go to fill out the paperwork for an



Important Note: What is a Credit Union?

Credit unions are financial institutions that offer similar services to a bank. These services include savings accounts, checking accounts, loans and other services. One important difference between a bank and a credit union is that a credit union is a non-profit organization and not a business. Credit unions work for the benefit of the community. They use the money the organization makes to provide more benefits to their members. The members of a credit union are the owners of the organization. They participate in a democratic process to elect the leaders of the organization who are part of the board of directors. Credit unions offer the same benefits to all their members. They treat a person with a little bit of money in their accounts the same as someone who has a lot of money.

In the United States, credit unions are regulated by several agencies. When you deposit money in a credit union, you can be sure that your money is safe. A federal agency called NCUA (National Credit Union Administration) insures the money of each member of a credit union up to \$100,000. Today, credit unions in the United States have more than 72 million members.

The basic idea of a credit union is that people help each other to meet their economic and social needs. Members save their money in the same place and that money is used to give out loans and provide other services that benefit everyone. There are more than 36,500 credit unions in the world. The tradition and credit union movement that started in the 1800s in Europe continues.

Dialogue 2: Listening / speaking / pronunciation

Anna: The first question you should ask when you go to a financial institution is, “Will my money be insured?”

Marta: What does that mean?

Anna: If the bank or credit union closes, you will get your money back. Your money is insured by a government agency up to a certain amount of money.

Marta: So if the bank closes, they will give me my money?

Anna: Exactly. The next question you should ask is, “What is the minimum initial deposit?” This is how much money you need to deposit when you open the account.

Marta: Do I have to keep that amount in the account all the time?

Anna: It depends on the account and the financial institution. Some accounts have a minimum balance. If you don’t keep the minimum amount of money in your account, they may charge you a fee. You should ask about the minimum balance too.



Marta: Are there any other fees?

Anna: Sometimes you have to pay a monthly maintenance fee for having the account. Most checking accounts have monthly fees. Also ask if you have to pay when you use the ATM machines or the services of a teller.

Marta: That’s a lot of fees!

Anna: I know, but it is cheaper than paying a company to cash your check. If you ask questions, you can find a bank or credit union that doesn’t charge you as much. If you can join a credit union in your community, it may have much lower fees.

Marta: What is a credit union?

Anna: A credit union is like a bank, except that the people with accounts in the credit union own the credit union. Credit unions are non-profit organizations that



work for the benefit of the community. They usually have lower fees or no fees at all.

Marta: How do I join a credit union?

Anna: All of the people who have accounts in a credit union share something, like working for the same company or living in the same community. In some communities, immigrant and minority groups have started credit unions.

Marta: Is there anything else I need to ask?

Anna: Yes. You should ask how much interest the account earns. All savings accounts should earn interest. Some checking accounts earn interest too. To earn interest means the bank pays you for keeping money in your account.

Marta: I am still confused.

Anna: Use this chart when you go to open an account. It will help you remember all the questions. It will also help you compare the services of different financial institutions.

Question	Yes/No	Amount \$	Notes
Is my money insured?			
Minimum initial balance?			
Minimum balance?			
Monthly maintenance fee?			
ATM fee?			
Teller fee?			
Interest?			
Other questions			

Writing Practice:

Write the questions you will ask at the bank or credit union using complete sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____

Speaking Practice:

Practice this conversation between a bank employee and a person opening an account. After you finish practicing this conversation, write your own dialogue and role-play opening a bank account. You may want to use the questions you wrote in the previous page.

Advanced students can use the dialogue as an example and create their own dialogue. The teacher could also tape the dialogue before class and play it out loud as a listening exercise. Have students fill out the chart as they read or listen to the dialogue.



Bank Employee: Hello and welcome to the Bank of Money. May I help you?

Marta: Yes. I have some questions about how to open a savings account.

Bank Employee: What are your questions?

Marta: Will my accounts be insured?

Bank Employee: Yes. Your deposits will be insured up to \$100,000.

Marta: What is the minimum initial deposit?

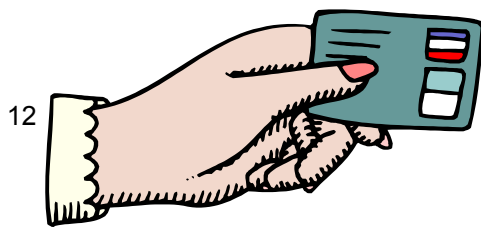
Bank Employee: The minimum initial deposit is \$100.

Marta: What is the minimum balance?

Bank Employee: The minimum balance is \$50.00. We will charge you \$1 for each day that you have less than \$50.00 in your account. If you have less than \$50.00 in your account for 1 month, we will close your account.

Marta: Do you charge a monthly maintenance fee?

Bank Employee: No, there are no monthly fees.



Marta: Will I receive an ATM card?

Bank Employee: Yes. You can use your ATM card at any of the 15 Bank of Money ATMs in this city.

Marta: Do you charge an ATM fee?

Bank Employee: You can use the ATM 5 times each month for free. There is a \$1 fee for each additional time you use an ATM. There is also a \$1 fee every time you use an ATM that is not owned by the Bank of Money.

Marta: How do I know if Bank of Money owns the ATM?

Bank Employee: You need to look for a sign that says Bank of Money on the machine.

Marta: Do you charge a fee if I go to the bank and a teller cashes my check?

Bank Employee: No

Marta: Does my savings account earn interest?

Bank Employee: Yes, your savings account earns 1% annual interest.

Marta: Thank you very much for your help.

Bank Employee: Would you like to open an account right now?

Marta: No, thank you. I would like to think about it first.

Bank Employee: My name is Richard. Here is my business card. Please call if you have any questions.

Marta: I will. Thank you for your help, Richard.



Comprehension Activity:

Complete the following questions based on the dialogue.

Question	Yes/No	Amount \$	Notes
Insured?	Yes	\$100,000	
Minimum initial deposit?	Yes	\$100	
Minimum balance?	Yes	\$50	\$1 each day below the minimum balance. The bank closes the account after one month.
Monthly maintenance fee?	No		
ATM fee?	No/Yes	\$1 after 5 transactions	5 free transactions each month, then \$1 each transaction. \$1 fee if the ATM is not a Bank of Money ATM
Teller fee?	No		
Interest?	Yes	1%	
Other questions			

Speaking Practice:

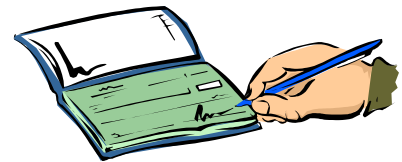
Work with a classmate to ask each other the following questions.

1. What documents do you need to open an account in a bank or credit union?
2. Is it dangerous to keep large amounts of money with you or in your house?
3. What questions should you ask at a bank or credit union if you want to open an account?

Reading Practice:

There are two basic types of accounts in banks and credit unions.

1. Savings accounts
2. Checking accounts



Savings accounts are for people who want to put their money in a safe place, earn interest and don't need to take money out of the account a lot. Checking accounts are for people who want to write checks to pay bills or use a debit card to buy things in stores. Many people have both a checking account and a savings account. The examples in this lesson have talked about savings accounts. If you want to open a checking account, you should ask some extra questions.

1. Is there a fee for each check that I write?

2. Is there a maximum number of checks that I can write each month?

3. Will I have a debit card? A debit card is a special ATM card. It uses the VISA or MasterCard system so you can use the card when you go shopping. You can use it in many countries. When you use your debit card to buy something, it uses money in your checking account to pay for it. Be sure you always know how much money you have in your checking account.

4. Does the checking account have overdraft protection and how much does it cost? Overdraft protection helps you if you write a check and do not have enough money in your checking account. There are two types of overdraft protection. One type takes money from your savings account and puts it into your checking account. The other type gives you a small loan to pay the check. There is usually a fee for overdraft

protection. It is good to have overdraft protection, but you should try not to use it. You should always know how much money you have in your checking account. Do not write checks for more than that amount.

Skills Practice:

This exercise is to help students get used to the idea of “shopping around” for a financial institution. They will realize that no one bank or credit union is right for everyone. Encourage them to discuss the pros and cons of each financial institution. Discuss prioritization of services. What is the most important service for each person?

Lisa and Maria can open an account in either Bank 1 or Bank 2. Use the information below to decide what bank is better for Lisa and for Maria.

1. Lisa does not keep a lot of money in her account. She does not like to use ATMs. Lisa should open an account in Bank 2.
Bank 2 has a low minimum initial deposit and no minimum balance. There is no teller fee. There is an ATM fee, but Lisa does not use the ATM.
2. Maria works during the day and never has time to go to the bank, so she uses the ATM. She always keeps at least \$100.00 in her account. Maria should open an account in Bank 1.
Bank 1 has a higher minimum initial deposit and has a minimum monthly balance, but both are less than the \$100.00 Maria keeps in her account. Maria does not go to the bank, so the teller fee is not a problem. Bank 2 charges to use the ATM. Bank 1 does not. Maria uses the ATM a lot, so Bank 1 is better for her.

Question	Bank 1			Bank 2		
	Yes/ No	Amount \$	Notes	Yes/ No	Amount \$	Notes
Insured?	Yes	\$100,000		Yes	\$100,000	
Minimum initial deposit?	Yes	\$50		Yes	\$25	
Minimum balance?	Yes	\$10	\$1 fee each day below minimum balance; close account after 1 month	No		
Monthly maintenance fee?	Yes	\$2		No		
ATM fee?	No		\$1 if the ATM is not a Bank 1 ATM	Yes	\$1	\$2 if the ATM is not a bank 2

						ATM
Teller fee?	No/Yes	\$1	4 times per month free, then \$1 each visit	No		
Interest?	Yes	2%		Yes	1%	
Other?						

Bob and Fred can join the Minority Credit Union in their community. They can also open an account in Bank 3. Use the information below to decide what institution is better for Bob and for Fred.

1. Bob keeps a lot of money in his account. He likes to use ATMs. Bob should open an account in Bank 3 or the Minority Credit Union.
2. Fred does not keep a lot of money in his account. He likes to use ATMs. He wants to become a member of the Minority Center. Fred should open an account in the Minority Credit Union.

Question	Bank 3			Minority Credit Union		
	Yes/No	Amount \$	Notes	Yes/No	Amount \$	Notes
Insured?	Yes	\$100,000		Yes	\$100,000	
Minimum initial deposit?	Yes	\$250		Yes	\$10	
Minimum balance?	Yes	\$100	\$1 fee each day below minimum balance; close account after 1 month	Yes	\$10	\$1 fee each day below minimum balance; close account after 3 months
Monthly maintenance fee?	No			No		
ATM fee?	No		\$1 if the ATM is not a Bank 3 ATM	No		\$0.75 if the ATM is not a Minority Credit Union ATM
Teller fee?	No			No		
Interest?	Yes	1.5%		Yes	2%	
Other questions					\$20	Membership in Minority Center required

Where would you open an account? Why?

Any answer is acceptable.

Grammar Activity: Pronouns and Possessive Pronouns

Fill in the blanks with the correct pronoun.

1. My friend Jeff wants to open an account in a bank. He wants to save his money and earn interest.
2. He wants his wife, Sarah, to open an account too.
3. She wants to deposit and withdraw money from her account.
4. She also wants to be able to write checks.
5. They both like to use ATMs.
6. They don't want to pay a lot of fees for their accounts.
7. They keep a large balance in their accounts.
8. I don't like to use ATMs. I don't keep very much money in my account.
9. My financial needs are different from Jeff and Sarah's. We don't go to the same bank.
10. Our accounts are not the same.

Pronoun Choices:

he
she
they
his
her
their
we
our
we
your

Review Activity:

Fill in the blanks with the correct vocabulary word.

1. Joe doesn't keep a lot of money in his account. He wants an account with a low minimum balance.
2. Sally doesn't go to the bank to make deposits or withdrawals. She uses an ATM. She wants an account with no ATM fees.

Word Choices:

Individual Tax Identification Number
ATM fees
minimum deposit
earn interest
minimum balance

3. Peter wants to open an account, but he does not have much money now. He needs an account with a low minimum deposit.
4. Kathy wants to put money in an account and have more money at the end of the year than she put in. She wants an account that will earn interest.
5. Megan doesn't have a social security number. She can open an account with an Individual Tax Identification Number.

Homework:

1. Go to a bank or credit union and ask these questions about opening a savings or checking account. Write the answers below. Be prepared to share what you learned with the class.

Question	Yes/No	Amount \$	Notes
Insured?			
Minimum initial deposit?			
Minimum balance?			
Monthly maintenance fee?			
ATM fee?			
Teller fee?			
Interest?			
Fee for each check?			
Maximum number of checks per month?			
Debit card?			
Overdraft protection?			Savings Transfer or Loan?
Other?			

2. Which of these services are most important to you? Why?

3. Which one is least important to you? Why?

Evaluation:

Write one thing you learned.

What is one thing that you do not understand?

Teacher Evaluation:

What did students find difficult or challenging about this lesson?

What did the students learn that was NOT in the lesson plan?

What worked well in this lesson?

What will I change about this lesson for next time?

Restate the lesson goals. Where they achieved?

UNIT 1: HOW TO USE A FINANCIAL INSTITUTION

Lesson 2: How to Deposit and Withdraw Money

Lesson Objectives:

- Students will know how to cash a check
- Students will understand how to make a deposit
- Students will understand how to make a withdrawal
- Students will know the difference between a savings account and a checking account
- Students will understand how to use a checking and savings register

Language Skills:

Speaking, listening, reading, writing
Grammar review: future tense

Vocabulary:

- | | |
|--------------------|-------------------|
| • Cash a check | • To endorse |
| • Checking account | • Register |
| • Column | • Savings account |
| • Currency | • To withdraw |
| • Deposit slip | • Withdrawal slip |

Introduction Activity: Discussion

The discussion can give the teacher an idea of how much students already know and what experience they already have with the topic. Have students discuss these questions in a small group or with the entire class.

- 1) Did you go to a bank or credit union after the last lesson? What happened?
- 2) Did you open an account?
- 3) Did you have any problems?
- 4) Do you have plans to go to a bank or credit union soon?
- 5) What services will you use?
- 6) If you didn't go to a bank or credit union, and don't have plans to go to a bank or credit union, why not?

Vocabulary Exercise:

Define each of the following words. If you do not know a definition, you can leave it blank.

Remind the students that it is not necessary to know all the words in a passage in order to understand the passage. Emphasize the use of context in reading unfamiliar passages. As an alternate activity, you could have students write sentences or dialogues using the vocabulary words below.

1. To cash a check

To bring a check to a bank or credit union and receive money in exchange. Every Friday, Joan goes to the credit union to cash her check.

A piece of paper that you use to make a deposit into your account. David has to complete a deposit slip before he can make a deposit.

2. Checking account

An account that lets you keep your money in a safe place and write checks to buy things with the money in your account. Gabriela opened a checking account to pay her bills every month.

6. To endorse

To sign your name on your check so you can cash it. If you endorse your check and lose it, anyone can cash it. Lily endorsed her check while she was waiting in line to cash it.

3. Column

A section of a page that you read from top to down. When Diana made a deposit, she wrote the amount on the column that says "deposit."

7. Register

A small book where you write down your deposits and withdrawals so you know how much money you have in your account. You have one register for your savings account and another for your checking account. When Corey opened his account, he received a register that he uses to write how much money he has.

4. Currency

Money or cash. Silvia is depositing currency into her account.

5. Deposit slip

8. Savings account

An account where you deposit the money you want to keep for the future. Sharon opened a

savings account so she can keep her money in a safe place.

9. To withdraw

To take money out of your account. Last week, Adriana withdrew \$100 from her account.

10. Withdrawal slip

A piece of paper that you use to take money out of your account. Carrie completed a withdrawal slip so she could take \$20 out of her account.

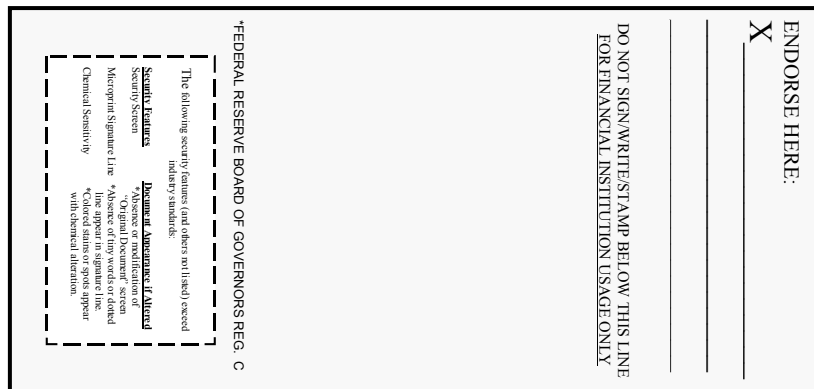
Reading and Skills Practice:

This information can be presented in many ways. The teacher can draw sample forms on the board and fill out the slips as students read the directions aloud. Students can go to the board and fill out the forms as the teacher or another student reads the directions aloud. Students can read the directions and fill out the forms in small groups or in pairs. Since there are many Real Life Situations in this lesson, you will want to use more than one method. However you chose to present the information, make sure every student gets to practice filling out the forms.

Real Life Situation 1:

Eva Pérez has a new job at a dentist office. Each week, she receives a paycheck for \$200.00. How does she cash her check?

1. Eva takes the check to her bank or credit union. She also brings her official photo identification, like a driver’s license.
2. Eva endorses the check by signing her name. She signs on the back in the space that says “Endorse Here.”



3. To cash her check at her bank or credit union, she writes her account number below her signature. Eva’s account number is 0012345678.
4. Eva gives her check to the teller or cashier. She shows the teller her photo identification. The teller or cashier gives Eva cash.
5. Eva counts the cash to know that it’s the correct amount.

Comprehension Questions:

1. Why does Eva wait to endorse the check until she is at the bank or credit union?
2. Why does Eva count the cash BEFORE she leaves the teller line?

Real Life Situation 2:

Eva paid all her bills and still has \$20.00. She wants to save it in case she needs it in the future. How can Eva deposit her money into her savings account?

1. Eva goes to her bank or credit union.
2. Eva completes a deposit slip.
 - a. Eva writes her name in the space that says "NAME"
 - b. Eva writes today's date in the space that says "DATE"
 - c. Eva writes her account number in the space that says "Account Number" Eva's account number is 0012345678.
 - d. Eva writes \$20.00 in the space that says "CURRENCY." Currency means cash.
 - e. Eva writes \$20.00 in the space that says "TOTAL."
 - f. Eva writes \$20.00 in the space that says "NET DEPOSIT," because that is the total amount she wants to deposit.

<p>SAVINGS ACCOUNT DEPOSIT TICKET</p> <p>DATE _____</p> <p>NAME _____</p> <p>ACCOUNT NUMBER: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> </p>														<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>CURRENCY</td><td style="width: 50px;"></td><td style="width: 50px;"></td></tr> <tr><td>COIN</td><td></td><td></td></tr> <tr><td>CHECKS</td><td></td><td></td></tr> <tr><td> </td><td></td><td></td></tr> <tr><td> </td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td></tr> <tr><td>LESS CASH RECEIVED</td><td></td><td></td></tr> <tr><td>NET DEPOSIT</td><td></td><td></td></tr> </table>	CURRENCY			COIN			CHECKS									TOTAL			LESS CASH RECEIVED			NET DEPOSIT		
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<p>CHECKS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S COLLECTION AGREEMENT</p>																																						

3. Eva gives the deposit slip and her \$20.00 to the teller.
4. The teller gives Eva her receipt.
 - a. Eva writes her deposit in her savings register.
 - b. Eva writes the date in the column that says "DATE"
 - c. Eva writes "deposit" in the column that says "DESCRIPTION OF TRANSACTION"
 - d. Eva writes \$20.00 in the column that says "DEPOSIT/CREDIT (+)"
 - e. Eva writes \$20.00 in the column that says "BALANCE." Her balance was zero. She added \$20.00.
Her new balance is $\$0.00 + \$20.00 = \$20.00$

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)	FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE		
						0	00	
	4/15	Deposit			20.	00	20.	00

Real Life Situation 3: Eva decides that she wants to deposit \$40.00 from her paycheck every week. How can she deposit part of a check into her savings account?

1. Eva goes to her bank or credit union.
2. Eva completes a deposit slip.

<p>SAVINGS ACCOUNT DEPOSIT TICKET</p> <p>DATE _____</p> <p>NAME _____</p> <p>ACCOUNT NUMBER: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> <td style="width: 20px; height: 15px;"></td> </tr> </table> </p>														<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>CURRENCY</td><td style="width: 40px;"></td><td style="width: 40px;"></td></tr> <tr><td>COIN</td><td></td><td></td></tr> <tr><td>CHECKS</td><td></td><td></td></tr> <tr><td> </td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td></tr> <tr><td>LESS CASH RECEIVED</td><td></td><td></td></tr> <tr><td>NET DEPOSIT</td><td></td><td></td></tr> </table>	CURRENCY			COIN			CHECKS						TOTAL			LESS CASH RECEIVED			NET DEPOSIT		
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- a. Eva writes her name in the space that says "NAME"
- b. Eva writes today's date in the space that says "DATE"
- c. Eva writes her account number in the space that says "Account Number." Eva's account number is 0012345678.
- d. Eva writes the number of the check in the space that says "CHECKS." The number of Eva's check is 1372. The check number is written in the upper right hand corner of the check.
- e. Eva writes the amount of the check next to the space that says "CHECKS." Eva's check is for \$200.00.
- f. Eva writes \$200.00 in the space that says "TOTAL." \$200.00 is the total amount of her check.
- g. Eva writes the amount of cash she wants in the space that says "LESS CASH RECEIVED." Eva's check is for \$200.00 and she only wants to deposit \$40.00. She wants \$160.00 in cash. ($\$200.00 - \$40.00 = \$160.00$)
- h. Eva writes \$40.00 in the space that says "NET DEPOSIT." \$40.00 is the amount that Eva wants to deposit.

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DO NOT SIGN/WRITE/STAMP BELOW THIS LINE FOR FINANCIAL INSTITUTION USAGE ONLY			

3. Eva endorses her check and writes her account number below her name.

4. Eva gives her endorsed check and deposit slip to the teller.
5. The teller gives Eva \$160.00 in cash. The teller gives Eva a receipt.
6. Eva counts the cash to be sure it is the right amount.
7. Eva writes her deposit in her savings register.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)		BALANCE	
								20	00
	4/21	Deposit				40	00	60	00

Important Note: Direct Deposit

Many banks and credit unions offer direct deposit. This means your employer deposits your paycheck directly into your checking or savings account. It saves you time, because you don't have to go to your bank or credit union every time you are paid. You receive a paycheck stub and you can withdraw your money immediately. It is safe and you earn interest immediately. Most employers also like direct deposit. Call your employer or bank or credit union to ask about direct deposit.

Real Life Situation 4: Two months later, Eva has \$160.00 in her savings account. She needs to repair her car and it will cost her \$120.00. She wants to take the money from her savings account. How does she withdraw her money?

1. Eva goes to her bank or credit union.
2. Eva completes a withdrawal slip.
 - a. Eva writes her name in the space that says "NAME"
 - b. Eva writes today's date in the space that says "DATE"
 - c. Eva writes her account number in the space that says "Account Number." Her account number is 0012345678.
 - d. Eva writes the amount of money she would like to withdraw in the space that says "AMOUNT OF WITHDRAWAL ." Eva wants to withdraw \$120.00.
 - e. Eva signs the withdrawal slip in the space that says "SIGNATURE".

SAVINGS ACCOUNT WITHDRAWAL TICKET											
DATE _____	<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table> ACCOUNT NUMBER										
NAME _____											
SIGNATURE _____											
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\$											

3. Eva gives the withdrawal slip to the teller.
4. The teller gives Eva \$120.00.
5. Eva counts the cash to be sure it is the right amount.
6. Eva writes her withdrawal in her savings register.
 - a. Eva writes the date in the column that says "DATE"
 - b. Eva writes "Withdrawal to repair car" in the column that says "DESCRIPTION OF TRANSACTION"
 - c. Eva writes \$120.00 in the column that says "PAYMENT/DEBIT (-)"
 - d. Eva writes her new balance in the column that says "BALANCE".
Her balance is $\$160.00 - \$120.00 = \$40.00$.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)		BALANCE	
								0.	00
	5/3	Deposit				20.	00	20.	00
	5/10	Deposit				20.	00	40.	00
	5/17	Deposit				20.	00	60.	00
	5/24	Deposit				20.	00	80.	00
	5/31	Deposit				20.	00	100.	00
	6/6	Deposit				20.	00	120.	00
	6/13	Deposit				20.	00	140.	00
	6/20	Deposit				20.	00	160.	00
	6/24	Withdrawal to repair car	120.	00				40.	00

Real Life Situation 5: Eva learns more about checking accounts. She wants to pay her bills with checks instead of cash. Eva decides to open a checking account. How does Eva deposit money into her checking account?

1. Eva goes to her bank or credit union.
2. Eva fills out a checking account deposit slip
 - a. Eva writes her name in the space that says "NAME"
 - b. Eva writes today's date in the space that says "DATE"
 - c. Eva writes her account number in the space that says "ACCOUNT NUMBER." Eva's checking account number is 0098101112.
 - d. Eva writes the amount of cash she wants to deposit in the space that says "CASH." Eva deposits \$30.00 in cash.
 - e. Eva writes the check numbers of the checks she wants to deposit in the space that says "CHECKS." Eva deposits check number 7878.
 - f. Eva writes the amount of each check next to the space that says "CHECKS." Eva's check is for \$100.00.
 - g. Eva writes the total amount of cash and checks in the space that says "TOTAL."
 - h. Eva does not want any cash back. She does not write in the space that says "LESS CASH RECEIVED."
 - i. Eva writes the total amount she wants to deposit (\$130) in the space that says "NET DEPOSIT."

<p>CHECKING ACCOUNT DEPOSIT TICKET</p> <p>DATE _____</p> <p>NAME _____</p> <p>ACCOUNT NUMBER: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>CASH</td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr> <tr><td>CHECKS</td><td></td><td></td></tr> <tr><td> </td><td></td><td></td></tr> <tr><td> </td><td></td><td></td></tr> <tr><td>TOTAL from the other side</td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td></tr> <tr><td>LESS CASH RECEIVED</td><td></td><td></td></tr> <tr><td>NET DEPOSIT</td><td></td><td></td></tr> </table>	CASH			CHECKS									TOTAL from the other side			TOTAL			LESS CASH RECEIVED			NET DEPOSIT		
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CHECKS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S COLLECTION AGREEMENT																										

3. Eva endorses her checks and writes her account number below her signature.

<p style="text-align: center; font-size: small;">*FEDERAL RESERVE BOARD OF GOVERNORS REG. C</p> <div style="border: 1px dashed black; padding: 5px; font-size: x-small;"> <p>The following security features (and others not listed) exceed industry standards:</p> <ul style="list-style-type: none"> Security Features Security Screen Microprint Signature Line Chemical Sensitivity Document Appearance, if Altered *Absence or modification of *"Original Document" screen *Sense of the words or added *Colored stains or spots appear with chemical alteration </div>	<p style="text-align: center;">ENDORSE HERE:</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">X</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center; font-size: x-small;">DO NOT SIGN/WRITE/STAMP BELOW THIS LINE FOR FINANCIAL INSTITUTION USAGE ONLY</p>
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4. Eva gives her deposit slip and endorsed check to the teller.
5. The teller gives Eva her receipt.
6. Eva writes the deposit in her check register.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)	FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE		
						100.	00	
	7/1	Deposit			130.	00	230.	00

Important Note: How to Withdraw Money from a Checking Account

If you want to withdraw money from a checking account, you have to write a check to “Cash” and sign it. Be careful! As soon as you sign it anyone can cash it. It is best to wait until the moment when you will cash it to sign it.

Speaking Practice:

Work with a classmate to ask each other the following questions.

1. How do you cash a check?
2. How do you deposit cash into your checking or savings account?
3. How do you deposit a check into your checking or savings account?
4. How do you withdraw money from your savings account?
5. How do you withdraw money from a checking account?
6. What is the difference between a checking and savings account?
7. How do you use your checking and savings registers?

Skills Practice:

Assign several situations to each student or group of students. Have them choose the correct forms on the following page and then complete those forms. You may do this in the form of a role-play, with the teacher as the teller. You can use play money.

Use the forms on the following page to complete these exercises. Your savings account number is 0034567890. Your checking account number is 0056789123.

1. Deposit your paycheck into your savings account. Check number: 901. Amount: \$600.00
2. Cash your paycheck in the amount of \$420.00. Endorse the check and record the deposit in your register.
3. Send \$200.00 to your family. Withdraw this money from your savings account.
4. You have a check for \$100.00. Deposit \$60.00 into your checking account and get the rest in cash. Check number: 456.
5. You want to buy a new dress that costs \$40.00. Withdraw this money from your savings account.
6. Deposit \$80.00 in cash into your savings account.
7. Cash your paycheck in the amount of \$240.00. Endorse the check and record the deposit in your register. Check number: 1001.
8. Your paycheck is for \$640.00. Deposit \$400.00 into your savings account and get the rest in cash. Check number: 677.
9. You buy food at the grocery store. Record a \$50.00 withdrawal in your check register.

10. Deposit \$6000

1.

ENDORSE HERE:
X _____

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The following security features (and others not listed) exceed industry standards:

Security Features	Document Appearance if Altered
Security System	*Original Document screen
Microprint Signature Line	*Absence of tiny words or dots
Chemical Sensitivity	The appear in signature line
	with chemical alteration

2.

SAVINGS ACCOUNT DEPOSIT TICKET

DATE _____

NAME _____

ACCOUNT NUMBER:

--	--	--	--	--	--	--	--	--	--

CURRENCY			
COINS			
CHECKS			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

CHECKS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S COLLECTION AGREEMENT

3.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)	FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE	
						100	00

4.

SAVINGS ACCOUNT WITHDRAWAL TICKET

DATE _____

ACCOUNT NUMBER:

--	--	--	--	--	--	--	--	--	--

NAME _____

SIGNATURE _____

\$

AMOUNT OF WITHDRAWAL

5.

CHECKING ACCOUNT DEPOSIT TICKET

DATE _____

NAME _____

ACCOUNT NUMBER:

--	--	--	--	--	--	--	--	--	--

CASH			
CHECKS			
TOTAL from the other side			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

CHECKS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S COLLECTION AGREEMENT

Advanced Examples:

Pretend you are Eva and Juan. Complete the forms below.

Real Life Situation 6:

Eva does not have time to cash her check. Eva asks Juan to cash her check for her. How does she do this?

1. Eva endorses the check.
2. She writes, "Pay to the order of Juan Perez" below her signature.
3. Juan takes the check to his bank or credit union.
4. Juan signs below his name and writes his account number (0000123789).

X ENDORSE HERE: _____ _____ _____	DO NOT SIGN/WRITE/STAMP BELOW THIS LINE FOR FINANCIAL INSTITUTION USAGE ONLY
*FEDERAL RESERVE BOARD OF GOVERNORS REG. C	
The following security features (and others not listed) exceed industry standards:	
Security Features	*Denial of modification of
Security Screen	*Original Document* screen
Microprint Signature Line	*Absence of dry words or dated
Chemical Sensitivity	*Colored stars or spots appear with chemical alteration.

5. Juan gives the check to the teller or cashier. The teller or cashier gives Juan cash.
6. Juan counts the cash to make sure that it is the correct amount.

Real life situation 7:

For her birthday, Eva's family gives her money. Her grandmother gives her a check for \$15.00 (check number 1111). Her mother gives her a check for \$25.00 (check number 222). Her aunt gives her a check for \$10.00 (check number 3333). Her uncle gives her a check for \$25.00 (check number 444), and her cousin gives her a check for \$10.00 (check number 555). Eva deposits all the checks into her checking account. Her account number is 0098101112.

1. Eva goes to her bank or credit union.
2. Eva completes a checking account deposit slip
 - a. Eva writes her name in the space that says "NAME."
 - b. Eva writes today's date in the space that says "DATE."
 - c. Eva writes her account number in the space that says "Account Number."
 - d. Eva writes the number of each check she wants to deposit in the space that says "CHECKS."

3. Eva endorses her checks and writes her account number on the back.

ENDORSE HERE:
X _____

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Security Features

- *Absence of modification of Security Screen
- *Original Document
- *Microprint Signature Line
- *Chemical Sensitivity

Document Appearance if Altered

- *Original Document screen lines appear in signature line
- *Colored stains or spots appear with chemical alteration

4. Eva gives her deposit slip and endorsed checks to the teller. The teller gives Eva her receipt.
5. Eva records her deposit in her check register.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)	FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE		
						230.	00	
	7/15	Deposit (birthday)			85.	00	315.	00

Homework:

Complete the forms below.

1. Fred Jackson deposits a check for \$40.00 into his checking account. It is check number 234. His account number is 5700987654.

<p style="text-align: center;">CHECKING ACCOUNT DEPOSIT TICKET</p> <p>DATE _____</p> <p>NAME _____</p> <p>ACCOUNT NUMBER: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> </tr> </table> </p>											<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 80%;">CASH</td> <td style="width: 10%;"> </td> <td style="width: 10%;"> </td> </tr> <tr> <td>CHECKS</td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>TOTAL from the other side</td> <td> </td> <td> </td> </tr> <tr> <td>TOTAL</td> <td> </td> <td> </td> </tr> <tr> <td>LESS CASH RECEIVED</td> <td> </td> <td> </td> </tr> <tr> <td>NET DEPOSIT</td> <td> </td> <td> </td> </tr> </table>	CASH			CHECKS									TOTAL from the other side			TOTAL			LESS CASH RECEIVED			NET DEPOSIT		
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2. Lucy Clark wants to deposit her check into her savings account. Her savings account number is 852963.

ENDORSE HERE:
X _____

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3. Jerry Jones wants to withdraw \$75.00 from his savings account. His savings account number is 0000741789.

**SAVINGS ACCOUNT
WITHDRAWAL TICKET**

DATE _____

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

ACCOUNT NUMBER

NAME _____

SIGNATURE _____

\$	
----	--

AMOUNT OF WITHDRAWAL

4. Sam Garcia wants to deposit \$300.00 of his \$500.00 paycheck into his savings account. It is check number 212. His account number is 0000321654.

**SAVINGS ACCOUNT
DEPOSIT TICKET**

DATE _____

NAME _____

ACCOUNT NUMBER:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

CURRENCY			
COINS			
CHECKS			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

CHECKS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S COLLECTION AGREEMENT

Grammar Activity: Future Tense

This is the example in Real Life Situation 1. Eva decides not to cash her check today. Instead, she will do it tomorrow. Rewrite the five sentences using the future tense.

Eva Pérez has a new job at a dentist office. Each week, she receives a paycheck for \$200.00. How does she cash her check?

1. Eva takes the check to a bank, credit union, or other place that cashes checks. She also brings her photo identification, like a driver's license.
2. Eva endorses the check by signing her name as it is on the front of the check. She signs on the back in the space that says "Endorse Here."
3. If Eva cashes her check at her bank or credit union, she writes her account number below her signature. Eva's account number is 1234567.
4. Eva gives her check to the teller or cashier. She shows the teller her photo identification. The teller or cashier gives Eva cash.
5. Eva counts the cash to make sure that it is the correct amount.

Answers:

1. Eva will take the check to a bank, credit union, or other place that cashes checks. She will also bring her photo identification, like a driver's license.
2. Eva will endorse the check by signing her name as it is on the front of the check. She will sign on the back in the space that says "Endorse Here."
3. If Eva cashes her check at her bank or credit union, she will write her account number below her signature. Eva's account number is 1234567.
4. Eva will give her check to the teller or cashier. She will show the teller her photo identification to the teller. The teller or cashier will give Eva cash.
5. Eva will count the cash to make sure that it is the correct amount.

Review Activity 1:

Fill in the blanks with vocabulary words. Some words may be used more than once.

1. Sam wants to keep his money safe. He does not need checks. Sam opens a savings account in a credit union.
2. Sam wants to put \$50.00 into his account. He goes to the credit union. He fills out a deposit slip.
3. He gives his deposit slip and money to the teller.
4. The next week, Sam receives his paycheck. He does not want to put any money into his savings account. He wants all them money in cash. Sam wants to cash a check.
5. He endorses the back of the check, writes his account number and gives it to the teller. She gives him cash.
6. Now, Sam wants checks to pay his bills. He opens a checking account.
7. He withdraws \$200.00 from his savings account and deposits \$200.00 into his checking account.
8. Every time Sam goes to the bank, he records his transaction in his register.

Word Choices:
 withdraws
 deposit slip
 savings account
 teller
 checking account
 register
 endorses
 cash a check
 deposits

Review Activity 2:

Write a definition for each vocabulary word in your notebook. Then match the vocabulary word to the correct picture.

1. Savings Account

2. Checking Account

3. Deposit Slip

4. Endorse

5. Deposit

6. Withdrawal

7. Cash a check

8. Register

Deposit \$ ____
 Account Number ____

Evaluation:

Write one thing you learned.

What is one thing that you do not understand?

Teacher Evaluation:

What did students find difficult or challenging about this lesson?

What did the students learn that was NOT in the lesson plan?

What worked well in this lesson?

What will I change about this lesson for next time?

Restate the lesson goals. Where they achieved?

UNIT 1: HOW TO USE A FINANCIAL INSTITUTION

Lesson 3: How to use a Checking Account and an ATM

Lesson Objectives:

- Students will know how to write a check
- Students will know how to use an ATM
- Students will know how to use a debit card to make purchases
- Students will know how to read a monthly statement

Language Skills:

Reading, listening, speaking, writing

Grammar review: present tense, simple past tense, conditional clauses

Vocabulary:

- Credit
- Debit
- Debit card
- To insert
- PIN (Personal Identification Number)
- Receipt
- Statement
- To swipe
- Withdrawal

Introduction Activity: Discussion

The discussion can give the teacher an idea of how much students already know about the topic and what experience they already have with the topic. Have students discuss these questions in a small group or with the entire class.

Banks and credit unions are a safe place to keep your money. They also have services to make managing your money easier. One service is checking accounts. If you have a checking account, you can write checks to pay your bills. Other services include debit cards and ATMs.

1. Do you have a checking account?
2. What is a debit card?
3. How can checks, debit cards, and ATMs make your life easier?
4. How can checks and debit cards keep your money safe?
5. Do you have worries about checks or debit cards?

Vocabulary Exercise:

Match the following words with their definitions.

You could also have students write sentences or dialogues using the vocabulary words below.

1. Statement

2. Debit card

3. Credit

4. To insert

5. Debit

6. To overdraft

7. Withdrawal

8. Personal Identification Number (PIN)

9. Receipt

10. To swipe

To add money to your account. To make a deposit.

To put something into something else.

A piece of paper that you receive in the mail with information about your accounts.

A special ATM card you can use to buy things at stores that accept VISA or MasterCard. It pays with money from your checking account.

Secret number to give you access to your ATM card.

To subtract money from your account to pay for something.

To write a check for more money than you have in your account.

Money taken out of your account.

Pass your card through the ATM machine.

A piece of paper saying that you made a deposit or withdrawal or payment.

Listening and Speaking Practice:

The teacher can dictate various dollar amounts and students can write the numbers. Students can then list their own dollar amounts and dictate them to one another. Students may use the chart below to help them with the spellings. As a group, practice pronouncing the numbers.

Skills Practice: Writing a Check

Students should follow the directions to practice each of these situations. They may do this individually, in pairs, in small groups or as a class. They may act out the situations in role-plays.

Real Life Situation 1: Look at the example of a check and then do the exercise below.

YOUR NAME	2100
YOUR ADDRESS	
YOUR TELEPHONE NUMBER	
YOUR DRIVER'S LICENSE NUMBER	
	May 21, 2005 <i>Date</i>
<i>PAY TO</i>	
The order of: Paco's Food Store	\$55.10
Fifty-five and ten cents	<i>Dollars</i>
<i>Your Credit</i>	
<i>Union Logo</i>	
For Food	Cristina Flores <i>MP</i>
:0556782319: 12345678 2187	

When you write a check, the amount of the check needs to be written in English. Use this chart of numbers to help you write checks. You can make a copy and keep it with your checkbook.

1	One	11	Eleven	30	Thirty
2	Two	12	Twelve	40	Forty
3	Three	13	Thirteen	50	Fifty
4	Four	14	Fourteen	60	Sixty
5	Five	15	Fifteen	70	Seventy
6	Six	16	Sixteen	80	Eighty
7	Seven	17	Seventeen	90	Ninety
8	Eight	18	Eighteen	100	One hundred
9	Nine	19	Nineteen	200	Two hundred
10	Ten	20	Twenty	1,000	One thousand

Lucy Chang has \$550.50 in her checking account. She needs to write a check for \$35.50 to pay her cable television bill to FUN Cable.

1. Write today's date on the line in the upper right hand corner.
2. Write FUN Cable on the line after the words "Pay to the Order of."
3. Write 35.50 in the space next to the dollar sign (\$)
4. Write "Thirty five and 50 cents" on the line next line. Then draw a line to fill the rest of the space: Thirty five and 50 cents-----
5. Sign the check in the bottom right hand corner.
6. If you want, you may write a note in the bottom left hand corner (For cable, for example).

YOUR NAME	2187
YOUR ADDRESS	
YOUR TELEPHONE NUMBER	
YOUR DRIVER'S LICENSE NUMBER	
	<i>Date</i>
<i>PAY TO</i>	<input type="text"/>
<i>The order of:</i>	\$ <input style="width: 50px;" type="text"/>
	<i>Dollars</i>
<i>Your Credit</i>	
<i>Union Logo</i>	
<i>For</i>	<i>MP</i>
:0556782319: 12345678 2187	

7. Record the check in your check register. Record the check the same way you record any withdrawal. Also write the check number. Remember, the check number is in the upper right hand corner of the check. The check number of this check is 2187.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT		FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE	
			(-)	(-)			605.	81
2186	8/1	Main Street Grocery Store	55.	31			550.	50
2187	8/3	Fun Cable	35.	50			515.	00

8. What is the balance now in Lucy's check register? \$515.00

Speaking Practice:

Work with a partner to practice the following dialogue.

Lucy Chang is at the pharmacy. She is going to pay with a check.

Cashier: That will be \$10.25 please.

Lucy: Can I write you a check?

Cashier: Sure. That's fine.

Lucy: Whom do I make the check out to?

Cashier: You can make the check out to Broad Street Pharmacy.

Lucy: What was the amount again?

Cashier: The total is \$10.00.

Lucy: What is today's date?

Cashier: Today's date is August 15.

Lucy: Thank you. Here's the check.

Cashier: I need to see your ID please.

Lucy: Here you go.

Cashier: Here is your receipt. Have a nice day.

Lucy: You too. Thank you.



Real Life Situation 2:

Use the information from the dialogue above to write a check and record the information on the register.

YOUR NAME	2188
YOUR ADDRESS	
YOUR TELEPHONE NUMBER	
YOUR DRIVER'S LICENSE NUMBER	
	_____ <i>Date</i>
<i>PAY TO</i>	
<i>The order of:</i> _____	\$
	_____ <i>Dollars</i>
<i>Your Credit</i>	
<i>Union Logo</i>	
<i>For</i> _____	_____ MP
:0556782319: 12345678 2187	

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT		FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE	
			(-)	(-)				
							605.	81
2186	8/1	Main Street Grocery Store	55.	31			550.	50
2187	8/3	Fun Cable Company	35.	50			515.	00
2188	8/15	Broad Street Pharmacy	10.	00			505.	00

What is the balance now in Lucy's check register? \$505.00

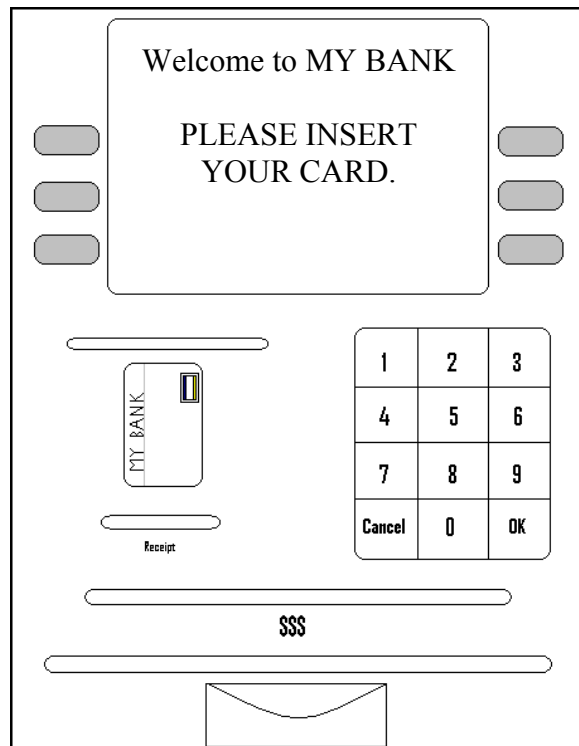
Real Life Situation 3:

Students can read the screens on the ATM machine out loud and circle the buttons they would need to press to make each transaction. As a class activity, you could take the students to an ATM to practice using it.

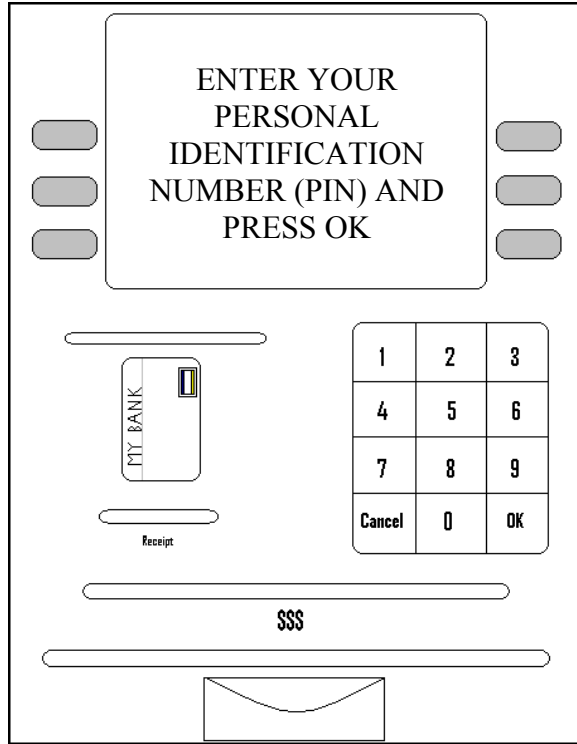
You want to go out to dinner. You don't have any cash and the restaurant doesn't accept checks. It is 6:00 p.m. and the bank is closed.

Use an ATM (Automatic Teller Machine) to withdraw \$40.00 from your checking account. Read each screen and circle the appropriate buttons with your pen.

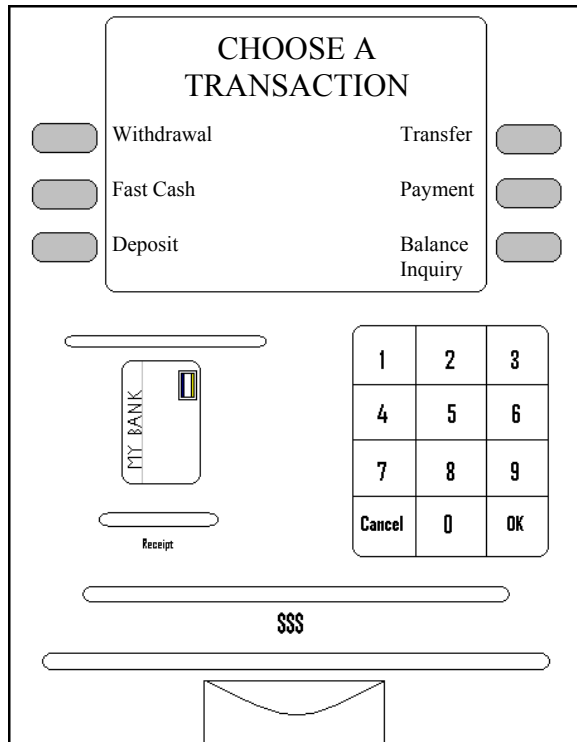
1. Go to an ATM. Go to one owned by your bank so that you don't have to pay a fee.
2. Insert your card into the machine or swipe your card.



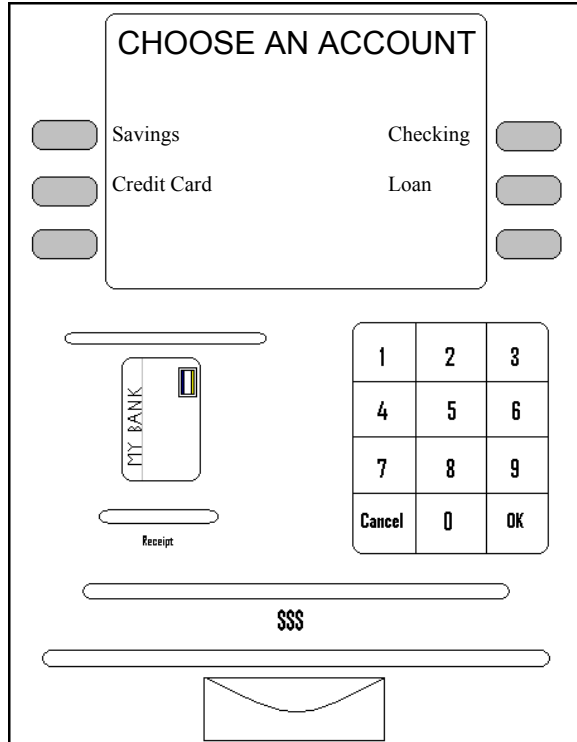
3. Enter your Personal Identification Number (PIN). Your PIN is 1596. Circle OK.



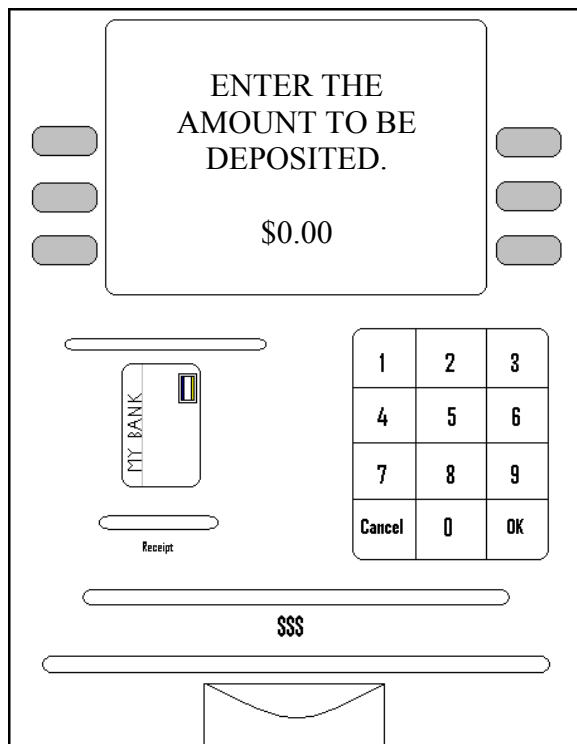
4. Circle the button that says "withdrawal".



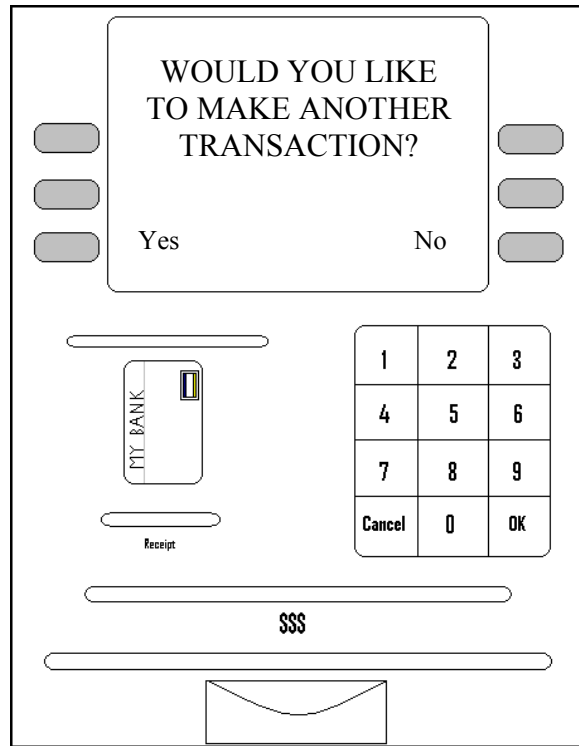
5. Circle the button that says "checking."



6. Use the number keys to enter the amount of money you want to withdraw.
Withdraw \$40.00.



7. Take your money. Count it to be sure it is the correct amount.
8. Take your receipt.
9. When the machine asks if you would like to make another transaction, push the button that says "no".



10. Take your card.
11. Write the withdrawal in your register below.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)	BALANCE	
							170.	50
1009	9/4	Taco Bueno Restaurant	30.	50			140.	00
	9/8	Withdrawal ATM	40.	00			100.	00

12. What is the balance now in your register? \$100.00

Real Life Situation 4: Your bank or credit union is closed. You want to deposit your paycheck into your checking account. Deposit your check for \$420.50 in an ATM.

1. Go to an ATM approved by your bank or credit union for making deposits. Never deposit checks or cash in an ATM that is not owned by your bank or credit union.
2. Take an envelope provided by the ATM.
3. Write your name, the date, your account number and the amount of the deposit on the envelope. Your account number is 0648901243. Mark the box that says “checking account deposit.”

My Credit Union		Deposit Envelope
Name _____		
Date _____		Account Number _____
<input type="checkbox"/>	Savings Account Deposit	
<input type="checkbox"/>	Checking Account Deposit	
<input type="checkbox"/>	Loan Payment	AMOUNT: \$
<input type="checkbox"/>	Credit Card Payment	

4. Endorse your paycheck and write your account number on the back.

ENDORSE HERE:
X _____

DO NOT SIGN/WRITE/STAMP BELOW THIS LINE
FOR FINANCIAL INSTITUTION USAGE ONLY

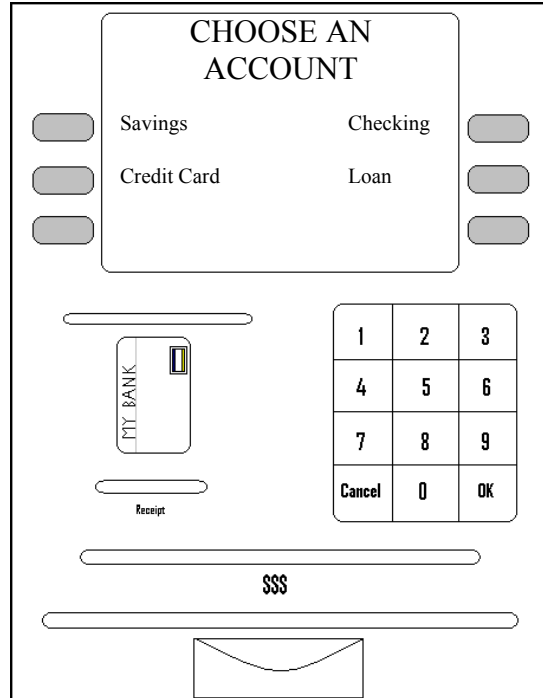
*FEDERAL RESERVE BOARD OF GOVERNORS REG. C

The following security features (and others not listed) exceed industry standards:

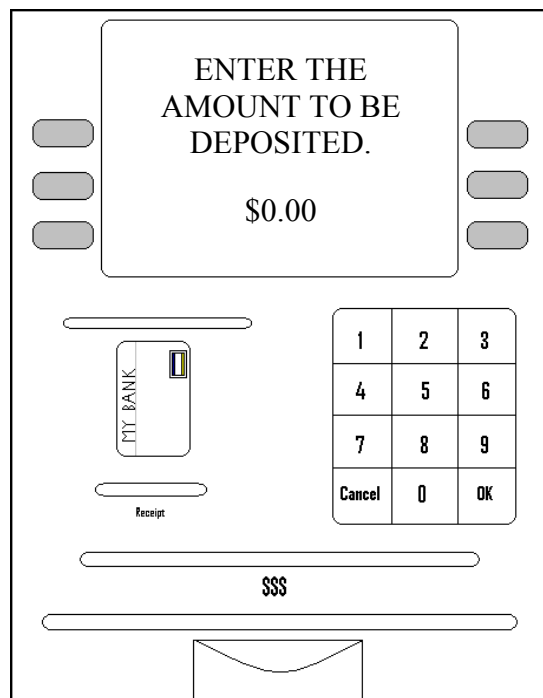
<p>Security Features</p> <ul style="list-style-type: none"> *Absence of modification of Security Screen *Microprint Signature Line *Chemical Sensitivity 	<p>Document Appearance / Altered</p> <ul style="list-style-type: none"> *Absence or modification of Original Document screen *Absence of signature line *Colored stains or spots appear with chemical alteration.
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5. Put your paycheck in the envelope and seal the envelope.
6. Insert or swipe your card.

9. Circle the button that says "checking".



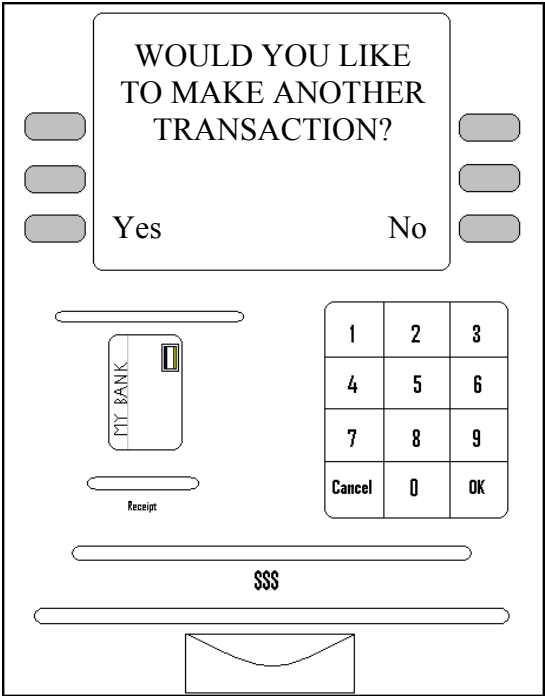
10. Enter the amount of your deposit (\$420.50). Use the number keys.



11. Put the envelope into the machine where you see the picture of an envelope.

12. Take your receipt.

13. Push “no” when the machine asks if you want to make another transaction.



- 14. Take your card
- 15. Write the deposit in your check register.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)		BALANCE	
	10/15	Withdrawal	100.	00				220.	00
	10/22	Deposit ATM				420.	50	540.	50

16. What is the balance now in your register? \$540.50

Real Life Situation 5:

You want to buy a new television at TV World. The television costs \$150.00, including sales tax. You know that you have enough money in your checking account to pay for it. Use your debit card to pay for the television.

TV World	
100 Main Street Somewhere, NC 32123	
Thank you for your business	
November 3	4:57 pm
Acct #2789567732	Exp. 08/06
1 Television	\$ 142.52
Subtotal	\$ 142.52
Sales tax 5.25%	\$ 7.48
Total	\$ 150.00
I agree to pay above total amount according to card issuer agreement.	
X _____	
Your name here	
White copy: merchant Yellow copy: customer	

1. Give your debit card to the cashier.
2. The cashier will swipe your card and you will enter your PIN number.
3. The cashier will give you a receipt.
4. Make sure that the receipt is for the right price, \$150.00. Sign your name by the "X".
5. Give the receipt to the cashier.
6. The cashier will keep the original receipt (usually white in color) and give you a copy of the receipt (usually yellow in color).
7. Keep your copy of the receipt.
8. Record this in your check register.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT		FEE (if any)	DEPOSIT/ CREDIT	BALANCE	
			(-)	(-)			(+)	
							950.	00
1501	10/7	Rent	550.	00			400.	00
	11/3	TV World	150.	00			250.	00

9. What is the balance now in your register? \$250.00

Important Note: Bouncing a Check

Be careful!! Only write a check if you know you have enough money in your account. Writing a check for more money than you have in your account is called "bouncing a check." If you bounce a check, your bank or credit union will charge you a fee. The store will also charge you money. You could pay \$50 or more for one bounced check. Your bank or credit union may close your account if you bounce too many checks.

Speaking Practice:

1. Do you know someone who has bounced a check?
2. What happens when a check bounces?

Reading Practice:

If you have a savings or checking account, you will receive a document from your bank or credit union by mail each month. This document is called your statement. Your statement will tell you how much money is in your account until a specific date. It will list every transaction you made in the last month. You should always write your deposits and withdrawals in your savings account register and your checking account register. When you receive your statement, you should compare it to your savings account register and your checking account register. You should read your statement to make sure there are no mistakes.

- The “posted date” is the day that you made the transaction.
- The “effective date” is the day the money was credited or debited to your account.
- Credits (deposits) are added (+). They should be the same as the “DEPOSIT/CREDIT” column in your register.
- Debits (purchases or withdrawals) are subtracted (-). They should be the same as the “PAYMENT/DEBIT” column in your register.
- The statement tells you where the transaction was made (“Transaction Description”). Also it shows your account balance after the transaction (“Ending Balance”).

Sample Statement:

Statement Period: 6/1 through 6/30

Summary of Accounts

Account Type	Account Number	Beginning Balance	Debits	Credits	Ending Balance
Checking	0648901243	\$527.39	\$325.00	\$458.63	\$661.02

Account Activity

Posted Date	Effective Date	+/-	Amount	Transaction Description	Ending Balance
6/03	6/05	-	35.50	Check #93 – FUN Cable	491.89
6/11	6/12	-	50.00	Withdrawal	441.89
6/14	6/14	+	458.63	Deposit	900.52
6/23	6/24	-	150.00	Debit Card Purchase – TV World	750.52
6/25	6/25	-	42.50	Withdrawal – Non-member ATM	708.02
6/27	6/28	-	37.00	Check #94 – Corner Store	671.02

Use your register to write all your checks, debit card purchases, deposits and withdrawals. It's best to calculate your new balance after every transaction you make. When you write a check, subtract that amount from your balance immediately. The company may not cash the check immediately, but you already spent that money. If you don't write the new balance immediately, do it at least once a week. It's VERY important to know your balance so you don't overdraft. Every month, you should compare your statement to your register. If they are not the same, use a calculator to add and subtract everything correctly. Look for transactions that you forgot to write in your register. If you know there's a mistake in your monthly statement, call your bank or credit union.

Example of a checking account register:

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)		BALANCE	
								527.	39
93	6/03	FUN Cable	35.	50				491.	89
	6/11	Withdrawal	50.	00				441.	89
	6/14	Deposit				458.	63	900.	52
	6/23	TV World (debit card)	150.	00				750.	52
	6/25	Withdrawal (NOT My Bank)	40.	00	2.50			708.	02
94	6/27	Corner Store	37.	00				671.	02

Skills Practice: Using a Register

Look at how the following transactions were written on the register. Are there any mistakes?

Your beginning balance is \$732.59 on August 1.

- 8/03 Made a debit card purchase at YumYum Groceries for \$42.94.
- 8/03 Made a debit card purchase at the Two Dollar Store for \$18.00
- 8/07 Deposited \$324.61 into your account.
- 8/15 Wrote your father a check for \$50.00. It is check number 4931.
- 8/18 Withdrew \$40.00 from an ATM that is NOT approved by your bank. There is a \$3.00 fee.
- 8/23 Made a debit card purchase at Happy Feet Shoe Store for \$37.98.
- 8/23 Wrote a check for \$450.00 for rent. It is check number 4932.
- 8/27 Deposited \$45.00 into your account.
- 8/30 Withdrew \$100.00 from an ATM that is approved by your bank.

Register:

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)		BALANCE	
								732.	59
	8/03	YumYum Groceries	42.	94				689.	65
	8/03	Two Dollar Store	18.	00				671.	65
	8/07	Deposit				324.	61	996.	26
4931	8/15	Dad	50.	00				946.	26
	8/18	ATM withdrawal – not my bank	40.	00	3.00			903.	26
	8/23	Happy Feet Shoe Store	37.	98				865.	28
4932	8/23	Rent	450.	00				415.	28
	8/27	Deposit				45.	00	460.	28
	8/30	Withdrawal	100.	00				360.	28

Advanced Situations:

Real Life Situation 6:

You invite your mother to dinner. Dinner costs \$31.80, including sales tax. Pay with your debit card.

1. The waitress or waiter will bring the bill to the table.
2. Give the waitress your debit card.
3. The waitress will leave and come back with a receipt and your debit card.
4. Make sure that the receipt is for the right price, \$31.80. Write the amount you want to leave for a tip. At a restaurant, you should leave a tip between 15 and 20% of the cost of the meal. Leave a \$5.20 tip.
5. Add the tip to the subtotal and write the new amount in the space that says total. Write \$37.00 in the space that says total.
6. Sign your name by the X.
7. Take your card.
8. Take your receipt (usually yellow in color) and give the original to the waitress or leave it on the table.
9. Keep your receipt and write your purchase in your check register.
10. What is the balance now in your register? \$263.00

Billy Bob's Steak House
153 Rodeo Rd.
Town, NC 32516
(801)246-3579

December 16 7:18 pm
Acct #2789567732 Exp. 08/06

AMOUNT	\$ 30.28
TAX	\$ 1.52
SUBTOTAL	\$ 31.80
TIP (GRATUITY)	\$ _____
TOTAL	\$ _____

I agree to pay above total amount according to card issuer agreement.

X _____
Your name here

White copy: merchant
Yellow copy: customer

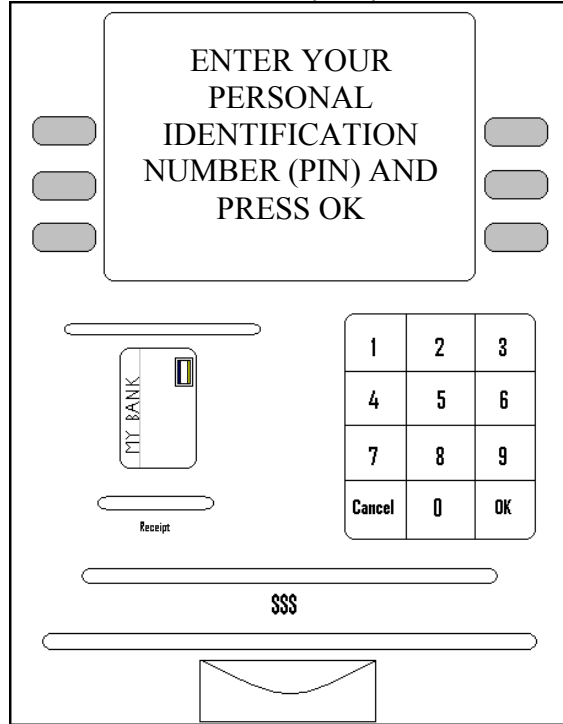
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT		FEE (if any)	DEPOSIT/ CREDIT		BALANCE	
			(-)	(-)		(+)	(+)	325.	00
1220	2/10	Town Dry Cleaners	25.	00				300.	00
	12/16	Billy Bob's Steak House	37.	00				263.	00

Important Note: Tips

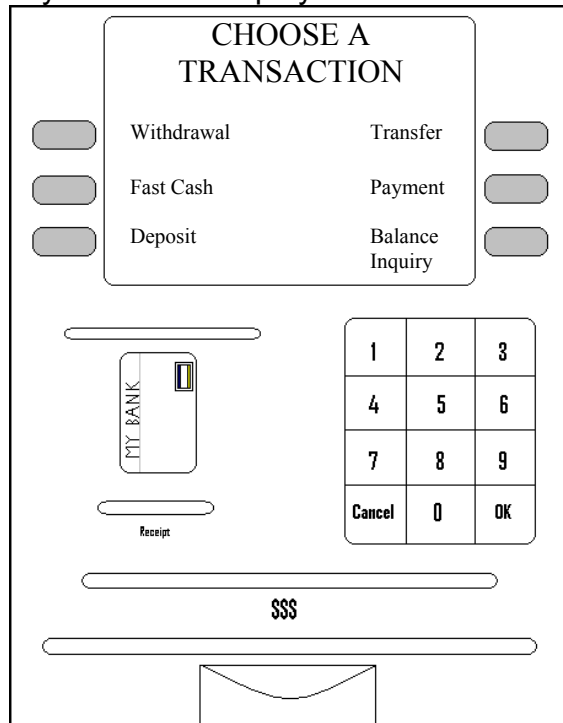
If you leave a cash tip and you're paying with a debit card, draw a line through the space on the receipt that says "tip" or write \$0.00. Always write the total in the space that says "total." If you leave these spaces empty, someone could write in a large tip because you already signed accepting the bill.

Real Life Situation 7: Use an ATM to check how much money is in your savings account. This is your balance. Read the screens and circle the appropriate buttons with your pen.

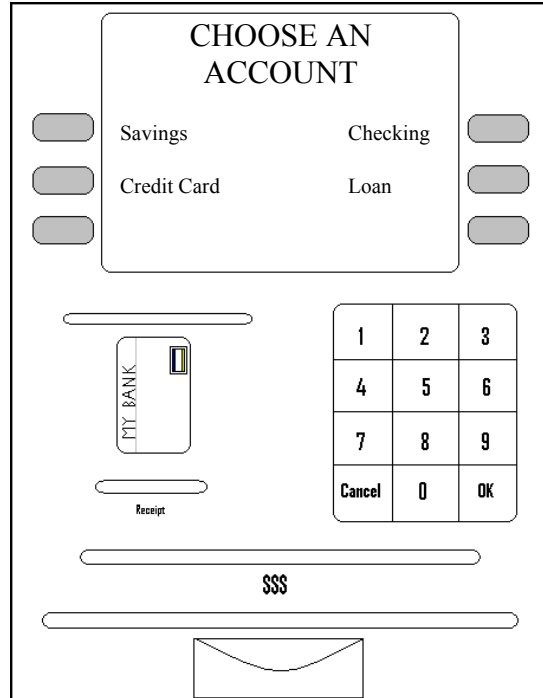
1. Insert your card into the ATM or swipe your card.
2. Enter your Personal Identification Number (PIN). Your PIN is 1596.



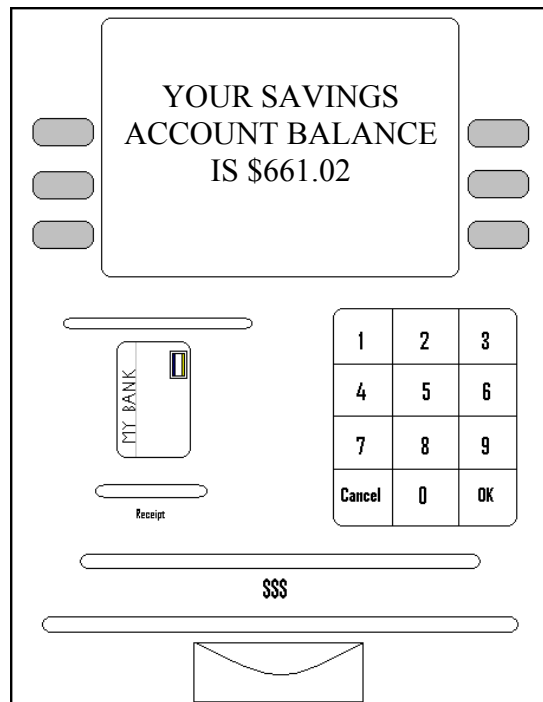
3. Circle the button that says "Balance Inquiry."



1. Circle the button that says "savings".



2. The machine tells you that you have \$661.02 in your savings account.
3. Push "no" when the machine asks you if you want to make another transaction.



4. Take your card and your receipt.

Important Note: Other ATM Services

At some ATMs, you can also make loan or credit card payments and transfer money between accounts. Ask your bank or credit union what services their ATMs offer.

Grammar Activity: Conditional Clauses

Work with a classmate to fill in the blanks with the correct form of the verb in parentheses.

1. When Lisa uses (to use) her debit card, it subtracts (to subtract) money from her checking account.
2. If Jack writes (to write) a check from more money than he has in his account, he will overdraft/overdrafts (to overdraft).
3. When Lupe writes (to write) a check, she should always record (to record) her purchase in her check register.
4. If Ramón withdraws (to withdraw) money from an ATM, he will swipe/swipes (to swipe) his card and will enter/enters (to enter) his PIN.

Now write three sentences of your own using conditional clauses.

1. _____

2. _____

3. _____

Review Activity 1:

Fill in the blanks with the correct vocabulary word.

1. Kim goes shopping. She wants to write a check to Big Words Book Store. She looks in her register to make sure she has enough money in her account. Kim doesn't want to overdraft.
2. For lunch, Kim goes to Sugar and Spice Restaurant. The restaurant does not accept checks. It does accept VISA and MasterCard. Kim uses her debit card to pay for lunch.
3. She writes her purchase in her check register. She writes it in the column that says "payment or debit."
4. When Kim uses her debit card, it subtracts money from her checking account. Before she goes home, Kim wants to deposit her paycheck into her account. She goes to an ATM approved by her bank. She swipes her card through the machine.
5. She enters her PIN.
6. She follows the directions on the machine and deposits her check. She writes the transaction in her register. A deposit is a credit to her account.

Word Choices:
debit
PIN
swipes
overdraft
debit card
credit

Speaking Practice:

Discuss your answers to the Review Activity 1 with a classmate.

Grammar and Writing Practice:

Write a story in past tense about you (or a friend) going shopping, writing a check or using a debit card to pay and using an ATM.

Review Activity 2:

Divide the class into groups of two or three students. Photocopy and cut the pieces of paper below containing a situation and place them in a bag. Each group takes turns taking out a piece of paper. They must either write a check or fill out a deposit slip depending on the situation. They should then record the transaction on their register. Give each group a chance to take out two to four pieces of paper in order to get more practice. Bring a calculator and help students subtract and add their transactions. You may need to give students ideas on whom they need to write the check to.

1. The balance in your checking account is \$600. Write your balance in your check register.

2. Take turns taking out a piece of paper from the bag that the teacher passes around. If you have to make a payment, write a check and record it in your register. If you receive money, complete a savings deposit slip and record it in your register. The group that has more money at the end wins.

You receive your paycheck for \$600.	You receive your paycheck for \$600.
You receive your paycheck for \$600.	You receive your paycheck for \$600.
The electricity company charged you too much money. They give you a \$75 check.	You receive a check for \$100 for your tax refund.
It's your birthday! Your brother gives you a \$50 check.	You sell your old television to a friend. She gives you \$75.
You need to pay your rent. Write a check for \$250.	You need to pay your telephone bill. You made too many long distance calls. Write a check for \$100.
You need to buy shoes for your son. Write a check for \$35.	You need to make your car payment. Write a check for \$200.
You go to the grocery store. Write a check for \$100.	You want to buy some perfume. Write a check for \$25.
You get a parking ticket. Write a check for \$15.	You send money to your family in your country. Write a check for \$400.

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/ DEBIT (-)		FEE (if any) (-)	DEPOSIT/ CREDIT (+)		BALANCE	

YOUR NAME _____ 2230
 YOUR ADDRESS _____
 YOUR TELEPHONE NUMBER _____
 YOUR DRIVER'S LICENSE NUMBER _____

_____ Date

PAY TO _____
 The order of: _____

\$

Your Credit
Union Logo

For _____ MP

:0556782319: 12345678 2187

YOUR NAME _____ 2231
 YOUR ADDRESS _____
 YOUR TELEPHONE NUMBER _____
 YOUR DRIVER'S LICENSE NUMBER _____

_____ Date

PAY TO _____
 The order of: _____

\$

_____ Dollars

Your Credit
Union Logo

For _____ MP

:0556782319: 12345678 2187

CHECKING ACCOUNT
DEPOSIT TICKET

DATE _____

NAME _____

ACCOUNT NUMBER:

CASH			
CHECKS			
TOTAL from the other side			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

Homework:

1. List three transactions you can make at an ATM:

You can make withdrawals and deposits and check your account balance. Some institutions allow you to transfer funds between accounts and make loan or credit card payments.

2. Write a check for \$205.72 to the *Big Mall*.

YOUR NAME	2187
YOUR ADDRESS	
YOUR TELEPHONE NUMBER	
YOUR DRIVER'S LICENSE NUMBER	
	Date
<i>PAY TO</i>	
The order of: _____	\$ <input type="text"/>
	Dollars
<i>Your Credit</i> <i>Union Logo</i>	
For _____	MP
:0556782319: 12345678 2187	

3. Write a check for \$53.87 to *The City Store*.

YOUR NAME	2188
YOUR ADDRESS	
YOUR TELEPHONE NUMBER	
YOUR DRIVER'S LICENSE NUMBER	
	Date
<i>PAY TO</i>	
The order of: _____	\$ <input type="text"/>
	Dollars
<i>Your Credit</i> <i>Union Logo</i>	
For _____	MP
:0556782319: 12345678 2187	

4. Write a check for \$30.00 to a classmate.

YOUR NAME	2189
YOUR ADDRESS	
YOUR TELEPHONE NUMBER	
YOUR DRIVER'S LICENSE NUMBER	
	Date
<i>PAY TO</i>	
The order of: _____	\$ <input type="text"/>
	Dollars
<i>Your Credit</i> <i>Union Logo</i>	
For _____	MP
:0556782319: 12345678 2187	

Evaluation:

Write one thing you learned.

What is one thing that you do not understand?

Teacher Evaluation:

What did students find difficult or challenging about this lesson?

What did the students learn that was NOT in the lesson plan?

What worked well in this lesson?

What will I change about this lesson for next time?

Restate the lesson goals. Where they achieved?
