Preparation:

- Activate/build background knowledge about the task: ¿Qué es un banco? ¿Para qué sirve? ¿Quién ha estado dentro de un banco recientemente? ¿Qué se hacía allí? ¿Qué servicios ofrece un banco para turistas de otros países?
- Discuss cultural issues relevant to task: Other countries use different currencies rather than the American dollar. Their money may look strange at first and will have a different value. (You can show students bills and coins from different countries; see, for example, http://www.banknotes.com/images.htm). Visitors to Españolandia must use the official money of the country to buy things. This is the peso españolandés which can be obtained at the bank by exchanging American money.
  Bank personnel are honorable people. They follow the official exchange rate, and will not purposely try to cheat customers. However, they occasionally make errors, which should be called to their attention. The exchange rate is 10 U.S. cents to one peso, or 10 pesos to one U.S. dollar. Any leftover pesos may be exchanged back to American money upon leaving the country.
- Brainstorm language needed to accomplish task (refer to phrases and vocabulary in Visitor’s Guide to Españolandia)
- Model pronunciation of phrases and vocabulary. Pay special attention to the word dólar; note that the Spanish pronunciation is not the same as the English “dollar.” Focus on the vowel sounds and pronounce the accent on the first syllable. Explain the difference between dólar and dolor.

Practice:

- Review Visitor’s Guide in pairs
- Conduct role play in pairs. The following situation may be helpful for more advanced students:

  **Banker:** You run out of one dollar bills. You have to return $3.00 in quarters (monedas de 25 centavos).
  **Student:** You have a hole in your packet. You don’t want any coins (monedas).

- Prepare a skit based on the task.

Presentation:

- Call on a few pairs of students to present their role plays to the class/
- Organize a bank office branch where students can exchange money from different Spanish-speaking countries (you may want to use “original bills”). In preparation for the activity, assign students to research the exchange rate for each country on the Internet (see http://www.xe.com/ucc/).