

Marie McLisky

English for
BANKING
in Higher Education Studies

Course Book

Series editor: Terry Phillips



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Introduction

English for Banking is designed for students who plan to take a banking course entirely or partly in English. The principal aim of *English for Banking* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic and technical English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

English for Banking comprises:

- student Course Book
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

English for Banking has 12 units, each of which is based on a different aspect of banking. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

Lesson 1: vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

Lesson 4: a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2-4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see www.garneteducation.com/

Book map

Unit	Topics
1 What is banking? Listening · Speaking	<ul style="list-style-type: none"> • definition of banking • aspects of banking
2 The origins of banking Reading · Writing	<ul style="list-style-type: none"> • history of banking • development of banking in the US
3 Banking institutions Listening · Speaking	<ul style="list-style-type: none"> • different types of bank and their ownership, e.g., · commercial · retail · investment · central · cooperative · mutual • banking services
4 Computers in banking Reading · Writing	<ul style="list-style-type: none"> • e-banking • computers for research
5 Bank performance Listening · Speaking	<ul style="list-style-type: none"> • financial statements: · statement of financial position · statement of financial performance • capital adequacy ratio
6 Central banks Reading · Writing	<ul style="list-style-type: none"> • the role of the central bank: · economic stability · regulation · 'lender of last resort'
7 International banking Listening · Speaking	<ul style="list-style-type: none"> • finance for international trade • payment terms: · cash with order · letter of credit · documentary collection · cash on delivery
8 Offshore banking Reading · Writing	<ul style="list-style-type: none"> • definition of offshore banking • regulation of offshore banking • offshore banking services
9 Banking in developing countries Listening · Speaking	<ul style="list-style-type: none"> • definition of developing v. developed countries • World Bank • types of banking institution in developing countries: · multilateral banks · commercial banks
10 Banking and ethics Reading · Writing	<ul style="list-style-type: none"> • socially responsible investments • 'ethical' banking • Equator Principles
11 Influences on banking standards Listening · Speaking	<ul style="list-style-type: none"> • factors which affect banking standards: · technological (Internet banking) · globalization · economic · political (regulation) • online fraud and security
12 Banking governance Reading · Writing	<ul style="list-style-type: none"> • principles of bank governance • compliance • Basel II accord

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> words from general English with a special meaning in banking prefixes and suffixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content from the introduction understanding lecture organization choosing an appropriate form of notes making lecture notes <p>Speaking</p> <ul style="list-style-type: none"> speaking from notes 	1
<ul style="list-style-type: none"> English–English dictionaries: · headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive 	<p>Reading</p> <ul style="list-style-type: none"> using research questions to focus on relevant information in a text using topic sentences to get an overview of the text <p>Writing</p> <ul style="list-style-type: none"> writing topic sentences summarizing a text 	2
<ul style="list-style-type: none"> stress patterns in multi-syllable words prefixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content making lecture notes using different information sources <p>Speaking</p> <ul style="list-style-type: none"> reporting research findings formulating questions 	3
<ul style="list-style-type: none"> computer jargon abbreviations and acronyms discourse and stance markers verb and noun suffixes 	<p>Reading</p> <ul style="list-style-type: none"> identifying topic development within a paragraph using the Internet effectively evaluating Internet search results <p>Writing</p> <ul style="list-style-type: none"> reporting research findings 	4
<ul style="list-style-type: none"> word sets: synonyms, antonyms, etc. the language of trends common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding ‘signpost language’ in lectures using symbols and abbreviations in note-taking <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar 	5
<ul style="list-style-type: none"> synonyms, replacement subjects, etc. for sentence-level paraphrasing 	<p>Reading</p> <ul style="list-style-type: none"> locating key information in complex sentences <p>Writing</p> <ul style="list-style-type: none"> writing complex sentences reporting findings from other sources: paraphrasing 	6
<ul style="list-style-type: none"> compound nouns fixed phrases from banking fixed phrases from academic English common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding speaker emphasis <p>Speaking</p> <ul style="list-style-type: none"> asking for clarification responding to queries and requests for clarification 	7
<ul style="list-style-type: none"> synonyms nouns from verbs definitions common ‘direction’ verbs in essay titles (<i>discuss, analyse, evaluate</i>, etc.) 	<p>Reading</p> <ul style="list-style-type: none"> clauses with passives <p>Writing</p> <ul style="list-style-type: none"> paraphrasing expanding notes into complex sentences recognizing different essay types/structures: · descriptive · analytical · comparison/evaluation · argument writing essay plans writing essays 	8
<ul style="list-style-type: none"> fixed phrases from banking fixed phrases from academic English 	<p>Listening</p> <ul style="list-style-type: none"> using the Cornell note-taking system recognizing digressions in lectures <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar referring to other people’s ideas in a seminar 	9
<ul style="list-style-type: none"> ‘neutral’ and ‘marked’ words fixed phrases from banking fixed phrases from academic English 	<p>Reading</p> <ul style="list-style-type: none"> recognizing the writer’s stance and level of confidence or tentativeness inferring implicit ideas <p>Writing</p> <ul style="list-style-type: none"> writing situation–problem–solution–evaluation essays using direct quotations compiling a bibliography/reference list 	10
<ul style="list-style-type: none"> words/phrases used to link ideas (<i>moreover, as a result</i>, etc.) stress patterns in noun phrases and compounds fixed phrases from academic English words/phrases related to online security 	<p>Listening</p> <ul style="list-style-type: none"> recognizing the speaker’s stance writing up notes in full <p>Speaking</p> <ul style="list-style-type: none"> building an argument in a seminar agreeing/disagreeing 	11
<ul style="list-style-type: none"> verbs used to introduce ideas from other sources (<i>X contends/accepts/asserts that ...</i>) linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc. words for quantities (<i>a significant minority</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding how ideas in a text are linked <p>Writing</p> <ul style="list-style-type: none"> deciding whether to use direct quotation or paraphrase incorporating quotations writing research reports writing effective introductions/conclusions 	12

1 WHAT IS BANKING?

1.1 Vocabulary

guessing words in context • prefixes and suffixes

- A** Read the text. The red words have familiar meanings in general English. What is the meaning of each word in banking?

It was the last day of the holiday. Tomorrow, the new **term** started. Their boat was **floating** under the **branch** of a large tree.

'We'll have to **return** soon,' said May.

'I know, I know,' replied Adam, 'I'll **open** the engine compartment and **fix** it.'

'Why don't you **call** them?'

'If they have to come out, we'll lose our **deposit**.'

'We'll miss our train at this **rate**,' said May.

- B** Read the conversation below. Complete each sentence with one of the red words from Exercise A. Change the form if necessary (e.g., change a noun into a verb).

A: Good afternoon. I'd like to _____ an investment account.

B: Do you want the account at this _____ ?

A: Yes, please.

B: Right. How much do you want to _____ ?

A: £20,000. What's the best _____ I can get?

B: It depends on the _____. Do you want your money on _____ or on a _____ term?

A: Well, I'm not sure. What's the highest _____ I can earn?

B: Currently, the highest is a 6% fixed for two years, as opposed to the _____ rate on call. You'll find it's a good rate compared with other banks.

A: OK. I'll take it.

- C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

a decentralized dishonour
illegal illegible inactive
insufficient international
invalid irregular miscalculate
recall transaction

- D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b bancassurer circulation
commercial convertible creditor
debtor depreciation investment
liability liquidity monetary
negotiable payable regulatory
security speculative variable

- E** Discuss the illustrations on the opposite page using words from this page.

1

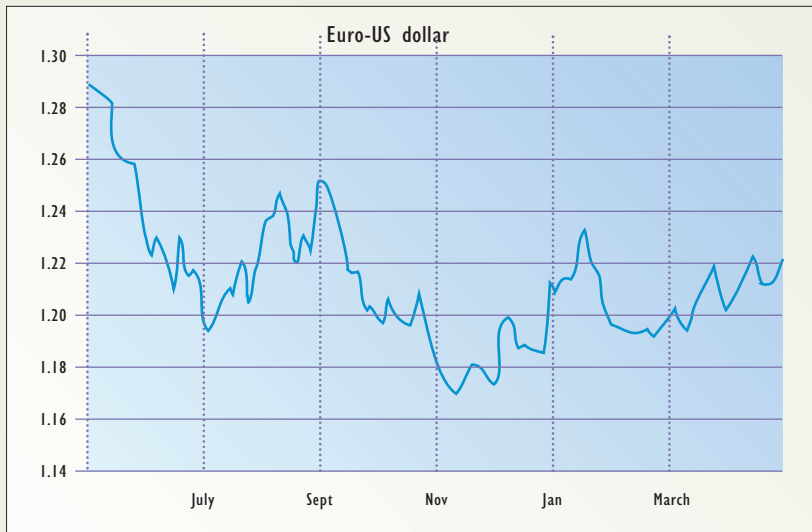
3-year SAVINGS BOND

5.5%

STAR SAVINGS BANK

These details apply to the 3-year fixed rate savings bond. The interest rate is fixed at 5.5% for the duration of the bond. The bond is subject to a 3-year lock-in period. If you withdraw the money before the end of the 3-year period, you will be charged a penalty. The bond is subject to the terms and conditions of the Star Savings Bank. For more information, please visit our website or contact our customer service team.

2



3a

ANW Bank
Water Street Branch
Water Street
Barton BT4 6NP

Date 11. 9. 2006

50-30-99

Pay Antonia Marcos

Two hundred pounds only

Account payee

£ 200:00

P R Lee

PRLee

000009 •• 50-30-99 :• 005486389 •• 95

3b



4

STATEMENT

ANW Bank
Current account

	IN	OUT	BALANCE
FROM PREVIOUS STATEMENT			650.55
MAXWELL ST		5.99	644.56
9037 04921-CHB	159.20		803.76
E-STORE 2665		15.24	788.52
DIRECT DEBIT		8.00	780.52
FUND TRANSFER		102.49	678.03


1.2 Listening

preparing for a lecture • predicting lecture content • making notes

A You are a student in the Banking Faculty of Hadford University.

- 1 Write a definition of banking.
- 2 What other ideas will be in this lecture? Make some notes.

See *Skills bank*

B  Listen to Part 1 of the talk. Which heading below best describes this part of the talk? Tick the best choice.


- a Money-lending services _____
- b The history of banking _____
- c The origins of English words in banking _____
- d Buildings where banking services are provided _____


C In Part 2 of the talk, the lecturer defines a bank.

- 1 Which do you think is the best definition?
 - a It is not a financial institution. _____
 - b It is a government authority. _____
 - c It is a service organization. _____
 - d It is a government-licensed organization. _____

2  Listen and tick the definition chosen by the lecturer.

D In Part 3 of the talk, the lecturer describes different types of bank.

- 1 How many types of bank can you think of?
- 2 What sort of person or organization does each type of bank work with?
- 3  Listen, make notes, and check your ideas.

E  In the final part of the talk, the lecturer gives a definition of banking and some examples. Listen and mark each word in the box **D** if it is part of a definition and **E** if it is part of an example.

banking services _____ financial instruments _____
national legislation _____ mortgages _____
pension funds _____ share certificates _____
time deposits _____

F Write a definition of banking. Use more than one sentence if necessary. Use words from Exercise E.

G Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?



Credit Suisse Group headquarters, Zürich, Switzerland



Alliance & Leicester, UK



The European Central Bank

1.3 Extending skills

lecture organization • choosing the right kind of notes

A What can you ...

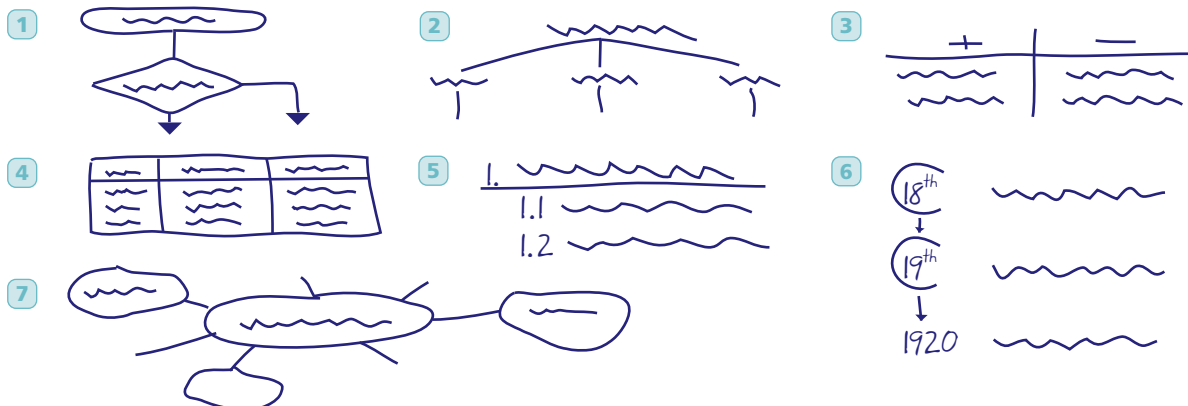
- | | | |
|------------|--------------|-----------|
| 1 deposit? | 3 negotiate? | 5 recall? |
| 2 fix? | 4 transfer? | 6 issue? |

B How can you organize information in a lecture? Match the beginnings and endings.

- | | |
|-----------------------------|------------------------|
| 1 question and | contrast |
| 2 problem and | definition |
| 3 classification and | disadvantages |
| 4 advantages and | effect |
| 5 comparison and | events |
| 6 cause and | supporting information |
| 7 sequence of | process |
| 8 stages of a | solution |
| 9 theories or opinions then | answer |

C How can you record information during a lecture?
Match the illustrations with the words and phrases in the box.

tree diagram flowchart headings and notes spidergram table timeline two columns



D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E Listen to some lecture introductions. Choose a possible way to take notes from Exercise C in each case.

Example:

You hear: *Today we're going to look at key developments in establishing a global monetary standard over the last 200 years or so.*

You choose: *timeline*

1.4 Extending skills

making notes • speaking from notes



A Read these captions and match them to the pictures.

- a From an ATM, clients can access their accounts at any time, on any day of the week. _____
- b The gold standard defined a national currency in terms of a fixed weight in gold. _____
- c Electronic machines are used to verify money, that is, check it for counterfeit notes. _____
- d The US dollar, euro, pound sterling and Japanese yen are all hard currencies. _____
- e Commercial banks today provide their clients with mortgage finance and loans for other consumer goods. _____

B Cover the opposite page. Listen to the lecture introductions from Lesson 3 again. Make an outline on a separate sheet of paper for each introduction.

C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

D Listen to the next part of each lecture. Complete your notes.

E Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?

F Work in pairs.

- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.

1 Effects of MNBs/foreign banks

+	-
lower costs (for MNB)	competition for domestic banks (↓ profitability)
can increase efficiency of domestic banks	financial guarantees in event of bank failure?

2 Organizational structure of banks

	centralized	decentralized
authority	kept at top level	some delegated to lower levels
accountability	top level	some can be delegated
decision-making	not as quick in larger organizations; more effective in stable environment; more coordination; greater influence of leadership from top	quicker than large centralized organizations; more effective in uncertain environment

3 Why are banks regulated?

- 1 Economic role of banks
Banks must not fail ∴ regulatory controls (e.g., exchange controls)
- 2 Need to protect customers
Regulations help protect customers from bank collapse
- 3 Prevention of banking collapse
Central bank as 'lender of last resort'; FDIC
- 4 Competition
Legislative restrictions (e.g., branching restrictions - though don't apply to bank holding companies)
- 5 Scope of banking activities
Restrictions imposed by many countries (e.g., banks not allowed to engage in non-financial activities; restrictions on services they can provide) → provide stability in banking system

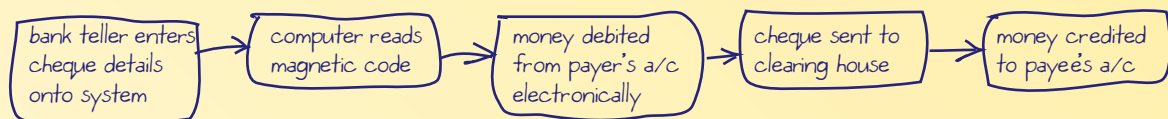
4 Global monetary regime/standard

(= fixed exch. rate for currency)

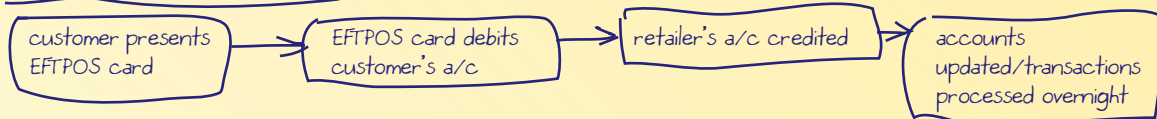
early C19 → Britain gold std. for pound, gold coins
↓
mid C19 → Germany gold std. then Scand., France, Jap.
↓
1900 → US gold std.
↓
1930s → gold std. abandoned most countries (depression)
↓
after WWI → £ = key currency
↓
after WW2 → \$ = key currency
↓
today → currencies pegged to hard currencies (e.g., \$, €, £, ¥ or 'basket' of currencies)

5 Modern technology + banking

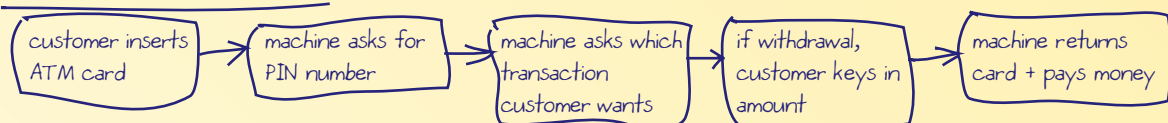
Processing cheques



EFT (electronic funds transfer)



ATMs (automated teller machines)



Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in banking.

Examples:

ceiling, cap, branch

If you recognize a word but don't understand it in context, think:

What is the basic meaning of the word? Does that help me understand the special meaning?

Example:

*The **ceiling** is the highest part of a room. So the **ceiling** for bank interest rates must mean the highest rate.*

Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

Examples:

resell – sell again

invalid – not valid

If you don't recognize a word, think: *Is there a prefix?* Remove it.

Do you recognize the word now? What does that prefix mean?

Add it to the meaning of the word.

Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the **part of speech** of the word.

Examples:

transact + ion = verb → noun

regulat + ory = verb → adjective

A suffix sometimes changes the meaning **in a predictable way**.

Examples:

invest + or – a person who does something

secur + ity – noun expressing a condition

If you don't recognize a word, think: *Is there a suffix?* Remove it.

Do you recognize the word now? What does that suffix mean?

Add it to the meaning of the word.

Skills bank

Making the most of lectures**Before a lecture ...****Plan**

- Find out the lecture topic.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare

- Get to the lecture room early.
- Sit where you can see and hear well.
- Bring any equipment you may need.

During a lecture ...**Predict**

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce

- Write notes.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

advantages and disadvantages	→	two-column table
cause and effect	→	spidergram
classification and definition	→	tree diagram/spidergram
comparison and contrast	→	table
facts and figures	→	table
sequence of events	→	timeline
stages of a process	→	flowchart
question and answer	→	headings and notes

Speaking from notes

Sometimes you have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.