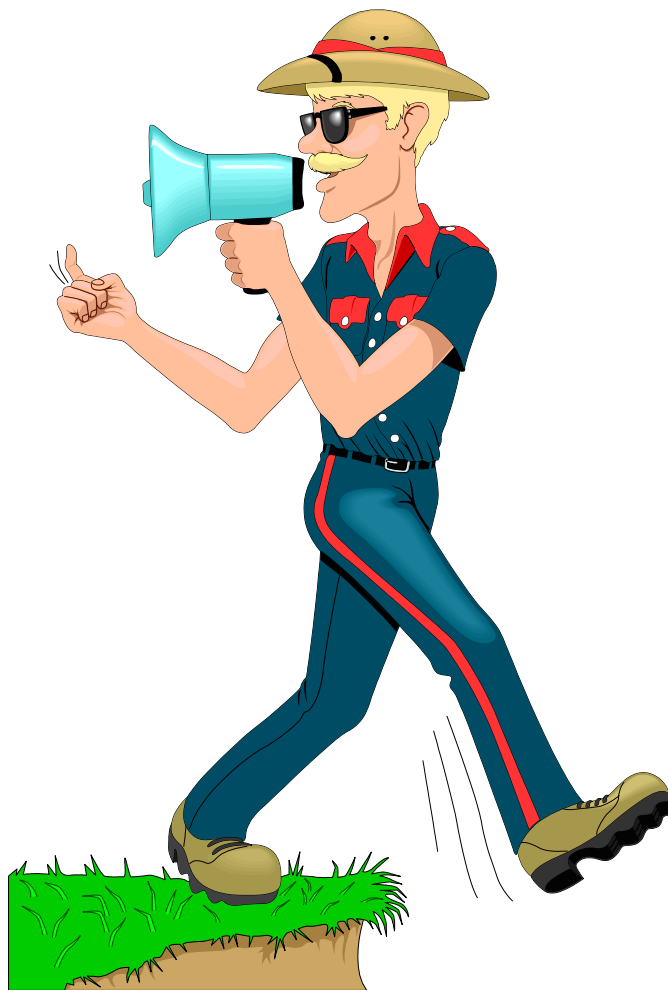


LOOKING FOR WORK EXPERIENCE

Teacher's book introduction



CONTENTS

I	TBL- Methodology Introduction	3
II	Main Goal	7
III	Tasks Description	8
IV	Roadmap of the Unit	9
V	Material.....	10

UNIT 1 SOCIALIZING

Introduction	
Lesson 1	Giving personal details
Lesson 2	At a bar
Lesson 3	At a supermarket.....

UNIT 2 BANK TRANSACTIONS

Introduction	
Lesson 4	Personal details file.....
Lesson 5	At the bank

TBL METHODOLOGY-“A FRAMEWORK FOR TASK-BASED LEARNING”

Why Task Based Learning?

Why choose TBL as language teaching method? We have to ask ourselves that question, because if we, as language teachers, don't know which method we are teaching according to or if we do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, we might as well not teach!

Therefore, when we choose TBL, there should be a clear and defined purpose of that choice. Having chosen TBL as language teaching method, the teacher thereby recognizes that “teaching does not and cannot determine the way the learner's language will develop” and that “teachers and learners cannot simply choose what is to be learned”. “The elements of the target language do not simply slot into place in a predictable order” (Peter Skehan 19). This means that we, as teachers, have to let go of the control of the learning process, as if there ever was one! We must accept that we cannot control what each individual learner has learnt after for example two language lessons and as Peter Skehan says “instruction has no effect on language learning”(18). We must realize and accept that the learning processes of each individual are different and that these processes progress at individual speeds.

In TBL the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it. This sequence resembles the learning process a child unconsciously goes through in the early childhood when it begins to learn its mother tongue. The child listens, observes, experiments and finally at some point becomes conscious of the language and its different forms. This consciousness about the language and its different forms cannot be predicted or controlled. It depends on the individual human being.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognise differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language.(Michael Lewis 15). All in all, TBL is language learning by doing.

Our task has been taken from “ A framework for Task-based Learning” by Jane Willis and “A Task-based approach to Teaching English for Science and Technology” in which the first thing we can read is the different definitions about what a “TASK” is. A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.

A Task is: *“a goal oriented activity in which learners use language to achieve a real outcome.” (WILLIS)*

- Do a puzzle
- Play a game

A Task is: *“hundred and one things people do in everyday life.” (LONG)*

- Buying a pair of shoes
- Making an airline reservation

A Task is: *“activity or action which is carried out as the result of processing or understanding language (as a response)” (RICHARDS, PLATT AND WEBER)*

- Drawing a map while listening to an instruction

“A task – based approach sees the learning process as of learning through doing”
(SKEHAN)

A task is: *“ series of graded activities that require learners to work with the target language, with the purpose of preparing learners to meet the challenges of real-world functions (NNCT’s learners needs)” (WILLIS & SKEHAN)*

Willis’ scheme requires students to report publicity after going through several tasks.

A Task-Based approach to Language

- allows for a needs analysis to be matched to identified student needs
- is supported by the research findings of classroom-centered language learning
- allows evaluation to be based on testing referring to task-based criterion
- allows for form-focussed instruction

We are focusing the attention on the Willis' one.

“TASKS are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”

So we should select topics that will motivate learners, engage their attention and promote their language development as efficiently as possible. One of our tasks is to find practical information for students who are going to be doing their work experience in companies in the San Sebastián /Donostia surrounding area for a period of thirteen weeks.

That is why we have selected topics such as:

- Filling a personal details form
- Instructions to withdraw money at a cash dispenser
- Instructions to open a current account or savings account at a bank
- Requirements to get a bus card
- Requirements to get a bank student card
- Instructions how to complete a cheque
- Making inquiries

in which students will be involved in daily life. All tasks should have an outcome. The tasks are related to a student's needs visiting the Basque Country for three months.

These tasks will be developed later on. But first, we are exposing the framework process.

In the *pre-task stage* we present the situation and the necessary vocabulary.

In the *task stage* the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class and once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own.

In the *assessment criteria* the student will be able to fill a formulaire in, to withdraw money at a cash dispenser and at the cashier desk, to get a bus card, to make inquiries, to complete a cheque and to get a bank student card.

Just in order to see the TBL cycle, we are enclosing the following frameworks :

A TBL Framework
For beginners and elementary students

PRE TASK

Introduction to subject and task.
Thorough introduction to topic by teacher
Use of pictures, posters and demonstrations

TASK CYCLE

Several sets of short tasks
Followed by teacher walk through of tasks

Gradual increase in the importance of
Planning
Report
Presentation

LANGUAGE FOCUS

Selecting, identifying and classifying common words and phrases
Practice of language and phrases in classroom
Building personal dictionaries

Let us have a brief explanation about the different phases:

The *pre-task phase* introduces the class to the topic and the task, activating topic-related words and phrases.

The *task cycle* offers learners the chance to use what ever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task.

The *last phase* in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle.

The teaching techniques required for task-based learning are not very different from those of ordinary language teaching . The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching.

MAIN GOAL

Students should be able to understand and reproduce texts and basic messages in German, Danish, Spanish, Basque, Gaelic, Dutch and Rumanian related to the daily and cultural and professional life.

TASKS DESCRIPTION

The Tasks are designed for students who need to learn the language as they are getting their work experience.

INTRODUCTION

After having had a look at the Task-Based Learning methodology in the first part, we are exposing different basic tasks for a student having work experience in a foreign country,

TEACHER'S NOTES

The four skills-reading, writing, listening and speaking-are practiced and developed in the units.

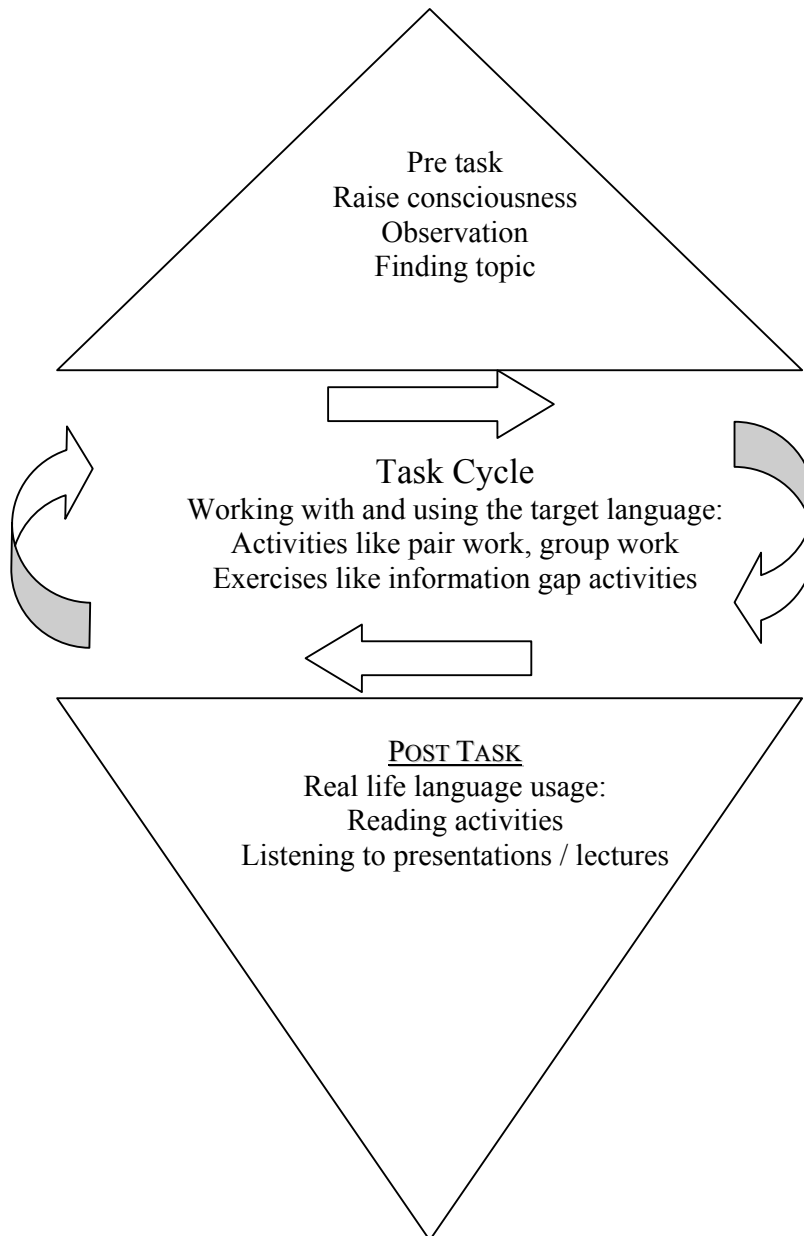
Listening: The listening extracts are relevant to the situations a student can find in a foreign country.

Speaking: Students practise the language through realistic tasks and there is help with the appropriate language necessary in the different situations.

Reading: Students practice the language reading realistic situations.

Writing: Students are given the opportunity to consolidate what they are learning by means of exercises.

ROADMAP OF THE UNITS



PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary
- Structures
- The teachers perform the dialogue (once)
- Objective

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to reproduce the situation and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of reproducing the situation?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

UNIT 1 : SOCIALIZING

3 HOURS



BEGINNERS LEVEL

MATERIAL

- VIDEO SEQUENCES
- TEXTS AND FILES

-Filling gaps, matching questions and answers, putting in order, completing different roles in a dialogue.

- KEYS
 - at a bar
 - at a supermarket

SOCIALIZING

INTRODUCTION

GENERAL OBJECTIVE

- To be able to introduce yourself
- To be able to buy daily basic items

SPECIFIC OBJECTIVES

- To determine the needs a student, getting his work experience, can have in a foreign country

FUNCTIONS

- Elementary questions and answers to get personal information
- Shopping in different kinds of shops

LANGUAGE

- Structures for questions about name, age, nationality, likes and dislikes, telephone number.
- Structures for shopping

VOCABULARY

New vocabulary which is topic-based and directly related to the student's needs.

SUMMARY

1.- GIVING PERSONAL DETAILS WHEN MEETING SOMEONE60'	60'
(INTRODUCING YOURSELF	
2.-AT A BAR	60'
3.-AT A SUPERMARKET	60'
➤ AT THE BREAD COUNTER	
➤ AT THE FISH COUNTER	
➤ AT THE MEAT COUNTER	
➤ AT THE CHECK OUT	

ROADMAP OF THE LESSON

1.-INTRODUCING YOURSELF

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the cards and have them repeat the words until memorized
- Vocabulary: name, country, age, twenty-one, twenty-two profession, likes and dislikes, city, telephone numbers...
- Structures: what's your name? Where are you from? How old are you? What do you do? What do you like? Where do you live? What's your telephone number?...
- The teachers perform the dialogue (once)
- Objective: Introducing yourself.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to introduce himself and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of introducing yourself?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

1.1.-QUESTIONNAIRE

This questionnaire is based on the work presented by the Dutch team at the Brussels meeting.

We feel that the questions and the answers could be made using the cards, files and photos, as with the Spanish omelette task.

1.1-PERSONAL DETAILS, INTRODUCING YOURSELF

1.-WHAT'S YOUR NAME? MY NAME IS

MAITE
KLAUS

2- WHERE ARE YOU FROM? I'M FROM

PAIS VASCO
ALEMANIA

3.-HOW OLD ARE YOU? I'M

22 AÑOS
21 AÑOS

4.-WHAT DO YOU DOU? I'M A

ESTUDIANTE
PROFESOR

5.-WHAT SORT OF THINGS DO YOU LIKE? I LIKE

CINEMA,
SPORTS,
READING,
MUSIC,...

6.-WHERE DO YOU LIVE? I LIVE IN

San Sebastián
Ludwigshafen

7.- WHAT'S YOUR TELEPHONE NUMBER? MY TELEPHONE NUMBER IS

HOME/WORK
OO-34-943-43-65-74
MOBILE
OO-34-653-45-23-54

1.2-PERSONAL DETAILS INTRODUCING YOURSELF

1 WHAT'S YOUR NAME? MY NAME IS..
AND YOURS?

MAITE
KLAUS

2- WHERE ARE YOU FROM? I'M FROM..
AND YOU?

PAIS VASCO
ALEMANIA

3 HOW OLD ARE YOU? I'M..
AND YOU?

22 AÑOS
21 AÑOS

4 WHAT DO YOU DO? I'M A..
AND YOU?

ESTUDIANTE
PROFESOR

5 WHAT SORT OF THINGS DO YOU LIKE? I LIKE..
AND YOU?

CINEMA, SPORT
READING, MUSIC,...

6 WHERE DO YOU LIVE? I LIVE IN..
AND YOU?

San Sebastián
Ludwigshafen

7.- ¿ WHAT'S YOUR TELEPHONE NUMBER? MY TELEPHONE NUMBER IS..
AND YOURS?

FIJO
OO-34-943-43-65-74
MÓVIL
OO-34-653-45-23-54

ROADMAP OF THE LESSON

2.-AT THE BAR

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: omelette, wine, five, euro, hello, good-bye.
- Structures: That's good! How much is that?
- The teachers perform the dialogue (once)
- Objective: Ordering in a bar.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to order what he wants and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of ordering something in a bar?

.....

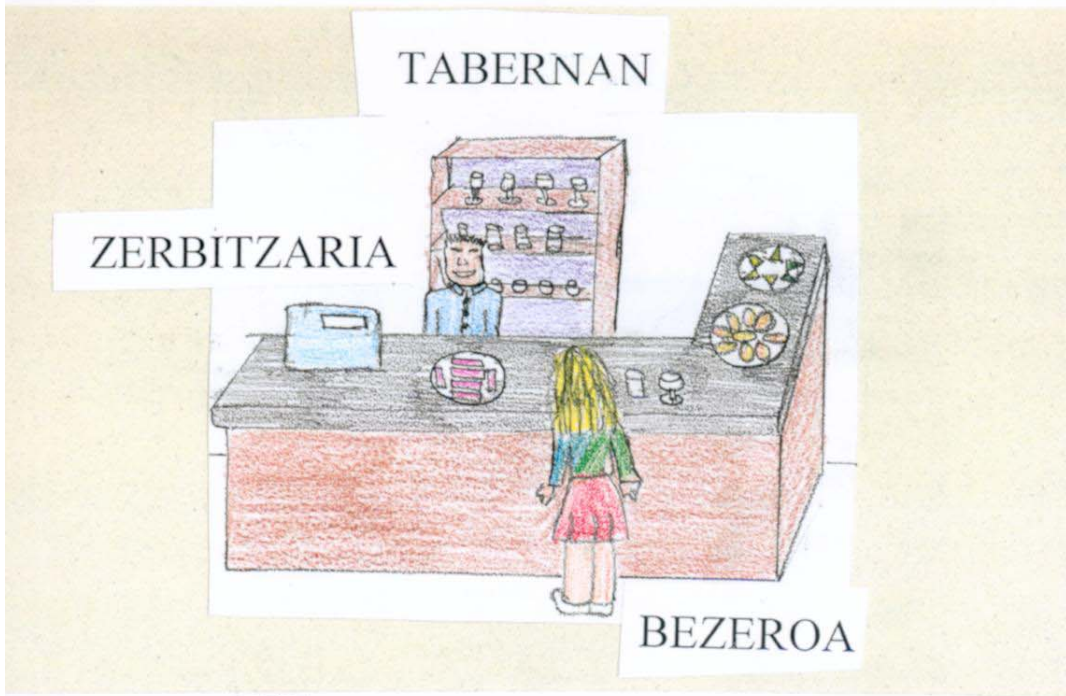
- Did you find it difficult to pronounce the words?








.....

- Would you have preferred to have the dialogue right from the start?

.....

COMPLETE THIS DIALOGUE:



Z.-  _____
B.-  _____
Z.- _____ ?
B.-  _____ 
Z.-  !
B.- _____ ! _____ !
B.- \$ _____ ?
Z.- _____
Z.-  _____
B.-  _____

ROADMAP OF THE LESSON

3.-AT A SUPERMARKET

3.1.-AT THE BREAD COUNTER

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: bread, a loaf of, a bottle of , milk, eggs, half a dozen of,
- Structures: What would you like? Here you are. Anything else? Could I have...? That'll be. Thank you very much. See you later. Certainly.
- The teachers perform the dialogue (once)
- Objective: Buying some bread

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
Feedback <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to buy some bread what he wants and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of buying some bread?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

ROADMAP OF THE LESSON

3.2.-AT THE FISH COUNTER

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: good morning, good afternoon, sir, madam, fillet, cod, anchovies, three.
- Structures: May I help you? How many?
- The teachers perform the dialogue (once)
- Objective: Buying some fish.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to buy some fish and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of buying some fish?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

ROADMAP OF THE LESSON

3.3.-AT THE MEAT COUNTER

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: good afternoon, veal, seven, chicken, bye now
- Structures: we wanted, something else? Anything else I can get you? See you tomorrow.
- The teachers perform the dialogue (once)
- Objective: Buying some meat.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to buy some meat and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of buying some bread?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

ROADMAP OF THE LESSON

3.4.-AT THE CHECK OUT

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: Cash, credit card, receipt, voucher
- Structures: How will you be paying? Here you are your receipt. Could you sign in here? I'll see you.
- The teachers perform the dialogue (once)
- Objective: Paying at the check out.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to pay at the check out and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of paying at a check out?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

UNIT 2 : BANK TRANSACTIONS

2:30 HOURS



MATERIAL

- VIDEO SEQUENCES
- TEXTS AND FILES
 - Filling gaps, matching questions and answers, putting in order, completing different roles... in a dialogue.
- KEYS
 - At the bank

BANK TRANSACTIONS

INTRODUCTION

GENERAL OBJECTIVE

- To be able to fill in a form with basic personal details
- To follow instructions for the use of a cash dispenser

SPECIFIC OBJECTIVES

- To determine a student's needs spending a time getting work experience in a foreign country

FUNCTIONS

- Identifying yourself: personal details (age, address, education), opening a current account, writing cheques
- Withdrawing money from a bank (from cash dispenser, over the counter).
- Filling out cheques

LANGUAGE

- First name and surnames*, date of birth, address, number, floor, side, city, postcode, province, country, date and signature.
- Steps involved in conducting a transaction at an automatic telling machine
- Instructions for withdrawing flow.
- Instructions for conducting other transactions at an automatic telling machine
- Instructions for writing a cheque

VOCABULARY

New vocabulary which is topic based and directly related to the student's needs.

* In both Euskadi and Spain everybody has two surnames; they acquire both their father's and mother's surname

SUMMARY

4.-PERSONAL DETAILS FILE 30'

5.-AT THE BANK 60'

5.1.-Numbers, time and dates

The included material objective is to give a general view of the numbers (1 to 100), months and dates to enable students to fill in a cheque

5.1.1.- The following material enables students to get the above objective gradually.

a) The days of the week, relating them to the numbers from 0 to 7 30'

b) The months of the year, relating them to the numbers from 1 to 12 30'

c) Revision of the numbers just learnt by relating them to the time (1 to 12).. 30'

d) Learning the numbers from 13 to 30 and then relating them to the time (...five, ten, fifteen/ a quarter past, twenty, twenty five, thirty/ half past) 30'

e) Learning the numbers between 30 and 60 and relating them to public transport timetables: bus, plane, train... 30'

f) Writing the date.

5.2.-Transactions over the counter

5.2.1.-To withdraw money using a cheque

5.2.2.-Renewing a Bus Card

5.2.3.-Applying for a local Younger's Card

5.3.-Transactions at a cash dispenser (putting in the correct order)

5.3.1.-Steps involved in carrying out a transaction

5.3.2.-Instructions for making an inquiry

5.3.3.-Instructions for withdrawing cash

4.-PERSONAL DETAILS FILE

TASK

Complete the personal detail file

Personal Details	National Identity Card/ Passport Number	First Name and Surname	Date of Birth	Education

Street	Number	Floor	Door
Municipality Country	Postcode	Province	

Place and date.....

Signature

5.-AT THE BANK

Cards

5.1.1 The numbers from 1 to 100330'

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	30
31	32	33	40
50	60	70	80
90	100		

Txekeak euskaraz nola bete • Cómo rellenar los cheques en euskara

- 1 - Onuraduna • Beneficiario/a { I (Xabier Ruiz-i) kontsonantez bukatuz gero • Terminado en consonante.
 Eramailleari • Al portador { Ri (Itziar Ugarte-ri) bokalez bukatuz gero • Terminado en vocal.
- 2 - Euros • Euros

Zenbakiak honela idazten dira • Los números se escriben así:

0: Zero	8: Zortzi	16: Hamasei	30: Hogeita hamar	80: Laurogei	0,50: Berrogeita hamar euro zentimo
1: Bat	9: Bederatzi	17: Hamazazpi	31: Hogeita hamar	90: Laurogeita hamar	15,10: Hamabost eta hamar zentimo
2: Bi	10: Hamar	18: Hamazortzi	32: Hogeita hamabi	99: Laurogeite hemeretzi	1570,50: Mila bostehun eta hirurogeita hamar
3: Hiru	11: Hamalau	19: Hemeretzi	33: Hogeita hamahiru	100: Ehun	eta berrogeita hamar zentimo
4: Lau	12: Hamabi	20: Hoge	40: Berrogei	200: Berrehun	
5: Bost	13: Hamahiru	21: Hogeita bat	50: Berrogeita hamar	300: Hirurehun	
6: Sei	14: Hamalau	22: Hogeita bi	60: Hirurogei	400: Laurohun	
7: Zazpi	15: Hamabost	23: Hogeita hiru	70: Hirurogeita hamar	500: Bostehun	

2 - Data • Fecha

-Urteko hilabeteak hauek dira euskaraz • Estos son los meses del año en euskara

(1) Urtarrila	(3) Martxoa	(5) Maiatza	(7) Uztaila	(9) Iraila	(11) Azaroa
(2) Otsaila	(4) Apirila	(6) Ekaina	(8) Abuztua	(10) Urria	(12) Abendua

Adibidea • Ejemplo
 (Hiriaren izena) 2002ko Azaroaren zazpia

Berrehun eta...

$47:4=$

32×4

$$\begin{array}{r} 479 \\ - 28 \\ \hline \end{array}$$

$$\sqrt{324}$$

$$\begin{array}{r} 53 \\ + 61 \\ \hline \end{array}$$

2001eko maiatzaren 14an

■ Eskatu irakasleari ZENBAKIEN IDAZKERAZ ** atal teorikoa eta irakur ezazu. Ondoren, ahalegin zaituz jarraian agertzen diren zenbakiak letraz idazten:



33
16
90
447
653
903
7.832
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Eure euskarak aurrera egin dezan, erabili ezazu dirukontutan
 Cheques en euskara, un paso necesario para normalizar la lengua

CAJA LABORAL
EUSKADIKO KUTXA

Entidad	Oficina	D. C.	Numero de cuenta
XXX	XXX	X	XXXXXXX
BAN	ESXX	XXXX	XXXX

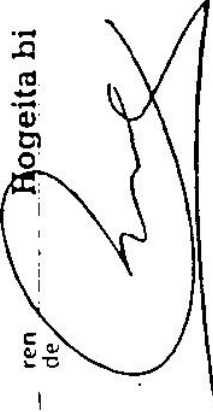
Eur //1.570,50-// €

Txeke honen ordez **EROSKI** ri ordain
 Paguese por este Cheque a
 Euros //Mila boslehun eta hirurogeita hamar zenimo//

ren a de
Arrasate, 2002ko Azaroa Hogeita bi Euro

Saila **AA** Zk. 0.000.000-0
 Serie **4A** N.º 42000

Eguna, letra, idatz, Ekintza, leku, eta zenbakia



Modelo de cheque de CL en Euskara

E. Kren txeke-eredua Euskaraz • Modelo de cheque de CL en Euskara

5.1.1.-Material and activities

a) The days of the week, relating them to the numbers from 0 to 730'

1 Monday	2 Tuesday	3 Wednesday	4 Thursday
5 Friday	6 Saturday	7 Sunday	

b)The months of the year, relating them to the numbers from 1 to 1230'

1 January Monday	2 February Tuesday	3 March Wednesday	4 April Thursday
5 May Friday	6 June Saturday	7 July Sunday	8 August ...
9 September ...	10 October ...	11 November ...	12 December ...

WINTER

J _ N _ _ R _

F _ _ BR _ R _

M _ RCH

SPRING

_ PR _ L

M _ _

J _ N _

SUMMER

J_L_

__G_ST

S_PT_MB_R

AUTUMN

_CT-B_R

N_V_MB-R

D_C_MB_R

c) Revision of the numbers just learnt by relating them to the time (1 to 12).....30'

What time is it? It is...

1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

9:00

10:00

11:00

12:00

d) Learning the numbers from 13 to 30 and then relating them to the time
 (...five, ten, fifteen/ a quarter past, twenty, twenty five, thirty/ half past).... 30'

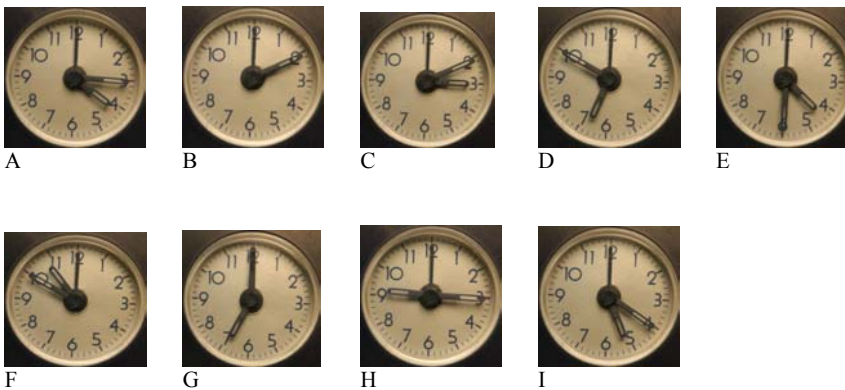
What's the time?



Questions and answer:

Student A: Point at a clock and ask: "What's the time?"

Student B: Give the answer



Write the times of the clocks

+5

+10

+15
+1/4

+20

+25

+30
+1/2

-25

-20

-15
-1/4

-10

-5

e) Learning the numbers between 30 and 60 and relating them to public transport timetables: bus, plane, train...30'

13:00

14:00

15:00

16:00

17:00

18:00

19:00

20:00

21:00

22:00

23:00

24:00

Digital watches: minutes

+40

+45

+50

+55

The time



Five past two



twenty to five



seven o'clock



half past four



quarter to ten



ten past eleven



twenty to three



quarter past one



twenty past nine



ten to twelve



twenty-five past seven



five to six

Questions and answer:

Student A: Point at a clock and ask: "What's the time?"

Student B: Give the answer



A



B



C



D



E



F



G



H



I

Write the times of the clocks

5.2.-Transactions over the counter

5.2.1.-To withdraw money using a cheque

TASK

Using a cheque book (a cheque) to withdraw money (bearer cheque, order cheque) **over the counter**:

- A.-Good morning.
- B.-Good morning, sir/madam.
- A.-I'd like to cash this cheque, please.
- B.-May I see your passport or National Identity Document, please, sir/madam?
- A.-Here you are.
- B.-Here's your cash, sir/madam.
- A.-Thanks very much.
- B.-Not at all.
- A.-Bye now.
- B.-Bye now, sir/madam.

5.2.2.-Renewing a Bus Card

TASK

Renewing a Bus Card **over the counter**:

- A.-Good morning.
- B.-Good morning, sir/madam.
- A.-I wanted to renew my Bus Card, please.
- B.-May I see your National Identity Document or your passport, please, sir/madam?
- A.-Here you are.
- B.-How much did you want to put on the card, sir/madam?
- A.-Twenty euros, please.
- B.-Here's your Bus Card, sir/madam..
- A.-Thanks very much.
- B.-Not at all, sir/madam.
- A.-Bye now.
- B.- Bye now, sir/madam.

5.2.3.-Applying for a local Younger's Card

TASK

Applying for a Young Person's Card (gazte txartela) **over the counter:**

- A.-Good morning.
- B.-Good morning, sir/madam.
- A.-I wanted to apply for a Young Persons' Card, please.
- B.-May I see your National Identity Document or your passport, please, sir/madam?
- A.-Here you are.
- B.-Sign here, please, sir/madam.
- A.-Bye now.
- B.-Bye now, sir/madam.

Applying for a Young Person's Card (Gazte Txartela) **over the counter:**

TASK

- A.-Good morning.
- B.-Good morning, sir/madam.
- A.-I wanted to apply for a Young Person's Card, please.
- B.-I'll need your personal details, sir/madam. Just fill out this form, please.

Personal Details	National Identity Document /Passport Number	First Name and Surname	Date of Birth	Education

Street	Number	Floor	Door
Municipality	Post Code	Province	

- A.-Here you are.
- B.-Okay, fine. It'll be delivered within a week, sir/madam.

Intermediate Level

5.3.-Transactions at a cash dispenser (putting in the correct order)

TASK

5.3.1.-Steps involved in carrying out a transaction

Steps involved in carrying out a transaction **at an Automatic Telling Machine:**

- The customer approaches the telling machine with his card.
- He enters his password or personal identity number.
- The transaction is conducted following a predetermined process.
- The machine issues a receipt that shows the details of the transaction conducted.
- The commission on the transaction is calculated by the system and charged to the appropriate party.
- The machine returns the card to the customer.
- He inserts the card in the machine.
- The machine approves or rejects the transaction.
- He selects the transaction he wishes to make.

TASK

5.3.2.-Instructions for making an inquiry

Instructions for making an inquiry **at an automatic telling machine:**

- Enter your personal identity number.
- Kindly remove your card and the receipt for the transaction.
- We are at your disposal twenty four hours a day.
- Would you like to conduct another transaction? YES/NO
- Enter the type of transaction you want to conduct.
- Thank you for using this service.

5.3.3.-Instructions for withdrawing cash

Instructions for withdrawing cash **at an automatic telling machine:**

- Enter your personal identity number.
- Enter the amount you wish to withdraw
- Would you like a receipt for the transaction?
- Kindly remove the cash.
- We are at your disposal twenty four hours a day.
- Enter the type of transaction you want to conduct. (cash withdrawal)
- Your transaction is in process.
- Kindly remove your card.
- Enter the type of account (current account/savings account; credit card account)
- Kindly remove the receipt.

KEYS

2.-AT A BAR

A.-THE WAITER

B.-THE CUSTOMER

A.-HELLO

B.-HELLO

A.-CAN I HELP YOU?

B.-A PIECE OF SPANISH OMELETTE AND A GLASS OF WINE,
PLEASE

A.-HERE YOU ARE

B.- Mmm; THIS IS REALLY DELICIOUS

A.-HOW MUCH IS THAT?

B.-5 EUROS

A.-BYE

B.-BYE

3.-AT THE SUPERMARKET

3.1.-AT THE BREAD COUNTER

A.-THE SHOP ASSISTANT

B.-THE CUSTOMER

A.-HELLO

B.-HELLO

A.-WHAT WOULD YOU LIKE?

B.-A LOAF OF BREAD AND A BOTLLE OF MILK, PLEASE

A.-HERE YOU ARE

A.-ANYTHING ELSE

B.-YES, COULD I HAVE A DOZEN EGGS, PLEASE

A.-CERTAINLY, HERE YOU ARE

B.-HOW MUCH IS THAT?

A.-THAT`LL BE 5 EUROS

B.-HERE YOU ARE. THANK YOU VERY MUCH.

A.-BYE

B.-BYE

3.2.-AT THE FISH COUNTER

A.-THE FISHMONGER

B.-THE CUSTOMER

A.-GOOD MORNING, SIR/MADAM

B.-GOOD MORNING

A.-MAY I HELP YOU?

B.-I WANTED SOME FILLETS OF COD

A.- HOW MANY?

B.-THREE, PLEASE

A.-HERE YOU ARE

A.-ANYTHING ELSE

B.-YES, COULD I HAVE HALF A DOZEN ANCHOVIES, PLEASE?

A.-HERE YOU ARE.

A.-ANYTHING ELSE?

B.-NO THANKS

A.-HOW MUCH IS THAT?

B.-6 EUROS, PLEASE

A.-HERE YOU ARE

B.-THANK YOU VERY MUCH

A.-BYE

B.-BYE

3.3.-AT THE MEAT COUNTER-

A.-THE SHOP ASSISTANT

B.-THE CUSTOMER

A.-GOOD AFTERNOON

B.-GOOD AFTERNOON

A.-WHAT WOULD YOU LIKE?

B.-WE WANTED SOME VEAL STEAKS

A.-HOW MANY?

B.-FOUR, PLEASE

A.-HERE YOU ARE

A.-SOMETHING ELSE

B.-YES, PLEASE, A CHICKEN

A.-HERE YOU ARE

A.-ANYTHING ELSE I CAN GET YOU?

B.-NO, THANK YOU VERY MUCH

A.-HOW MUCH IS THAT?

B.-7 EUROS

A.-HERE YOU ARE

B.-THANK YOU VERY MUCH

A.-BYE NOW, SEE YOU TOMORROW

B.-BYE NOW

3.4.-AT THE CHECK OUT

A.-CASHIER

B.-CUSTOMER

A.-GOOD MORNING/GOOD AFTERNOON

B.-GOOD MORNING/GOOD AFTERNOON

A.-HOW WILL YOU BE PAYING? BY CREDIT CARD OR CASH

B.-BY CREDIT CARD, PLEASE

A.-HERE YOU ARE, YOUR RECEIPT AND SIGN YOUR NAME IN
HERE, PLEASE

B.-HERE YOU ARE, YOUR VOUCHER

A.-THANK YOU VERY MUCH, I'LL SEE YOU

B.-BYE

A.-BYE

TASK

4.- Complete the personal detail file

Personal Details	National Identity Card/ Passport Number	First Name and Surname	Date of Birth	Education

Street	Number	Floor	Door
Municipality Country	Postcode	Province	

Place and date.....

Signature

TASK

5.3.1.-Steps involved in carrying out a transaction **at an Automatic Telling Machine:**

- 1.-The customer approaches the telling machine with his card.
- 2.-He inserts the card in the machine.
- 3.-He enters his password or personal identity number.
- 4.-He selects the transaction he wishes to make.
- 5.-The machine approves or rejects the transaction.
- 6.-The transaction is conducted following a predetermined process.
- 7.-The commission on the transaction is calculated by the system and charged to the appropriate party.
- 8.-The machine issues a receipt that shows the details of the transaction conducted.
- 9.-The machine returns the card to the customer.

TASK

5.3.2.-Instructions for making an inquiry at an automatic telling machine:

- 1.-Enter your personal identity number.
- 2.-Enter the type of transaction you want to conduct.
- 3.-Would you like to conduct another transaction? YES/NO
- 4.-Kindly remove your card and the receipt for the transaction.
- 5.-Thank you for using this service.
- 6.-We are at your disposal twenty four hours a day.

TASK

5.3.3.-Instructions for withdrawing cash **at an automatic telling machine:**

- 1.-Enter your personal identity number.
- 2.-Enter the type of transaction you want to conduct. (cash withdrawal)
- 3.-Enter the type of account (current account/savings account; credit card account)
- 4.-Enter the amount you wish to withdraw
- 5.-Your transaction is in process.
- 6.-Would you like a receipt for the transaction?
- 7.-Kindly remove your card.
- 8.-Kindly remove the cash.
- 9.-Kindly remove the receipt.
- 10.-We are at your disposal twenty four hours a day.