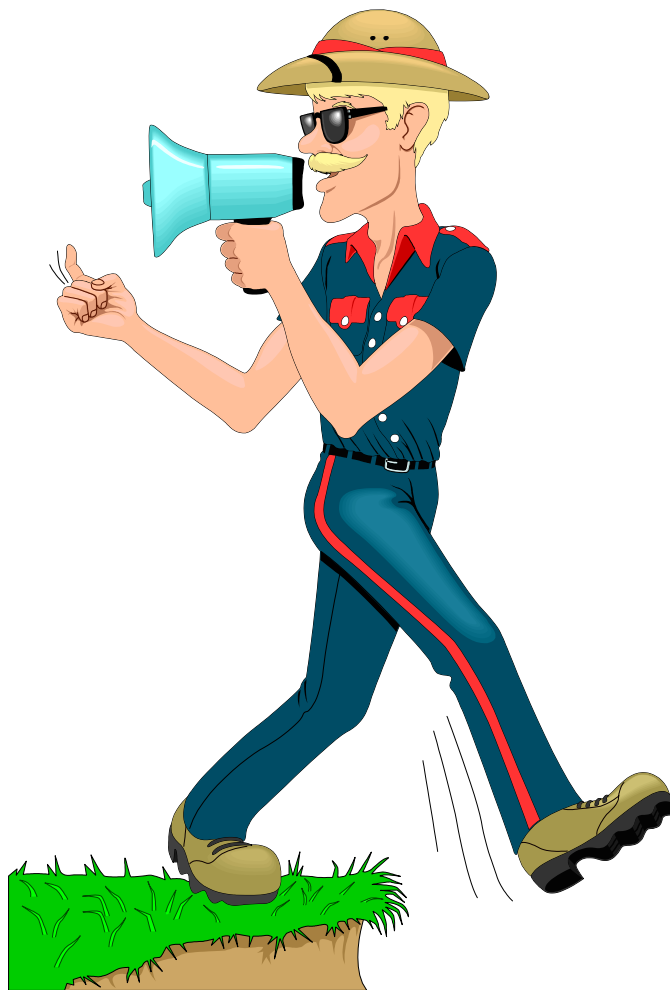


LOOKING FOR WORK EXPERIENCE

Teacher's book introduction



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.

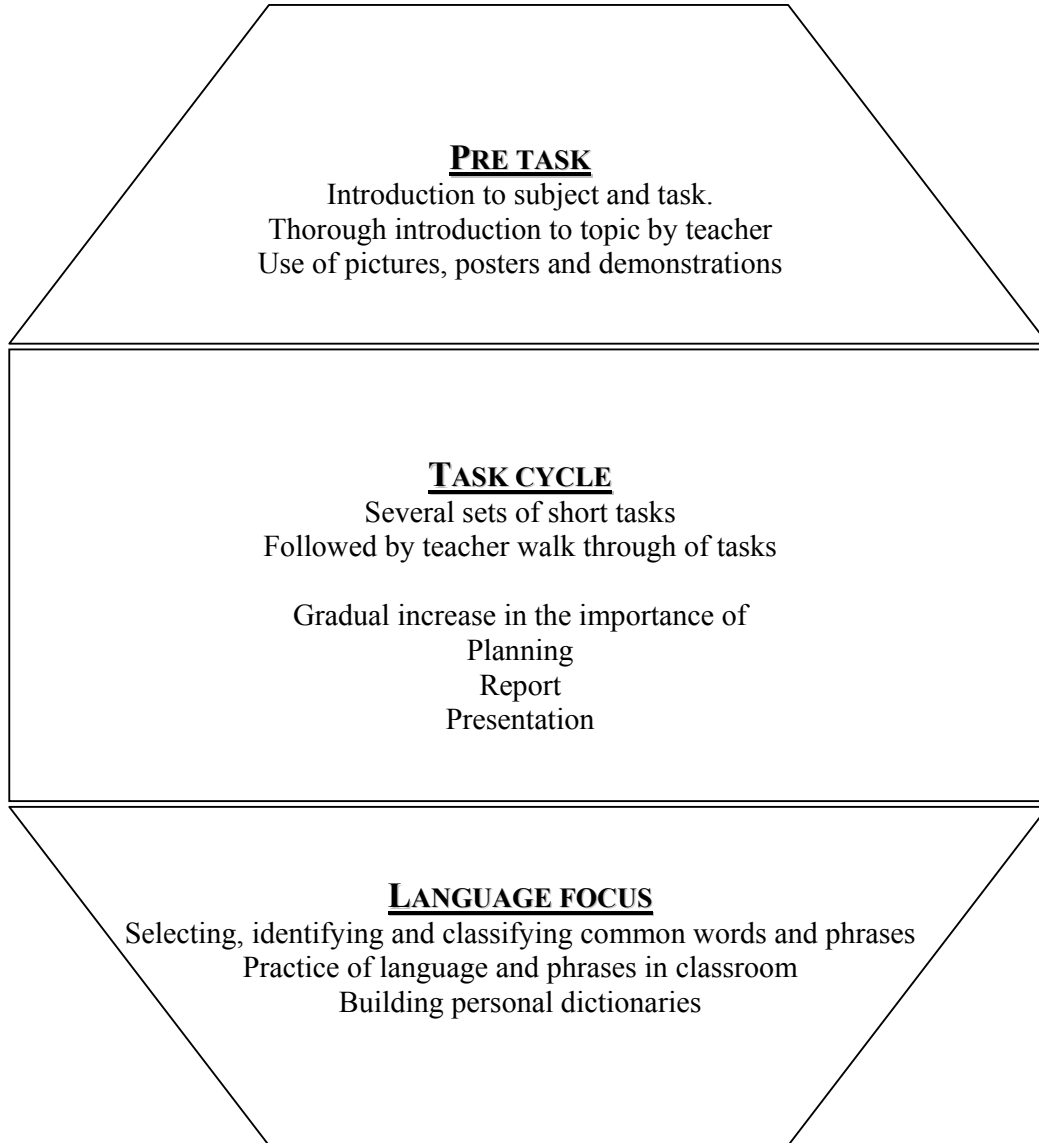
In the *pre-task stage* we present the situation and the necessary vocabulary.

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



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.

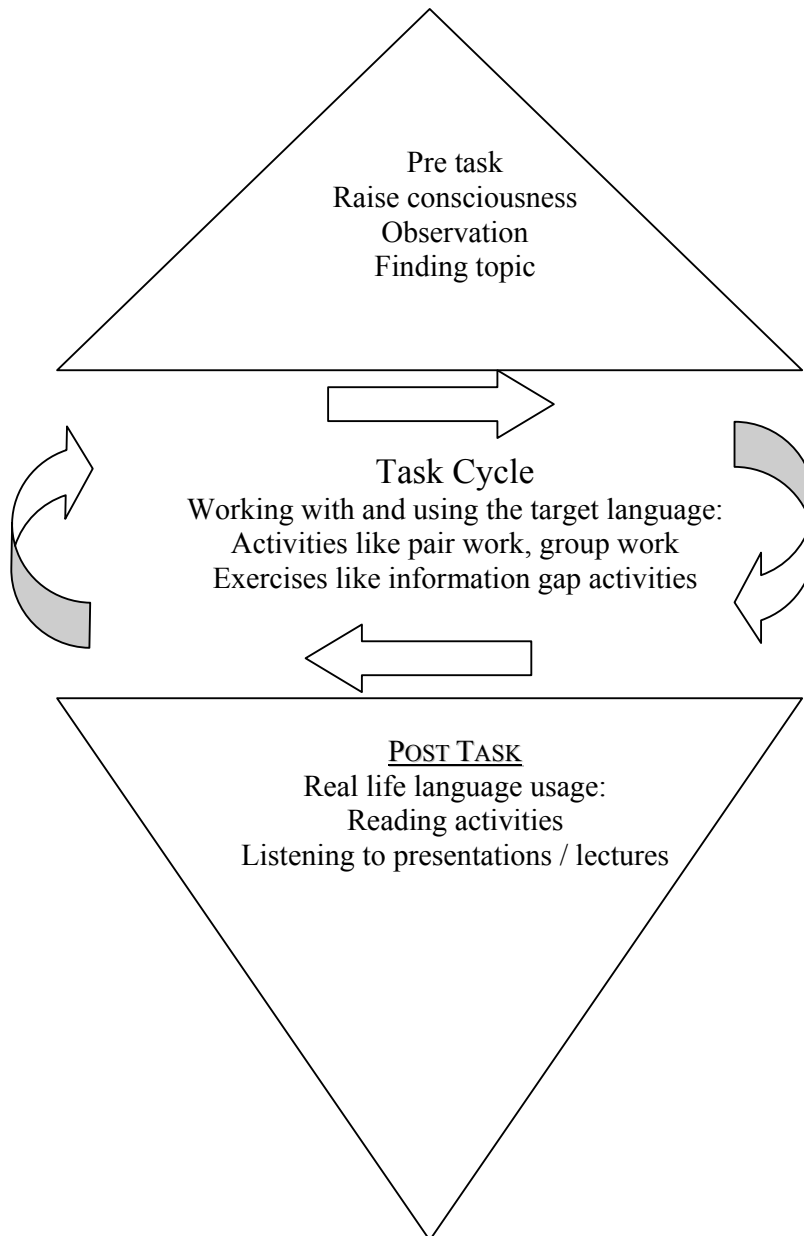
Listening: The listening extracts are relevant to the situations a student can find in a foreign country.

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

FÈIN-MHEASADH

- Dè na faclan air a bheil cuimhn' agad?

.....

- An urrainn dhut eòlas a chur air daoine?

.....

- An robh e duilich dhut na faclan a ràdh ceart?

.....

- Am b' fheàrr leat an còmhradh a bhith agad bhon fhìor thoiseach?

.....

1.1.-AN CEISTEACHAN

Tha an ceisteachan seo stèidhichte air an obair a chaidh fhoillseachadh le sgioba na h-Òlaind aig coinneamh a' Bhruiseil.

Saoilidh sinn gum b' urrainnear ceistean agus freagairtean a dhèanamh le cairtean, faidhleachan agus dealbhan, mar a rinneadh le obair an "Spanish Omelette".

1.1-FIOSRACHADH PEARSANTA, A' CUR EÒLAIS AIR DAOINE

1.-DÈ AN T-AINM A TH' OIRBH? IS MISE

MAITE
KLAUS

2- CÒ ÀS A THA SIBH? THA MISE À

PAIS VASCO
ALEMANIA

3.-DÈ AN AOIS A THA SIBH? THA MISE

22
21

4.-DÈ AN OBAIR A TH' AGAIBH? THA MISE NAM

OILEANACH
TIDSEAR

5.-DÈ NA SEÒRSA RUDAN IS TOIL LEIBH? IS TOIL LEAMSA

TAIGH-DHEALBH
SPÒRS
LEUGHADH
CEÒL

6.-CÀITE A BHEIL SIBH A' FUIREACH? THA MISE
A' FUIREACH ANN AN

San Sebastián
Ludwigshafen

7.- DÈ AN ÀIREAMH FÒN A TH' AGAIBH? SEO AN ÀIREAMH FÒN AGAMSA

OBAIR/DACHAIGH
OO-34-943-43-65-74
FÒN-LÀIMHE
OO-34-653-45-23-54

1.2-FIOSRACHADH PEARSANTA: A' CUR EÒLAIS AIR DAOINE

1 DÈ AN T-AINM A TH' OIRBH? IS MISE...
AGUS DÈ AN T-AINM A TH' OIRBH FHÈIN?

MAITE
KLAUS

2- CÒ ÀS A THA SIBH? THA MISE À
AGUS SIBH FHÈIN?

PAIS VASCO
ALEMANIA

3 DÈ AN AOIS A THA SIBH? THA MISE...
AGUS SIBH FHÈIN?

22
21

4 DÈ AN OBAIR A TH' AGAIBH? THA MISE NAM...
AGUS SIBH FHÈIN?

OILEANACH
TIDSEAR

5 DÈ NA SEÒRSA RUDAN IS TOIL LEIBH? IS TOIL
LEAMSA...
AGUS SIBH FHÈIN?

TAIGH-DHEALBH,
SPÒRS, LEUGHADH,
CEÒL..

6 CÀITE A BHEIL THU A' FUIREACH. THA MISE A'
FUIREACH ANN AN...
AGUS SIBH FHÈIN?

San Sebastián
Ludwigshafen

7.- DÈ AN ÀIREAMH FÒN A TH' AGAIBH? SEO AN ÀIREAMH FÒN
AGAMSA...
AGUS SIBH FHÈIN?

OBAIR/DACHAIGH
OO-34-943-43-65-74
FÒN-LÀIMHE
OO-34-653-45-23-54

PLANA AN LEASAIN

2.-AIG A' BHÀR

OBAIR RO LÀIMH

- Inns dhaibh an suidheachadh agus na faclan.
- Seall na dealbhan dha na h-oileanaich agus iarr orra na faclan ionnsachadh gus an cùm iad cuimhne orra.
- Faclan: omaileid, fion, còig, eùro, halò, beannachd leibh.
- Structairean: Tha sin math! Dè tha sin a' cosg?
- Nì na tidsearan an còmhradh (aon turas)
- Amas: Ag òrdachadh aig a' bhàr.

OBAIR

<u>Paidhrichean</u>	<u>Ullachadh</u>	<u>Mìneachadh</u>
<ul style="list-style-type: none">• Cuiridh na h-oileanaich crìoch air an obair agus cluinnidh na tidsearan iad.	<ul style="list-style-type: none">• Cuidichidh an tidsear le ceartachadh sam bith, gu labhrach no air pàipear.	<ul style="list-style-type: none">• Nì dithis an còmhradh aca air beulaibh a' chlas.
<p>Measadh</p> <ul style="list-style-type: none">• Nuair a thig crìoch a chur air an obair cluinnidh na h-oileanaich na tidsearan a' dèanamh an aon chòmhradh 's gun dèan iad coimeas eadar an còmhradh aca fhèin agus còmhradh fhileantach.		

Puingean Measaidh

- Bidh an t-oileanach comasach air rud òrdachadh agus air cuimhne a chumail air na faclan ùra.

FÈIN-MHEASADH

- Dè na faclan air a bheil cuimhne agad?

.....

- An urrainn dhut rudeigin òrdachadh aig a' bhàr?

.....

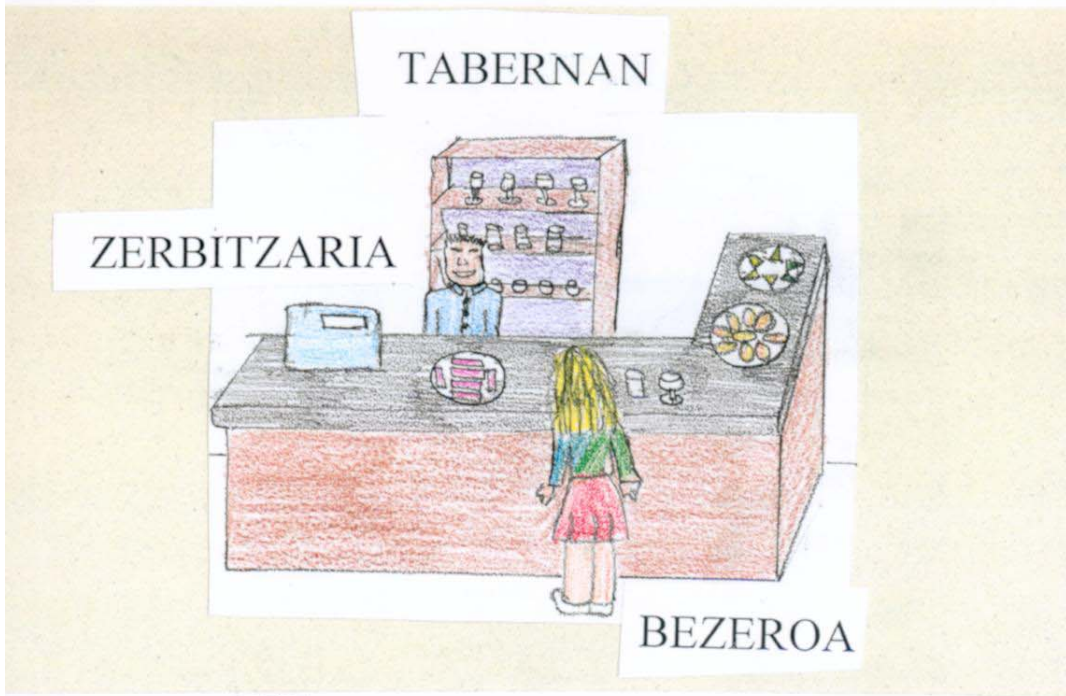
- An robh e duilich dhut na faclan a ràdh ceart?








.....

- Am b' fheàrr leat an còmhradh a bhith agad bhon fhìor thoiseach?

.....

COMPLETE THIS DIALOGUE:



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

PLANA AN LEASAIN

3.-AIG A' BHÙTH MHÒIR

3.1.-AIG CUNNTAIR AN ARAIN.

OBAIR R0 LÀIMH

- Inns dhaibh an suidheachadh agus na faclan.
- Seall na dealbhan dha na h-oileanaich agus iarr orra na faclan ionnsachadh gus an cùm iad cuimhne orra.
- Faclan: aran, lofa..., botal.... , bainne, uighean, leth-dusan....,
- Structairean: Dè bu toil leibh? Seo dhuibh. Rud sam bith eile? Am faigh mi...? Bidh sin. Mòran taing. Chì mi a-rithist sibh. Gu dearbh.
- Nì na tidsearan an còmhradh (aon turas).
- Amas: A' ceannach arain

OBAIR

<u>Paidhrichean</u>	<u>Ullachadh</u>	<u>Mineachadh</u>
Cuiridh na h-oileanaich crìoch air an obair agus cluinnidh na tidsearan iad.	Cuidichidh an tidsear le ceartachadh sam bith, gu labhrach no air pàipear.	Nì dithis an còmhradh aca air beulaibh a' chlas.
Measadh		
<ul style="list-style-type: none">• Nuair a thig crìoch a chur air an obair cluinnidh na h-oileanaich na tidsearan a' dèanamh an aon chòmhradh 's gun dèan iad coimeas eadar an còmhradh aca fhèin agus còmhradh fhileantach.		

Puingean Measaidh

- Bidh an t-oileanach comasach air aran a cheannach agus air cuimhne a chumail air na faclan ùra.

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?

.....

PLANA AN LEASAIN

3.2.-AIG CUNNTAIR AN ÈISG

OBAIR RO LÀIMH

- Inns dhaibh an suidheachadh agus na faclan.
- Seall na dealbhan dha na h-oileanaich agus iarr orra na faclan ionnsachadh gus an cùm iad cuimhne orra.
- Faclan: madainn mhath, feasgar math, a dhuine chòir, a charaid, pìos èisg, trosg, feusgain, trì.
- Structairean: A bheil sibh ag iarraidh cuideachadh? Co mheud?
- Nì na tidsearan an còmhradh (aon turas)
- Amas: A' ceannachd èisg.

OBAIR

<u>Paidhrichean</u>	<u>Ullachadh</u>	<u>Mineachadh</u>
<ul style="list-style-type: none">• Cuiridh na h-oileanaich crìoch air an obair agus cluinnidh na tidsearan iad.	<ul style="list-style-type: none">• Cuidichidh an tidsear le ceartachadh sam bith, gu labhrach no air pàipear.	<ul style="list-style-type: none">• Nì dithis an còmhradh aca air beulaibh a' chlas.
Measadh <ul style="list-style-type: none">• Nuair a thig crìoch a chur air an obair cluinnidh na h-oileanaich na tidsearan a' dèanamh an aon chòmhradh 's gun dèan iad coimeas eadar an còmhradh aca fhèin agus còmhradh fhileantach.		

Puingean Measaidh

- Bidh an t-oileanach comasach air iasg a cheannach agus air cuimhne a chumail air na faclan ùra.

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?

.....

PLANA AN LEASAIN

3.3.-AIG CUNNTAIR NA FEÒLA

OBAIR RO LÀIMH

- Inns dhaibh an suidheachadh agus na faclan.
- Seall na dealbhan dha na h-oileanaich agus iarr orra na faclan ionnsachadh gus an cùm iad cuimhne orra.
- Faclan: feasgar math, feòil-laoigh, seachd, cearc, tìoraidh a-nis
- Structairean: bu toil leinn, rudeigin eile? Am faigh mi sian eile dhuibh? Chì mi a-màireach sibh.
- Ni na tidsearan an còmhradh (aon turas)
- Amas: A' ceannach feòla.

OBAIR

<u>Paidhrichean</u>	<u>Ullachadh</u>	<u>Mineachadh</u>
Cuiridh na h-oileanaich crìoch air an obair agus cluinnidh na tidsearan iad.	Cuidichidh an tidsear le ceartachadh sam bith, gu labhrach no air pàipear.	Nì dithis an còmhradh aca air beulaibh a' chlas.
Measadh		
<ul style="list-style-type: none">• Nuair a thig crìoch a chur air an obair cluinnidh na h-oileanaich na tidsearan a' dèanamh an aon chòmhradh 's gun dèan iad coimeas eadar an còmhradh aca fhèin agus còmhradh fhileantach.		

Puingean Measaidh

- Bidh an t-oileanach comasach air feòil a cheannach agus cuimhne a chumail air na faclan ùra.

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?

.....

PLANA AN LEASAIN

3.4.-A' PÀIGHEADH AIG AN TIOL.

OBAIR RO LÀIMH

- Inns dhaibh an suidheachadh agus na faclan.
- Seall na dealbhan dha na h-oileanaich agus iarr orra na faclan ionnsachadh gus an cùm iad cuimhne orra.
- Faclan: airgead, cairt-iasaid, cairt-dilseachd, cuidhteas,
- Structures: Ciamar a bhios tu pàigheadh? Seo dhut an cuidhteas agaibh. Cuiribh ur n-ainm an seo? Chì mi thu.
- Nì na tidsearan an còmhradh (aon turas)
- Amas: A' pàigheadh aig an tiol.

OBAIR

<u>Paidhrichean</u>	<u>Ullachadh</u>	<u>Mineachadh</u>
Cuiridh na h-oileanaich crìoch air an obair agus cluinnidh na tidsearan iad.	Cuidichidh an tidsear le ceartachadh sam bith, gu labhrach no air pàipear.	Nì dithis an còmhradh aca air beulaibh a' chlas.
Measadh		
<ul style="list-style-type: none">• Nuair a thig crìoch a chur air an obair cluinnidh na h-oileanaich na tidsearan a' dèanamh an aon chòmhradh 's gun dèan iad coimeas eadar an còmhradh aca fhèin agus còmhradh fhileantach.		

Puingean Measaidh

- Bidh na h-oileanaich comasach air pàigheadh aig an tiol agus air cuimhne a chumail air na faclan ùra.

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

GEÀRR-CHUNNTAS

4.-FAIDHLE AIRSON FIOSRACHAIDH PEARSANTA 30'

5.-AIG A' BHANCA..... 60'

5.1.-Àireamhan, an uair, agus deitichean

'S e an t-amas sealladh farsaing a thoirt seachad dhe na h-àireamhan (1-100), miosan agus deitichean gus am bi oileanaich comasach air seic a sgrìobhadh.

5.1.1.- Leis an stuth seo, gheibh na h-oileanaich greim air a chuspair, mean air mhean.

a) Làithean na seachdain, le ceangail eatarra agus na h-àireamhan 1-7 30'

b) Miosan na bliadhna, le ceangail eatarra agus na h-àireamhan 1-12 30'

c) Sùil a-rithist air àireamhan, gan ceangail ri uairean a' ghleoc (1 to 12) 30'

d) Ag ionnsachadh nan àireamhan bho 13-30 agus gan cur gu feum le bhith ag innse na h-uarach.

(...còig, deich, còig deug/ cairteal às dèidh, fichead, fichead 's a còig, deich air fhichead/ leth uair às dèidh) 30'

e) Ag ionnsachadh nan àireamhan 30-60 agus gan ceangail ri clàran-ama còmh-dhail: bus, itealan, trèana... 30'

f) A' sgrìobhadh an deit.

5.2.-Aig a' Chunntair

5.2.1.-A' faighinn airgid le seic

5.2.2.-A' faighinn cairteach ùire airson a' bhus

5.2.3.-A' cur a-steach airson cairt-òigridh.

5.3.-Aig inneal-banca (a' cur a-steach an ordain cheairt)

5.3.1.-Na ceuman anns a' ghnothach

5.3.2.-Comhairle airson ceasnachadh a dhèanamh

5.3.3.-Comhairle airson airgead a thoirt a-mach.

4.-FAIDHLE: FIOSRACHADH PEARSANTA

OBAIR

Sgrìobh am fiosrachadh a leanas.

Fiosrachadh Pearsanta	Cairt-aithne Nàiseanta/ Àireamh Cead-siubhail	Ceud ainm agus sloinneadh	Là breith	Fòghlam

Sràid	Àireamh	Làr	Doras
Baile Dùthaich	Còd-puist	Sgrìre	

Àite agus deit.....

Làmh-sgrìobhadh

5.-AIG A' BHANCA

Cairtean

5.1.1 Na h-àireamhan bho 1 gu 10030'

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...

$$47:4=$$

$$32 \times 4$$

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

$$\sqrt{324}$$

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

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

.....

.....

.....

.....

.....

.....

.....

5.ure 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 XXXX XXXX

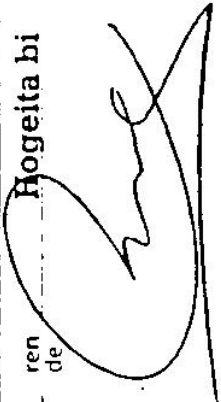
Eur //1.570,50-// €

Txeke honen ordezen EROSKI ri ordain
Paguese por este Cheque a
Euros //Mila bostehun eta hirurogeita hamar eta berrogeita hamar zentimo//

ren Hogeita bi a de Euro

ren Azaroa de de

Saila AA Zk. 0.000.000-0 N.º 4200 0



XX
XX
XX

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

5.1.1.-Stuthan agus rudan a thèid a dhèanamh

a) Làithean na seachdain, le ceangail eatarra agus na h-àireamhan 1-7 30'

1 Diluain	2 Dimàirt	3 Diciadain	4 Diardaoin
5 Dihaoin e	6 Disathair ne	7 Didòmhna ich	

b) Miosan na bliadhna, le ceagail eatarra agus na h-àireamhan 1-12..... 30'

<p>1 Am Faoileach Diluain</p>	<p>2 An Gearran Dimàirt</p>	<p>3 Am Màirt Diciadain</p>	<p>4 An Giblean Diardaoin</p>
<p>5 An Cèitean Dihaoine</p>	<p>6 An t- Ògmhios Disathairn e</p>	<p>7 An t- Iuchar Didòmhnaich</p>	<p>8 An Lùnasdal ...</p>
<p>9 An t-Sultain ...</p>	<p>10 An Dàmhair ...</p>	<p>11 An t-Samhain ...</p>	<p>12 An Dùbhlachd ...</p>

Ràithean agus mìosan na bliadhna 30'

AN GEAMHRADH

A_
FA_IL_A_H

A_
_EA_RA_N

_M_À_R_

AN T-EARRACH

AN_IBLE_ _ _

A_C_IT_ _ _N

A_T-Ò_M_I_ _ _

AN SAMHRADH

_N T-I _ _ _AR

AN L _N _ _D _L

AN _ _ _UL _AIN

AM FOGHAR

AN DÀ _HAI _

A _ T- _AMH _IN

AN _ ÙB _LACH _

c) Sùil a-rithist air àireamhan, gan ceangail ri uairean a' ghleoc (1 to 12)30'

Dè an uair a tha e? Tha e...

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) Ag ionnsachadh nan àireamhan bho 13-30 agus gan cur gu feum le bhith ag innse na h-uarach. (...còig, deich, còig deug/ cairteal às dèidh, fichead, fichead 's a còig, deich air fhichead/ leth uair às dèidh).... 30'

Dè an uair a tha e?



Ceistean agus freagairt:

Oileanach A: Comharraich gleoc agus faighnich “Dè an uair a tha e?”

Oileanach B: Freagair



A

B

C

D

E



F

G

H

I

Sgrìobh na h-uairean a th' air na gleocaichean

+5

+10

+15
+1/4

+20

+25

+30
+1/2

-25

-20

-15
-1/4

-10

-5

e) Ag ionnsachadh nan àireamhan 30 - 60 agus gan ceangail ri clàran-ama còmhdhail: bus, itealan agus trèana...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

Uaireadairean didseatach: minutes

+40

+45

+50

+55

An Uair



Còig às dèidh dhà

fichead gu còig



seachd uairean



leth uair às dèidh ceithir



cairteal gu deich



deich às dèidh aon uair deug



fichead gu trì



cairteal às dèidh uair



fichead às dèidh naoi



deich gu dà uair dheug



fichead às dèidh còig



còig gu sia

Ceistean agus freagairt:

Student A: Comharraich gleoc agus faighnich: “Dè an uair a tha e?”

Student B: Thoir am freagairt



A



B



C



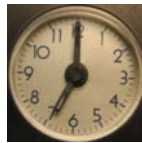
D



E



F



G



H



I

Sgrìobh na h-uairean a th' air na gleocaichean

5.2.-Aig a' Chuntair

5.2.1.-A' faighinn airgid le seic

OBAIR

A' Cleachdadh seic gus airgid fhaighinn, **thairis air a' chuntair:**

A.-Madainn mhath

B.-Madainn mhath.

A.-Bu toil leam airgead leis an t-seic seo ma 's e ur toil e.

B.-Am faic mi an cead-siubhail agaibh, ma 's e ur toil e?

A.-Seo a-nis.

B.-Seo ur n-airgead.

A.-Mòran taing.

B.-'S e ur beatha;

A.-Tioraidh an-dràsta.

B.-Tioraidh.

5.2.2.-A faighinn cairteach ùire airson a' bhus

OBAIR

A' faighinn cairteach ùire **thairis air a' chuntair:**

A.-Madainn mhath.

B.-Madainn mhath.

A.-Bu toigh leam a' chairt seo ùrachadh mas e ur toil e.

B.-Am faod mi an cead-siubhail agaibh fhaicinn mas e ur toil e?

A.-Seo dhut e.

B.-Dè na tha sibh airson a chur air a' chairt?

A.-Fichead euro mas e ur toil e.

B.-Seo ur cairt ma-thà.

A.-Mòran taing.

B.-'S e ur beatha.

A.-Tioraidh an-dràsta.

B.- Tioraidh.

5.2.3.-A' cur a-steach airson cairt-òigridh

TASK

A' cur a-steach airson cairt-òigridh **thairis air a' chuntair:**

A.-Madainn mhath.

B.-Madainn mhath.

A.. Bu toigh leam a chur a-steach airson cairt-òigridh mas e ur toil e.

B.-Am faod mi an cead-siubhail agaibh fhaicinn mas e ur toil e?

A.-Seo dhut e.

B.-Cuiribh ur n-ainm an seo.

A.-Tioraidh an-dràsta.

B.-Tioraidh.

A' cur a-steach airson cairt-òigridh **thairis air a' chuntair:**

OBAIR

A.-Madainn mhath.

B.-Madainn mhath.

A.- Bu toigh leam a chur a-steach airson cairt-òigridh mas e ur toil e.

B.- Feumaidh mi beagan fiosrachaidh pearsanta. Dìreach lion am foirm seo.

Fiosrachadh Pearsanta	Cairt-aithne Nàiseanta/ Àireamh Cead-siubhail	Ceud ainm agus sloinneadh	Là breith	Fòghlam

Sràid	Àireamh	Làr	Doras
Baile Dùthaich	Còd-puist	Sgrìre	

A.-Seo a-nis.

B.-Glè mhath ma-thà. Bidh e agad taobh a-staigh seachdain.

Ìre Meadhanach

5.3.- Aig inneal-banca (a' cur a-steach an ordain cheart)

TASK

5.3.1.- 5.3.1.-Na ceuman anns a' ghnothach.

- Tha duine a' nochdadh le cairt aig an inneal-bhanca.
- Cuiridh e a-steach an àireamh phearsanta aige.
- Leanaidh an duine ceuman a bhios a rèir dè seòrsa inneal a th' ann.
- Bheir an inneal seachad cuidhteas mar chunntas air a' ghnothach.
- Thèid an commission ceart obrachadh a-mach.
- Gheibh an duine a' chairt aca air ais.
- Tha e a' cur na cairteach dhan inneal.
- Tha an t-inneal a' gabhail ri no a' cur casg air a' ghnothach.
- Tha e a' taghadh an t-seòrsa seirbheis a tha e ag iarraidh.

OBAIR

5.3.2.- An dòigh anns am bu chòir do chuideigin ceasnachadh a dhèanamh

An dòigh anns an dèan thu ceasnachadh air inneal-banca:

- Cuir a-steach an àireamh phearsanta agad.
- Thoir a-mach a' chairt agus an cuidhteas airson na seirbheis.
- Tha sinn ann air ur son ceithir uairean fichead san là.
- Am bu toil leibh seirbheis eile. BU TOIL/CHA BU TOIL
- Dè seòrsa seirbheis a bu toil leat.
- Tapadh leibh airson an t-seirbheis seo a chleachdadh.

5.3.3.-An dòigh anns am faigh thu airgead a inneal-banca

Ceuman airson airgead fhaighinn bho inneal-banca:

- Cuir a-steach an àireamh phearsanta agad.
- Cuir a-steach an t-suim a bu toil leat.
- Am bu toil leat cuidhteas airson na seirbheis seo?
- Gabh an t-airgead.
- Tha sinn ann air ur son ceithir uairean fichead san là.
- Cuir a-steach t-seirbheis a bu toil leat. (airgead fhaighinn)
- Tha an gnothach agad ga obrachadh a-mach.
- Thoir a-mach do chairt.
- Cuir a-steach an seòrsa cunntais a th' agad
- Thoir a-mach an cuidhteas.

KEYS

2.-AIG A' BHÀR

A.-AM FEAR-FRITHEALOIDH

B.-AN NEACH

A.-HALÒ

B.-HALÒ

A.-DÈ NÌ MI DHUIBH?

B.-OMAILID SPÀINNTEACH AGUS GLAINNE FÌON MAS E UR
TOIL E

A.-SEO A-NIS.

B.- Mmm! THA SEO FÌOR MHATH!

A.-DÈ NA THA E?

B.-5 EÙRO

A.-TÌOROIDH

B.-TÌOROIDH

3.-AIG A' BHÙTH MHÒIR

3.1.-AIG CUNTAIR AN ARAIN

A.-FEAR/TÈ NA BÙTHA

B.-AN NEACH

A.-HALÒ

B.-HALÒ

A.-DÈ NÌ MI DHUIBH?

B.-LOAFA AGUS BOTAL BAINNE MAS E UR TOIL E.

A.-SEO A-NIS.

A.-RUD SAM BITH EILE?

B.-THA, AM FAIGH MI DUSAN UGH MAS E UR TOIL E.

A.-GU DEARBH. SEO DHUIBH.

B.-DÈ NA THA SIN?

A.-CÒIG EÙRO

B.-SEÒ DHUIBH. MÒRAN TAING.

A.-TÒIRAIDH.

B.- TÒIRAIDH.

3.2.-AIG CUNTAIR AN ÈISG

A.-FEAR AN ÈISG

B. AN NEACH

A.-MADAINN MHATH DHUIBH.

B.-MADAINN MHATH.

A.-DÈ NÌ MI DHUIBH?

B.-BU TOIGH LEAM DHÀ NO TRÌ PÌOSAN TRUISG.

A.- CO MHEUD?

B.-TRÌ, MAS E UR TOIL E.

A.-SEO A-NIS

A.-RUD SAM BITH EILE?

B.-THA, AM FAIGH MI KILO DE DH'FHEUSGAIN?

A.-SEO A-NIS.

A.-RUD SAM BITH EILE?

B.-CHA GHABH TAING.

B.-DÈ NA THA SIN?

A.-6 EÙRO MAS E UR TOIL E.

B.-SIN THU.

A.-MÒRAN TAING.

B.-TÌORAIDH.

A.-TÌORAIDH.

3.3.-AIG CUNTAIR NA FEÒLA-

A.-FEAR/TÈ NA BÙTHA

B.-AN NEACH

A.-FEASGAR MATH

B.-FEASGAR MATH

A.-DÈ BU TOIGH LEIBH?

B.-THA SINN AG IARRAIDH FEÒIL-LAOIGH.

A.-CO MHEUD PÌOS?

B.-CEITHIR, MAS E UR TOIL E.

A.-SEO A-NIS.

A.-RUDEIGIN EILE?

B.-SEAGH, CEARC MAS E UR TOIL E.

A.-SIN THU.

A.-RUD SAM BITH EILE?

B.-SIN E, THA MI SMAOINEACHADH.

B.-DÈ NA THA SIN?

A.-7 EÙRO

B.-SEO DHUT.

A.-MÒRAN TAING

B.-TÌORAIDH. CHÌ MI A-MÀIREACH SIBH.

A.-TÌORAIDH.

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.