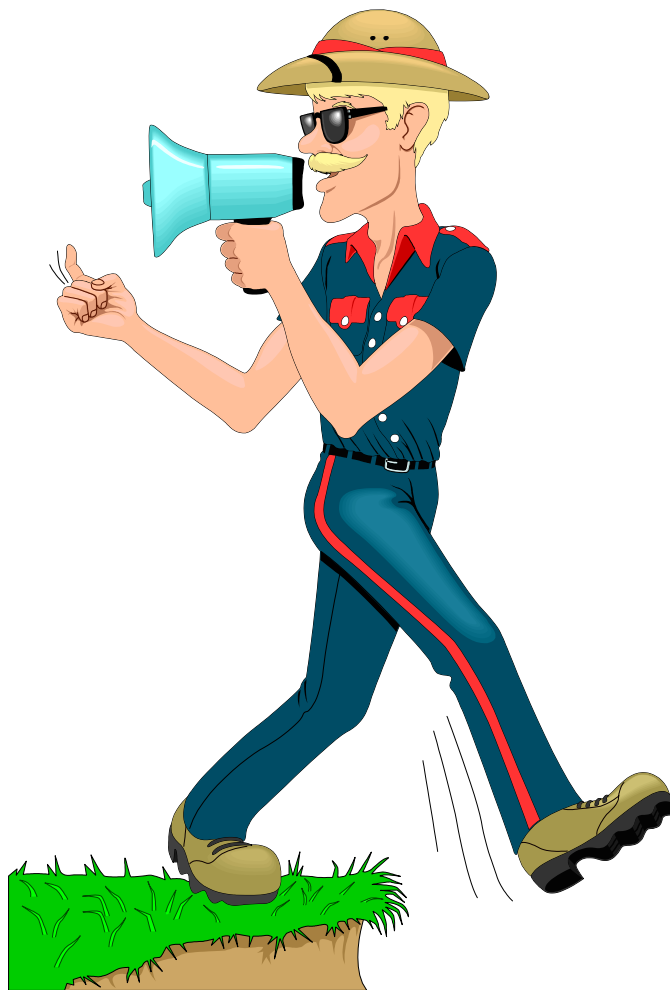


LOOKING FOR WORK EXPERIENCE

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

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.

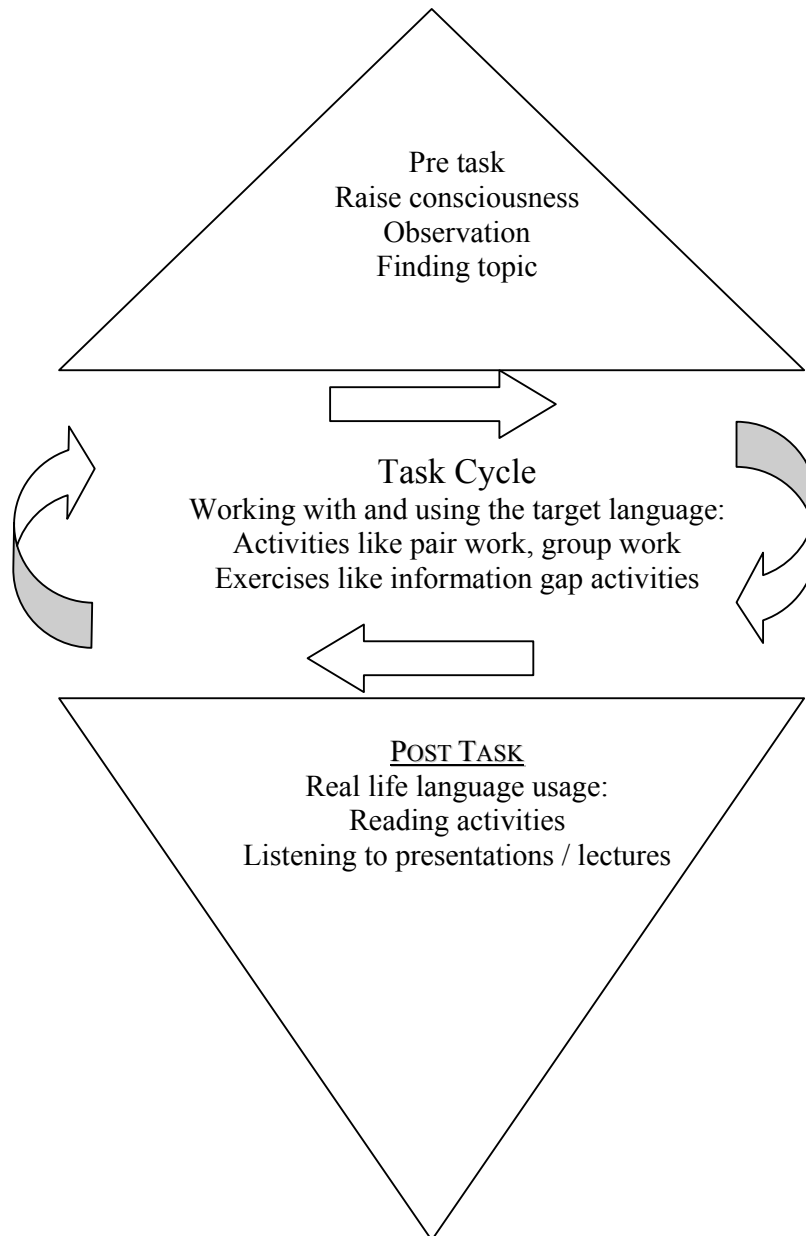
Listening: The listening extracts are relevant to the situations a student can find in a foreign country.

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

SELVEVALUERINGSSKEMA

- Hvilke ord kan du huske?

.....

- Kan du præsentere dig selv?

.....

- Var det svært at udtale ordene?

.....

- Ville du hellere have haft dialogen som den første øvelse?

.....

1.1 Spørgeskema

Dette spørgeskema er baseret på det arbejde som blev præsenteret af det hollandske og tyske team på mødet i Bruxelles.

Vi mener at der kan arbejdes med spørgsmål og svar ved hjælp af kort og billeder, som I “den spankse omelet” task.

1.1-PERSONLIGE DATA - PRÆSENTATION

1. – HVAD ER DIT NAVN? MIT NAVN ER



MAITE
KLAUS

2- HVOR ER DU FRA? JEG ER FRA



PAIS VASCO
TYSKLAND

3.-HVOR GAMMEL ER DU? JEG ER



22 ÅR
21 ÅR

4.-HVAD LAVER DU? JEG ER



STUDERENDE
PROFESSOR

5.-HVILKE TING KAN DU LIDE? JEG KAN LIDE AT

GÅ I BIOGRAFEN
DYRKE SPORT
LÆSE
HØRE MUSIK...

6.-HVOR BOR DU? JEG BOR I

San Sebastián
Ludwigshafen

7.- HVAD ER DIT TELEFONNUM ER? MIT TELEFONNUMMER ER

HJEMME/ARBEJDE
OO-34-943-43-65-74
MOBIL
OO-34-653-45-23-54

1.2-PERSONLIGE DATA - PRÆSENTATION

1 HVAD ER DIT NAVN? MIT NAVN ER...
OG HVAD MED DIG, HVAD HEDDER DU?

MAITE
KLAUS

2- HVOR ER DU FRA? JEG ER FRA..
OG HVOR ER DU FRA?

PAIS VASCO
TYSKLAND

3 HVOR GAMMEL ER DU? JEG ER..
OG HVOR GAMMEL ER DU?

22 ÅR
21 ÅR

4 HVAD LAVER DU? JEG ER...
OG HVAD MED DIG, HVAD LAVER DU?

STUDERENDE
PROFESSOR

5 HVILKE TING KAN DU LIDE? JEG KAN LIDE...
OG HVAD MED DIG, HVAD KAN DU LIDE?

AT GÅ I BIOGRAFEN,
AT Dyrke Sport,
AT LÆSE,
AT HØRE MUSIK

6 HVOR BOR DU? JEG BOR I...
OG HVAD MED DIG, HVOR BOR DU?

San Sebastián
Ludwigshafen

7.- HVAD ER DIT TELEFONNUMMER? MIT TELEFONNUMMR ER...
OG HVAD ER DIT?

ARBEJDE/ HJEMME
OO-34-943-43-65-74
MOBIL
OO-34-653-45-23-54

ROADMAP OF THE LESSON

2.-AT THE BAR

PRE-TAS/

- 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

SELVEVALUERINGSSKEMA

- Hvilke ord kan du huske?

.....

- Kan du bestille noget i en bar nu?

.....

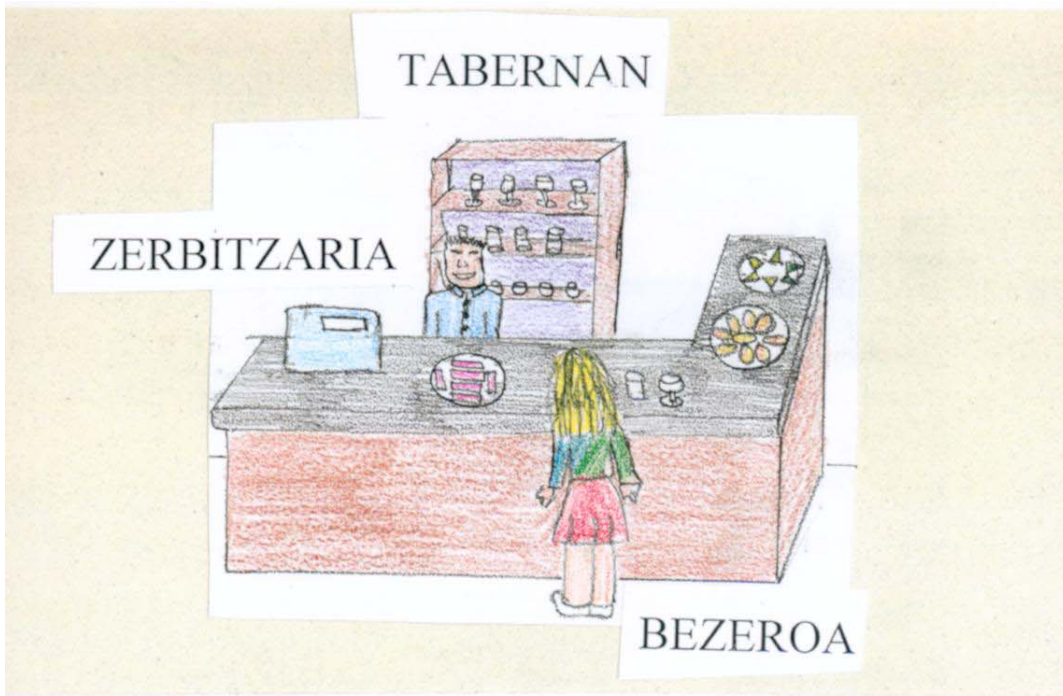
- Var det svært at udtale ordene?








.....

- Ville du hellere have haft dialogen helt i begyndelsen?

.....

LAV DIALOGEN FÆRDIG:



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

SELVEVALUERINGSSKEMA

- Hvilke ord kan du huske?

.....

- Vil du kunne købe noget brød?

.....

- Var det svært at udtale ordene?

.....

- Ville du hellere have haft dialogen i begyndelsen?

.....

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
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 fish and remember the words he has learnt

SELVEVALUERINGSSKEMA

- Hvilke ord kan du huske?

.....

- Vil du kunne gå u dog købe nogle fisk?

.....

- Var det svært at udtale ordene?

.....

- Ville du hellere have haft dialogen helt i begyndelsen?

.....

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

SELVEVALUERINGSSKEMA

- Hvilke ord kan du huske?

.....

- Vil du kunne gå ud og købe noget brød?

.....

- Var det svært at udtale ordene?

.....

- Ville du hellere have haft dialogen helt i begyndelsen?

.....

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

SELVEVALUERINGSSKEMA

- Hvilke ord kan du huske?

.....

- Er du i stand til at betale ved kassen?

.....

- Var det svært at udtale ordene?

.....

- Ville du hellere have haft dialogen helt i begyndelsen?

.....

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.-PERSONLIGE DATA – KARTOTEKSKORT

TASK

UDFYLD KORTET

Personlige Data	Nationalitet Id-kort/ Pas Pasnummer	Fornavn og Efternavn	Fødselsdato	Uddannelse

Gade/vej	Nummer	Etage	Dørnummer

By	Postnummer	Land

Sted og dato.....

Underskrift

5.-I BANKEN

KORT

5.1.1 Tallene fra 1 til 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 { l (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: Laurehun	
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

5.1.1.-Materialer og aktiviteter

a) Ugens dage, sæt dem i forhold til tallene 0 to 730'

1 Mandag	2 Tirsdag	3 Onsdag	4 Torsdag
5 Fredag	6 Lørdag	7 Søndag	

b) Måneder, sæt dem i forhold til tallene 1 to 12 30'

1 Januar Mandag	2 Februar Tirsdag	3 Marts Onsdag	4 April Torsdag
5 Maj Fredag	6 Juni Lørdag	7 Juli Søndag	8 August ...
9 September ...	10 Oktober ...	11 November ...	12 December ...

VINTER

J _ N _ _ R

F _ _ BR _ _ _ R

M _ RTS

FORÅR

_ PR _ L

M _ J

J _ N _

SOMMER

J_L_

__G_ST

S_PT_MB_R

EFTERÅR

_KT_B_R

N_V_MB_R

D_C_MB_R

c) Revision af tallene, sæt tallene i forhold til tid (1 to 12).....30'

Hvad er klokken? Den er...

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) Øv dig på tallene 13 to 30 og sæt dem i forhold til tid
(...fem, ti, femten/ et kvarter over, tyve, femogtyve, tredive/ halv).... 30'

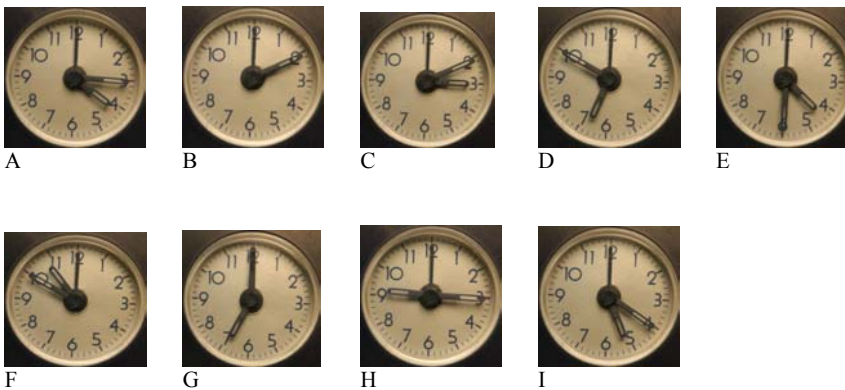
HVAD ER KLOKKEN?



Spørgsmål og svar:

Person A: Peg på et ur og spørg: "Hvad er klokken?"

Person B: Svar på spørgsmålet



Skriv tiden på urene

+5

+10

+15
+1/4

+20

+25

+30
+1/2

-25

-20

-15
-1/4

-10

-5

e) Øv dig på tallene 30 til 60 og sæt dem i forhold til tidsplaner fra offentlige transportmidler, bus, fly, tog...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

Digitale ure: minutter

+40

+45

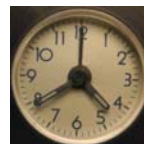
+50

+55

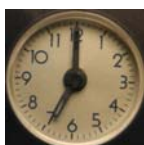
KLOKKESLÆT



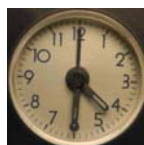
Fem minutter over to



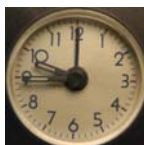
tyve minutter i fire



syv



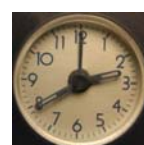
halv fem



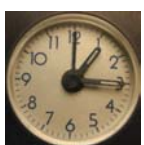
et kvarter i ti



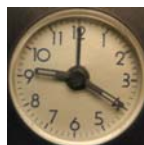
ti minutter over elleve



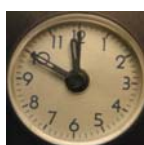
tyve minutter i tre



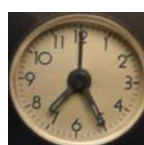
et kvarter over et



tyve minutter over ni



ti minutter i tolv



femogtyve minutter
over syv



fem minutter i seks

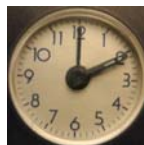
Spørgsmål og svar:

Person A: Peg på et ur og spørg: "Hvad er klokken?"

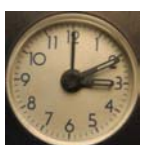
Person B: Svar



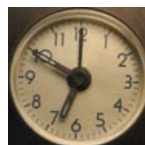
A



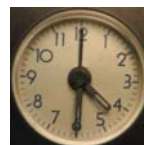
B



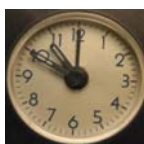
C



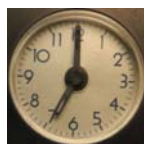
D



E



F



G



H



I

Skriv det rigtige klokkeslæt ved urene.

5.2.-Transaktioner ved kassen

5.2.1.-At hæve penge med en check

TASK

Situation: at hæve penge med en check/checkhæfte **ved kassen**:

- A.-God morgen.
- B.-God morgen, Hr./ Frue.
- A.-Jeg vil gerne indløse denne check.
- B.-Må jeg se Deres pas en Id-kort, Hr./ Frue?
- A.-Vær så god.
- B.-Deres penge, Hr./Frue.
- A.-Mange tak.
- B.-Det var så lidt.
- A.-Farvel.
- B.-Farvel, Hr./Frue.

5.2.2.-Fornyelse af buskort

TASK

Situation: Fornyelse af buskort **ved kassen**:

- A.-God morgen.
- B.-God morgen, Hr./Frue.
- A.-Jeg vil gerne forny mit buskort.
- B.-Må jeg se Deres Id-kort eller Deres pas, Hr./Frue?
- A.-Vær så god.
- B.-Hvor mange perioder vil de forny med, Hr./Frue?
- A.- To måneder, tak.
- B.-Her er Deres buskort, Hr./Frue.
- A.-Mange tak.
- B.-Det var så lidt, Hr./Frue.
- A.-Farvel.
- B.-Farvel, Hr./Frue.

5.2.3.-Ansøgning om et ungdomskort/studiekort

TASK

Situation: Ansøgning om et ungdomskort/studiekort **ved kassen:**

- A.-God morgen.
- B.-God morgen.
- A.-Jeg vil gerne ansøge om et ungdomskort/studiekort.
- B.-Må jeg se dit Id-kort eller dit pas?
- A.-Vær så god.
- B.-Vær venlig at skrive under her.
- A.-Farvel.
- B.-Farvel.

Situation: Ansøgning om et ungdomskort/studiekort **ved kassen:**

TASK

- A.-God morgen.
- B.-God morgen.
- A.-Jeg vil gerne ansøge om et ungdomskort/studiekort.
- B.-Jeg skal bruge dine personlige data. Vil du være venlig at udfylde dette skema

Personlige data	Nationalitet Id-kort/pas Pasnummer	Fornavn og efternavn	Fødselsdato	Uddannelse

Gade/vej	Nummer	Etage	Dør
By	Post nummer	Land	

- A.-Vær så god.
- B.-Okay, fint. Kortet vil blive fremsendt indenfor en uge.

Øvede

5.3.-Transaktioner ved en kontantautomat (sæt i korrekt rækkefølge)

TASK

5.3.1.-Hvordan man hæver penge, trin for trin

Situation: Ved en **kontantautomat**:

- Kunden går hen til hæveautomaten med sit hævekort.
- Han sætter kortet i og trykker sin kode.
- Transaktionen gennemføres via en forudbestemt procedure.
- Automaten udskriver en kvittering for transaktionen.
- Gebyret for transaktionen bliver udregnet af systemet og trukket på kortholders konto.
- Kontantautomaten returnerer kortet til kunden.
- Han sætter kortet i automaten.
- Kontantautomaten godkender eller annullerer transaktionen..
- Han vælger en bestemt transaktion.

TASK

5.3.2.-Instruktion til hvordan man laver en forespørgsel

Instruktion til hvordan man laver en forespørgsel **ved en kontantautomat**:

- Skriv din personlige kode.
- Tag venligst kort og kvittering.
- Vi står til Deres rådighed 24 timer i døgnet.
- Vil du afslutte nu eller foretage andre transaktioner? JA/NEJ
- Vælg hvilken transaktion du vil foretage.
- Tak fordi du benyttede denne kontantautomat.

5.3.3.-Instruktioner til hvordan man hæver kontanter

Instruktion til hvordan man hæver kontanter **ved en kontantautomat**:

- Tryk din personlige kode.
- Vælg det beløb som du vil hæve.
- Ønsker du en kvittering for transaktionen?
- Tag venligst kontanterne.
- Vi står til rådighed 24 timer i døgnet.
- Vælg transaktionstype. (kontanter)
- Din transaktion bliver behandlet.
- Tag kortet.
- Vælg kontotype (lønkonto/opsparingskonto; kreditkortskonto)
- Tag kvittering.

SVAR/DIALOGER

2.-PÅ EN CAFE

A.-TJENEREN

B.-KUNDEN

A.-GODDAG

B.-GODDAG

A.-HVAD SKULLE DER VÆRE?

B.-ET STYKKE SPANSK OMMELET OG ET GLAS VIN, TAK.

A.-VÆR SÅ GOD

B.- Mmm; DET ER RIGTIGT LÆKKERT

A.-HVOR MEGET KOSTER DET?

B.-5 EURO

A.-FARVEL

B.-FARVEL

3.-I SUPERMARKEDET

3.1.-VED BAGERDISKEN

A.-BUTIKSASSISTENTEN

B.-KUNDEN

A.-GODDAG

B.-GODDAG

A.-HVAD SKULLE DER VÆRE?

B.-ET FRANSKBRØD OG EN LITER MÆLK, TAK

A.-VÆR SÅ GOD

A.-VAR DER ANDET?

B.-JA, JEG VIL GERNE HAVE 12 ÆG, TAK

A.-SÅ GERNE, VÆR SÅ GOD

B.-HVOR MEGET BLIVER DET?

A.-DET BLIVER 5 EURO

B.-VÆR SÅ GOD. MANGE TAK.

A.-FARVEL

B.-FARVEL

3.2.-VED FISKEHANDLEREN

A.-FISKEHANDLEREN

B.-KUNDEN

A.-GOD MORGEN, HR./FRUE

B.-GOD MORGEN

A.-HVAD KAN JEG HJÆLPE MED?

B.-JEG VIL GERNE HAVE NOGLE TORSKEFILLETER

A.- HVOR MANGE?

B.-TRE, TAK

A.-VÆR SÅ GOD

A.-VAR DER ANDET?

B.-JA, JEG VIL GERNE HAVE ET HALVT DUSIN ANSJOSER, TAK

A.-VÆR SÅ GOD.

A.-VAR DER ANDET?

B.-NEJ TAK

A.-HVOR MEGET BLIVER DET?

B.-6 EURO, TAK

A.-VÆR SÅ GOD

B.-MANGE TAK SKAL DU HAVE

A.-FARVEL

B.-FARVEL

3.3.-VED SLAGTEREN

A.-SLAGTEREN/SALGSASSISTENT

B.-KUNDEN

A.-GOD EFTERMIDDAG

B.-GOD EFTERMIDDAG

A.-HVAD SKULLE DER VÆRE?

B.-VI VIL GERNE HAVE NOGLE KALVSTEAKS

A.HVOR MANGE?

B.-FIRE, TAK

A.-VÆR SÅ GOD

A.-VAR DER ANDET

B.-YES, EN KYLLING, TAK

A.-VÆR SÅ GOD

A.-ER DER ANDET JEG KAN GØRE FOR DEM/DIG?

B.-NEJ, ELLERS TAK

A.-HVOR MEGET BLIVER DET?

B.-7 EURO

A. -VÆR SÅ GOD

B.-MANGE TAK

A.-FARVEL IGEN, VI SES I MORGEN

B.-FARVEL IGEN

3.4.-VED KASSEN

A.-KASSEASSISTENTEN

B.-KUNDEN

A.-GOD MORGEN/GOD EFTERMIDDAG

B.-GOD MORGEN/ GOD EFTERMIDDAG

A.-HVORDAN VIL DE/DU BETALE? MED KREDITKORT ELLER
KONTANT?

B.-MED KREDITKORT, TAK

A.-VÆR SÅ GOD, DERES/DIN KVITTERING OG VÆR VENLIG AT
SKRIVE UNDER HER, TAK

B.-VÆR SÅ GOD, DERES SAMLEMÆRKE

A.-MANGE TAK, VI SES

B.-FARVEL

A.-FARVEL

TASK

4.- Udfyld skemaet/kartotekskortet

Personlige data	Nationalitet Id-kort/Pas Pasnummer	Fornavn Efternavn	Fødselsdato	Uddannelse

Gade/vej	Nummer	Etage	Dør
By	Posnummer	Land	

Sted og dato.....

Underskrift

TASK

5.3.1.-Transaktion ved en kontantautomat

- 1.-Kunden går hen til kontantautomaten med sit kort.
- 2.-Han sætter kortet i automaten.
- 3.-Han trykker sin personlige kode.
- 4.-Han vælger den transaktionstype som han skal bruge.
- 5.-Automaten godkender eller annullerer transaktionen.
- 6.-Transaktionen gennemføres ved en fastsat procedure.
- 7.-Gebyret for transaktionen udregnes af systemet og bliver trukket på kortholders konto.
- 8.-Automation udskriver en kvittering, som viser transaktionens detaljer.
- 9.-Automaten returnerer kortet til kunden.

TASK

5.3.2.-Instruktion til hvordan man laver en forespørgsel ved en kontantautomat:

- 1.-Tryk din/Deres personlige kode.
- 2.-Vælg transaktionstype.
- 3.-Vil du/De foretage en ny transaktion? JA/NEJ
- 4.-Tag kortet og kvitteringen.
- 5.-Tak fordi du/DE benyttede denne kontantautomat.
- 6.-Vi står til din/Deres rådighed 24 timer i døgnet.

TASK

5.3.3.-Instruktioner til hvordan man hæver kontanter ved en kontantautomat:

- 1.-Tryk din/Deres personlige kode.
- 2.-Vælg transaktionstype (kontanter)
- 3.-Vælg kontotype (lønkonto/opsparingskonto; kreditkortkonto)
- 4.-Vælg beløb
- 5.-Din/Deres transaktion bliver behandlet.
- 6.-Ønsker du/De en kvittering?
- 7.-Tag kortet.
- 8.-Tag kontanterne.
- 9.-Tag kvittering.
- 10.-Vi står til din/Deres rådighed 24 timer i døgnet.