

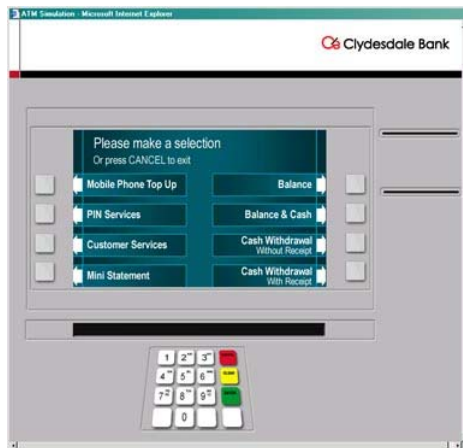
# Cash Machines

E1-3 Reading tasks and activities

Name \_\_\_\_\_ Date \_\_\_\_\_

## Cash Machines

Cash machines are sometimes called cashpoints or ATMs or sometimes a “hole in the wall”. Cash machines give bank account holders money from their accounts.



People can also pay in cash and cheques, check balances and buy top ups for their mobile phones.

The first cash machine was in Upper Arlington, Ohio in the USA in 1959.

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Name \_\_\_\_\_ Date \_\_\_\_\_

The first British machine was invented by John Shepherd-Barron and was first used in Enfield, North London on 27th June 1967. It used a PIN number for security.



*John Shepherd-Barron's cash machine first appeared in 1967*

The idea had come to Mr Shepherd-Barron, now 82, while he was in the bath.

"It struck me there must be a way I could get my own money, anywhere in the world or the UK. I hit upon the idea of a chocolate bar machine, but replacing chocolate with cash."

Plastic cards had not been invented, so Mr Shepherd-Barron's machine used cheques that were soaked with carbon 14, a mildly radioactive substance. The machine "read" this, and then matched the cheque against a PIN number.

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Name \_\_\_\_\_ Date \_\_\_\_\_



## Tasks

**A. Please answer these questions using full sentences.**

1. What does a cash machine do?
2. Where and when was the first cash machine used?
3. Who invented the first British machine?
4. When was it first used?
5. Instead of plastic cards, what did the machine use?

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Name \_\_\_\_\_ Date \_\_\_\_\_



**B. There are two words in the 2<sup>nd</sup> paragraph of the article that sound the same as one another but are spelled differently. What are they?**

Use each in a sentence of your own that shows its meaning.

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## C. Match up the meaning of these banking words.

ISA	Debit – take money from an account
A/c	Personal identification number
Dr	How much money you do (or don't have) in your account
PIN	A slip telling you what you have done with time and date etc.
ATM	Credit – put money into an account
Cr	Automatic Teller Machine
Receipt	Account
Balance	Individual savings account

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Name \_\_\_\_\_ Date \_\_\_\_\_



**D. Use a dictionary to look up the meaning of these words from the text.**

invent	
soak	
replace	
radioactive	

# Cash Machines - extra pictures

For pre-reading and discussion

Name \_\_\_\_\_ Date \_\_\_\_\_



# Cash Machines - extra pictures

For pre-reading and discussion

Name \_\_\_\_\_ Date \_\_\_\_\_



# Welcome

# Please insert your card



# Cash Machines - extra pictures

For pre-reading and discussion

Name \_\_\_\_\_ Date \_\_\_\_\_



Please enter your 4-digit  
PIN and press ENTER



## Entry Level 1-2 Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ Indicates the main coverage and range skills that are (or can be) covered in this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher.

**Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

### Entry 1 Skill standard

#### Speaking, listening and communication

Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

### Entry 1 Coverage and range Ofqual (2009), p9.

- Understand the main points of short explanations ✓
- Understand and follow instructions ✓
- Respond appropriately to comments and requests ✓
- Make contributions to be understood ✓
- Ask simple questions to obtain specific information

#### Reading

Read and understand short, simple texts that explain or recount information

- Read and understand simple regular words and sentences ✓
- Understand short texts on familiar topics and experiences ✓

#### Writing

Write short, simple sentences

- Use written words and phrases to present information ✓
- Construct simple sentences using full stops ✓
- Spell correctly some personal or very familiar words ✓

### Entry 2 Skill standard

#### Speaking, listening and communication

Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

### Entry 2 Coverage and range Ofqual (2009), p7.

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood ✓
- Express simply feelings or opinions and understand those expressed by others ✓
- Communicate information so that the meaning is clear ✓
- Ask and respond to straightforward questions ✓
- Follow the gist of discussions ✓
- Understand the main events in chronological texts ✓
- Read and understand simple instructions and directions ✓
- Read / understand high frequency words & words with common spelling patterns ✓
- Use knowledge of alphabetical order to locate information ✓
- Use written words and phrases to record and present information ✓
- Construct compound sentences using common conjunctions ✓
- Punctuate correctly, using upper and lower case, full stops and question marks ✓
- Spell correctly all high frequency words and words with common spelling patterns ✓

#### Reading

Read and understand straightforward texts that explain, inform or recount information

#### Writing

Write short texts with some awareness of the intended audience



### Skillsworkshop tips and extension ideas.

If you have further ideas please share them by leaving a comment on the download page for this resource at [www.skillsworkshop.org](http://www.skillsworkshop.org)

Use pictures on p7-9 (or find others on the web) or reading task A to prompt paired discussion.

Ask learners to give each other verbal instruction on how to use an ATM or how to get to the nearest ATM.

Encourage learners to highlight any unfamiliar words.

At E1 omit task D.

Use the text on p1-2 to discuss full stops and capital letters. Omit or simplify task B.

As E1, but with a discussion group of 3-4 people. Encourage turn taking and appropriate methods of interruption. Learners to plan the questions they are going to ask each other in advance. How do they feel about using ATMs?

As E1 but include task D.

Discuss sentence structures and boundaries (full stops).

Use a dictionary to check spellings. Swap sheets and proof read each other's work. Discuss use of conjunctions in the text.

## Entry Level 1-2 Functional Skills English mapping

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**Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

### Entry 3 Skill standard

#### Speaking, listening and communication

Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

#### Reading

Read and understand the purpose and content of straightforward texts that explain, inform and recount information

#### Writing

Write texts with some adaptation to the intended audience

### Entry 3 Coverage and range Ofqual (2009)

- Follow the main points of discussions ✓
- Use techniques to clarify and confirm understanding
- Give own point of view and respond appropriately to others' point of view ✓
- Use appropriate language in formal discussions/exchanges
- Make relevant contributions, allowing for and responding to others' input ✓
- Understand the main points of texts
- Obtain specific information through detailed reading ✓
- Use organisational features to locate information
- Read and understand texts in different formats using strategies and techniques appropriate to task ✓
- Plan, draft and organise writing
- Sequence writing logically and clearly ✓
- Use basic grammar including appropriate verb-tense and subject-verb agreement
- Check work for accuracy, including spelling ✓



### Skillsworkshop tips and extension ideas.

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As E2. To include formal discussions set up a role play or similar: an exchange at a bank or with financial adviser. E.g. explaining that an ATM outside is broken, asking for a loan/advice, etc. Extend by reading the full text from the BBC (see p10). Extend the dictionary question D.

Discuss simple homophones. Discuss use of paragraphs in the text. Swap work – as in E2.

*This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum/elements>.*

### Teaching Notes

This is a resource arose from a conversation with a learner who had lost their debit card a number of times in the cash machine because he couldn't read the screen fast enough. I used it by discussing each of the screens (p7-9) with the learners. We then shared the text (p1-2) before they worked through the reading and writing exercises.

These activities are based on material from the Based on texts from Wikipedia & an article by Brian Milligan, BBC News at <http://news.bbc.co.uk/1/hi/business/6230194.stm>

Higher level groups could use the original BBC text.