

Financial Vocabulary (Tutor Guide)

- **Target Audience:** ESOL or BL class interested in beginning to learn about basic financial literacy concepts. This lesson involves listening, writing, reading and speaking language skills. (Level 2-3)
- **Objectives:** Students will be able to recognize various financial terms by completing a crossword puzzle with ten financial vocabulary words. They will practice using the new vocabulary by reading a dialogue featuring the new words.
- **Class time:** 60 minutes
- **Preparation:** Become familiar with the terminology and definitions used in the crossword puzzle and think about ways to relate the words to your students.
- **Resources/Materials:**
 - Copies of crossword puzzle and the role play, *Going to the Bank*
 - Copies of Word Bank with graphics for use with the crossword puzzle (optional)

A. Introduction

1. Write the word “money” on the white board.
2. Ask students to think of an example of something they do with money and write it on a slip of paper. Ask them to take turns reading what they wrote. Examples that students might think of: pay bills, go to the bank, buy food, etc.
3. Introduce the crossword puzzle in item B. The crossword puzzle contains basic financial vocabulary.

B. Financial Vocabulary Crossword Puzzle (Pairs Activity)

1. Ask students to work together in pairs to complete the crossword puzzle. If needed, you can provide them with the Word Bank to help them complete the puzzle. Note: The Word Bank also contains graphics depicting each vocabulary word.
2. Ask students to take turns reading a clue and providing their answer to each crossword puzzle item. Discuss responses and ask general questions about the vocabulary, e.g., Have you written or received a check? What coins do you have with you today? What is the name of your bank? Do you think it’s important to have savings?

Answer Key:

Across:

- 4. Check
- 6. Bills
- 7. Receipt
- 10. Savings

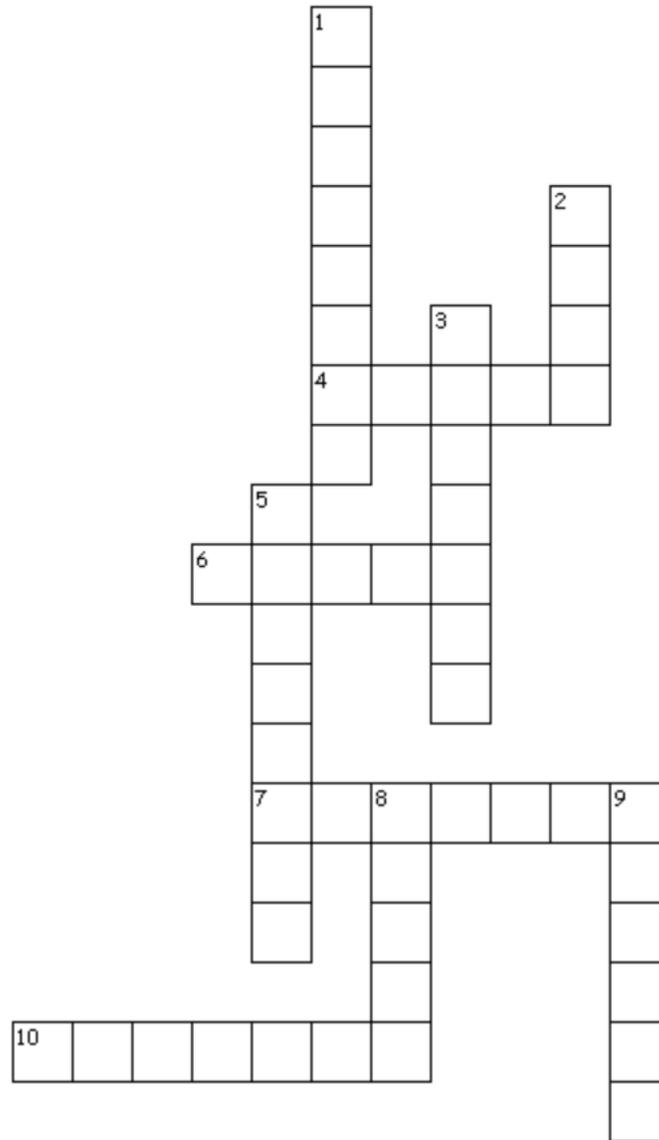
Down:

- 1. Paycheck
- 2. Bank
- 3. Deposit
- 5. Withdraw
- 8. Coins
- 9. Teller

C. Reading Practice: Going to the Bank Role Play

Ask someone to read the directions. Ask two students to take turns reading the dialogue between John and Maria at the bank. After the dialogue, ask another student to read the conclusion. Point out the use of the new vocabulary (in bold).

Crossword Puzzle



Across

4. Piece of paper you can use for paying
6. Money you owe to someone else
7. Shows how much you spent on something
10. Money in the bank you are saving

Down

1. Money you earn from a job
2. A building where people keep their money
3. To put money in a bank account
5. To take money out of a bank account
8. Small pieces of metal used as money
9. A person at a bank who helps customers

Word Bank

Teller



Check



Coins



Bank



Receipt



Savings



Deposit



Paycheck



Withdraw



Bills



Going to the Bank

Directions: John is at the **bank** talking with a bank **teller**, Maria. Take turns reading what they say.

John: Good morning, Maria. I would like to cash my **paycheck**.

Maria: Good morning, John. I am happy to help you. Could you please sign your **check**?

John: Not a problem.

Maria: Would you like to put any money in **savings**?

John: Yes, I would like to **deposit** \$50 into my savings account.

Maria: Certainly. I can take care of that for you. Would you like the rest in cash?

John: Yes, please. Could you also give me \$10 in **coins**?

Maria: Yes. That will not be a problem.

Maria: I will **deposit** \$50 into your savings account. I will give you the rest of your paycheck in cash along with \$10 in coins. Is there anything else I can do for you?

John: No thank you.

Maria: Ok. Here is your **receipt** showing your deposit. Have a great day!

John: Thanks! You too!

After going to the bank, John has enough cash to buy groceries, fill his car with gas and pay his **bills**. He plans to use the coins at the laundry. He will not need to **withdraw** any money until next week.