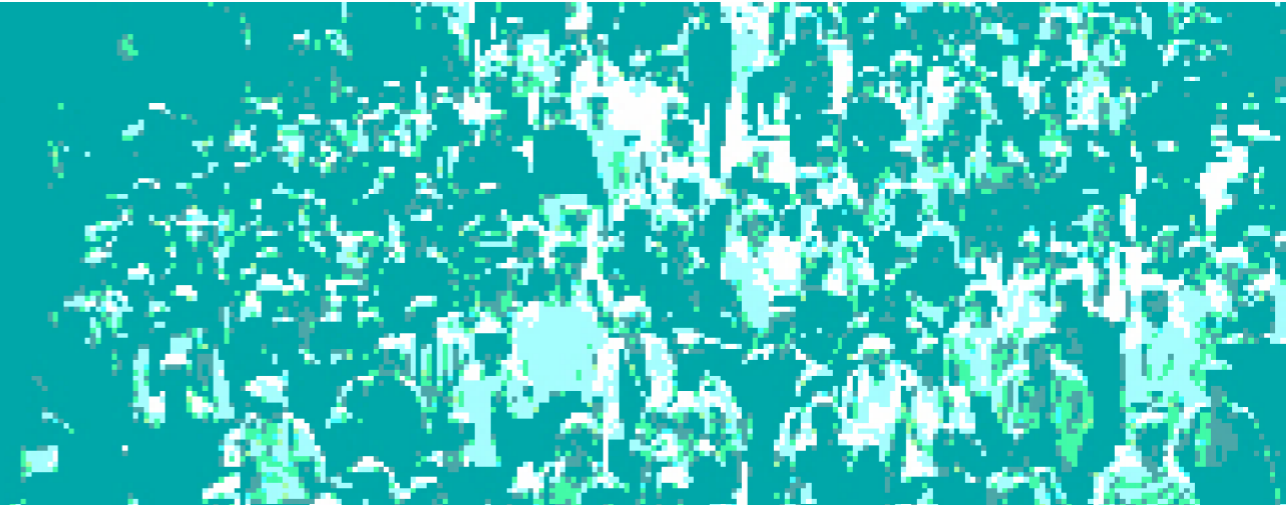


# PROBA OROKORRA



## INGELESA

Europar Batasuneko bat hautatu behar da (ingelese, frantsesa, alemana, italiara eta portugesa), nahiz eta, hemen, ingelesearen eta frantsesaren kasuak bakarrik zehazten diren. Gainerako hizkuntzentarako curriculum eta eredu antzekoak izango dira, eta hizkuntzaren ulermena eta adierazpena landuko dute esparru ezberdinetan, ingelesaren eta frantsesaren kasuetan ikus daitekeen bezala.

MODULUA

ARIKETAK

ERANTZUNAK

PROBA

ERANTZUNAK

BALIABIDEAK ETA  
PROGRAMAZIOA



Modulua

# **ATZERRIKO HIZKUNTZA: INGELESA**

**Unibertsitaterako sarbidea: 25 urtetik gorakoentzat**

**Gutxi gorabeherako iraupena: 90 ordu**



## **AURKIBIDEA**

1. AURKEZPENA ETA HELBURUAK

2. EDUKIAK

1. MULTZOA: HIZKUNTZA EGUNEROKO ESPARRUAN (30 ordu)

Ezagutzaren adierazleak

2. MULTZOA: HIZKUNTZA ESPERIENTZIAREN ESPARRUAN (30 ordu)

Ezagutzaren adierazleak

3. MULTZOA: HIZKUNTZA LANBIDE ESPARRUAN (30 ordu)

Ezagutzaren adierazleak



## 1. AURKEZPENA ETA HELBURUAK

Hogeita bost urtetik gorakoentzako unibertsitaterako sarbide frogako atal orokorra oinarrizko hiru moduluez osatzen da. Modulu hauen bidez erakusten da komunikaziorako tresnen ezagutza eta trebetasuna.

Atzerriko hizkuntzaren esparrua Euskal Autonomia Erkidegoan ofizialak ez diren hizkuntzetako edozeini dagokio, eta kasu honetan “*ingelese edo frantsesa*” da; Komunikabide gisa, jakintzaren beste esparru batzuek (matematika eta bertako hizkuntzak) komunak dituzten zenbait helburutan parte hartzen du atzerriko hizkuntzak. Hizkuntza hori ulertzea eta hizkuntza horretan komunikatzea honako gaitasunak erdiesteko baliabidea ez ezik, xedea ere bada:

- Atzerriko hizkuntza jakitearen ondoriozko oinarrizko abileziak menderatzea, jakintzaren esparru horrekin lotutako pertsonak ebazpen-maila handiagoa izan dezan burutzen dituen gizarte- eta lan-jardueratan eta, ondorioz, haren gaitasunak eta lanbide-prestakuntza areagotzeko.
- Atzerriko hizkuntzaren eta hizkuntz adierazpenaren eta interpretazioaren funtsezko elementuak eta prozedurak ulertzea, eta moduluaren garapenean deskribatzen diren estrategia eragileak ulertzea.
- Aurrerabidearen eragile diren moduan eta, azken batean, bizi-baldintzak aldatzeko eta hobetzeko oinarrizko elementu diren moduan, ahozko hizkuntzen eta hizkuntza abstraktuen ekarpena ezagutu eta baloratzea, eta horri buruz dituzten iritziak ematea, betiere norberaren nahiz gainerakoen adierazpen-moduekiko sentikortasuna eta errespetuzko jarrera garatuz.

Atzerriko Hizkuntzako ikasleek hizkuntza horren erabilera-oinarriak ulertu behar dituzte, betiere hizkuntza hori hitz egiten den marko soziokulturalean, horrela, euren ulermena eta adierazpena hobetu, eta ezagutza zabaldu edo esparru profesionalean euren kasa ikasi ahal izateko.

Atzerriko hizkuntzaren esparruaren barruan honakoak dira atzerriko hizkuntzarekin gehien lotzen diren gaiak:

- **Oinarrizko edukia duten testuak ulertzea, askotariko lanbide-esparruekin lotzen diren testu zehatzagoak ulertzeko aukera emango dietenak.**
- **Oinarrizko mezu koherenteak eta nolabaiteko formaltasuna dutenak egiteko aukera emango duten testuak egitea.**
- **Hizkuntzaren egiturak oinarrian menderatzea: oinarrizkoenak erabiltzea eta konplexuenak ezagutzea, hizkuntzari buruzko gogoeta egiteko jardueren laguntzarekin. Horrek herrialdearen gizarte-portaeraren kodeak ezagutzea eskatzen du.**

(Hiru alderdi horiek maila ezberdineko eduki-multzoetako bakoitzean jorratuko dira, eta pixkanaka egingo da aurrera hizkuntzaren konplexutasunaren arabera).

Hizkuntza bat komunikazio eta informaziorako tresna gisa ikasteko ohitura metodologikoen hizkuntza erabiltzen den egoeratan oinarritu beharko dute, lanbide-esparruko egoeren antzeko egoeretan, hain zuzen ere. Era berean, laneko material gisa, hainbat iturri eta euskarrirako benetako testuak sartu beharko dira, parte-hartzaileak eduki teknikoekin edo profesionalekin zuzenean lotzen diren egitekoetan kokatuko dituztenak.

Horrenbestez, batez ere kontzeptuzko edukietan oinarrituko diren prozedurazko edukiak nahastuko dituen metodologiari jarraituz garatu beharko da moduluak, eta ez da ahaztu behar zein den komunikazio-helburua eta zein profiletako hartzaileei zuzentzen zaien prestakuntza.

Modulu honen eskaintza aintzat hartuko duen edozein prestakuntza-prozesuetarako programazioa egitean, ondoren zerrendatzen diren “edukiak” hartu beharko dira kontuan, eta “ezagutza-adierazleak” atalean deskribatzen diren maila eta hedadura izan beharko da aintzat.



Izatez, azken horiek ebaluazio-irizpideak dira, eta, eduki-multzo bakoitzerako gai eta ereduzko ariketa diren aldetik, pertsonak jakin behar duten edo egiten jakin behar duten alderdirik funtsezko eta kritikoenak adierazi nahi dituzte.

## 2. EDUKIAK

### 1. MULTZOA: HIZKUNTZA EGUNEROKO ESPARRUAN (30 ordu)

#### • Komunikazio-trebetasunak:

- Ulermena:
  - ◆ Hainbat iturritako oinarrizko mailako testu idatzietatik informazio orokorra lortzea: gutunak, funtzionamendurako argibideak, dibulgazioko liburuxkak,...
  - ◆ Hainbat iturritako oinarrizko mailako ahozko testuetatik informazio orokorra lortzea: ikasgelako elkarrekintzak (irakasleen aginduak, elkarrizketak...), abestiak, iragarkiak...
- Produksioa:
  - ◆ Ereduetan oinarritutako testu idatzi sinpleak egitea, eguneroko bizitzarekin lotura dutenak (norberaren eta hurbileko ingurunearen deskribapenak).
  - ◆ Eguneroko bizitzako egoeren arloko ahozko produkzioa (norberaren, bere interesen, bere ingurunearen eta antzeko beste arlo batzuen deskribapenak).

#### • Hizkuntzaren alderdiak:

- Hizkuntzaren funtzioak eta oinarrizko egiturazko alderdiak berraztertzea, honakoa erabiliz:
  - ◆ Orainaldiko aditz-formak.
  - ◆ Oinarrizko elementu gramatikalak.
  - ◆ Hurbileko inguruneari dagokion hiztegia.

#### **EZAGUTZAREN ADIERAZLEAK:**

- 1.1. *Hainbat mota eta iturritako testu idatzi sinpleetatik informazio orokorra lortzea: informazio orokorra lortzeko teknikak erabiltzea; hainbat motatako testuetan informazioa aurreikustea.*
- 1.2. *Hainbat iturritako ahozko testuetatik informazio orokorra lortzea.*
- 1.3. *Norberaren eta hurbileko ingurunearen deskribapenak idaztea.*
- 1.4. *Norberari eta bere inguruneari buruzko informazioa ahoz eskatzea eta ematea.*
- 1.5. *Hizkuntzaren oinarrizko egiturak modu autonomoan erabiltzea.*

### 2. MULTZOA: HIZKUNTZA ESPERIENTZIAREN ESPARRUAN (30 ordu)

#### • Komunikazio-trebetasunak:

- Ulermena:
  - ◆ Interes pertsonalekin (esperientziekin, historia pertsonalekin...) lotzen diren testu idatzietatik, gai askotariko testuetatik (biografietatik, erreportajeetatik...), gai profesionaletatik, dibulgaziokoetatik eta askotariko iturrietako testuetatik (prentsatik, Internetetik, argitalpenetatik) informazio zehatza lortzea.
  - ◆ Ikus laguntza handia duten ahozko testuetatik informazio zehatza lortzea (albisteak, bideoklipak, iragarkiak...).
  - ◆ Bi hizkuntzatako hiztegia sistematikoki erabiltzea. Hizkuntza bakarreko hiztegia erabiltzeko hastapenak.



- Produksioa:
  - ◆ Ereduetan oinarritzen diren testu sinpleak beharrezko zuzentasun sintaktikoarekin lantzea, betiere esaldi eta paragrafoen antolamendu logikoa kontuan izanik, eta koherentzia emango duten lotura-elementu egokiak erabiliz (narrazioak, biografiak, albisteak...).
  - ◆ Ezagut daitezkeen komunikazio-egoeretan ondo moldatzeko aukera emango duten eredueta oinarritutako ahozko produkzioa (narrazioa, telefonoa, mezuak...).

• **Hizkuntzaren alderdiak:**

- Hizkuntzaren funtzioak eta oinarriko egiturazko alderdiak berraztertzea, batez ere iraganeko formei eta perpausari dagozkionak.
- Aztertutako gaiekin lotzen den hiztegia zabalteko estrategiak garatea: esperientziak, albisteak, interesak...

**EZAGUTZAREN ADIERAZLEAK:**

- 2.1. *Hainbat mota eta iturritako testu idatzietatik informazio zehatza lortzea: scanning-teknikak erabiltzea informazio zehatza lortzeko.*
- 2.2. *Ikus laguntza handiko ahozko testuetatik informazio zehatza lortzea.*
- 2.3. *Solasaldietan parte hartzea, telefono-deiak egitea eta mezuak ematea.*
- 2.4. *Eredu bati jarraituz, iraganeko esperientzia bat idaztea (narrazioa, biografia, albiste)*
- 2.5. *Hizkuntza bakarreko hiztegiak kontsultatzeko teknikak erabiltzea.*
- 2.6. *Hizkuntzaren oinarriko egiturak modu autonomoan erabiltzea.*

**3. MULTZOA: HIZKUNTZA LANBIDE ESPARRUAN (30 ordu)**

• **Komunikazio-trebetasunak:**

- Ulermena:
  - ◆ Informazioaren zehaztasun-maila handiagoko testu idatziak zehaztasunez ulertzea, lanbide-testuak ulertzeko hastapenak: aldizkari teknikoak, eskuliburuak, katalogoak...
  - ◆ Ahozko testuak zehaztasunez ulertzea.
  - ◆ Hizkuntza bakarreko hiztegia modu autonomoan erabiltzea.
- Produksioa:
  - ◆ Lanbide-motako idatzizko testuak produzitzen hastea: gutun informalak eta formalak idaztea, mezu elektronikoak, faxak...
  - ◆ Ezagut daitezkeen komunikazio-egoeretan ondo moldatzeko aukera emango duten eredueta oinarritutako ahozko produkzioa: laneko elkarrizketak, telefono bidezko elkarrizketak, erantzungailuetako mezuak, mezuak orokorrean...

• **Hizkuntzaren alderdiak:**

- Hizkuntzaren hainbat funtzio finkatzea, baita perpausari, aditz-denborei eta mendekotasunari dagozkion egiturak finkatzea ere.
- Hizkuntzari buruzko gogoeta-ohiturak garatea, batez ere lanbide-arloei buruzko hiztegia zabalteko.
- Auto-zuzenketako ohiturak garatzeko hizkuntzaren gogoetaz baliatzea.



### **EZAGUTZAREN ADIERAZLEAK:**

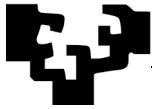
- 3.1. *Hainbat mota, iturri edo konplexutasuneko testu idatzi zehatzetatik informazio orokorra eta zehatza lortzea.*
- 3.2. *Hainbat iturritako ahozko testuetatik informazio orokorra eta zehatza lortzea.*
- 3.3. *Solasaldietan parte hartzea, telefono-deiak egitea eta mezuak ematea.*
- 3.4. *Testuak eta mezuak eredu edo formatu jakin baten arabera idaztea (oharra, abisua, posta elektronikoa, faxa...).*
- 3.5. *Gutun informala eta formala idaztea, koherentzia irizpideei jarraituz.*
- 3.6. *Hizkuntza bakarreko hiztegia kontsultatzeko teknikak erabiltzea.*
- 3.7. *Hizkuntzaren oinarrizko egiturak modu autonomoan erabiltzea.*



## EDUKI BLOKEEN EZAGUTZA ADIERAZLEEI DAGOZKIEN ARIKETEN ADIBIDEAK

BLOKEA	EZAGUTZA ADIERAZLEAK	ARIKETAK
1	1.1. Hainbat mota eta iturritako testu idatzi sinpleetatik informazio orokorra lortzea: skimming-teknikak erabiltzea informazio orokorra lortzeko; hainbat motatako testuetan informazioa aurreikustea.	1
	1.2. Hainbat iturritako ahozko testuetatik informazio orokorra lortzea: listening ulermena.	2
	1.3. Norberaren eta hurbileko ingurunearen deskribapenak idaztea.	3
	1.4. Norberari eta bere inguruneari buruzko informazioa ahoz eskatzea eta ematea.	4
	1.5. Hizkuntzaren oinarrizko egiturak modu autonomoan erabiltzea.	Guztiak
2	2.1. Hainbat mota eta iturritako testu idatzietatik informazio zehatza lortzea: scanning-teknikak erabiltzea informazio zehatza lortzeko.	5
	2.2. Ikus laguntza handiko ahozko testuetatik informazio zehatza lortzea.	6
	2.3. Solasaldietan parte hartzea, telefono-deiak egitea eta mezuak ematea.	7
	2.4. Eredu bati jarraituz, iraganeko esperientzia bat idaztea (narrazioa, biografia, albistea)	8
	2.5. Hizkuntza bakarreko hiztegiak kontsultatzeko teknikak erabiltzea.	10
	2.6. Hizkuntzaren oinarrizko egiturak modu autonomoan erabiltzea.	Guztiak
3	3.1. Hainbat mota, iturri edo konplexutasuneko testu idatzi zehatzetatik informazio orokorra eta zehatza lortzea.	11
	3.2. Hainbat iturritako ahozko testuetatik informazio orokorra eta zehatza lortzea.	2
	3.3. Solasaldietan parte hartzea, telefono-deiak egitea eta mezuak ematea.	7
	3.4. Testuak eta mezuak eredu edo formatu jakin baten arabera idaztea (oharra, abisua, posta elektronikoa, faxa...).	12
	3.5. Gutun informala eta formala idaztea, koherentzia irizpideei jarraituz.	9
	3.6. Hizkuntza bakarreko hiztegia kontsultatzeko teknikak erabiltzea.	10
	3.7. Hizkuntzaren oinarrizko egiturak modu autonomoan erabiltzea.	Guztiak





1. Lortu informazioa mota eta iturri askotako testu idatzietatik: erabili *skimming* teknikak informazio orokorra lortzeko; iragarri testu mota ezberdinetako informazioa.

<p><b>Reading strategy</b> <b>Reading quickly for general information</b></p> <p>Look again at 1. When you read a text for the first time, read it quickly and don't stop for difficult words. This will help you to understand the general meaning of the text. We call this <i>skimming</i> a text.</p> <p><b>Put it into practice!</b> Turn to page 94. Read the letters from a magazine and match each letter to one of these titles, as fast as you can. Who can finish first?</p> <p>Not just for the boys Spectacular wedding? Hey DJ SPORTY SCHOOLS TOO YOUNG? WHO SAYS?!</p>	<p>a I just don't understand it. 16 and 17 year olds can legally leave home, start work, pay taxes, get married, join the army or go to prison. So how come they can't vote? 16 and 17 year olds are old enough to participate in so many other aspects of 'adult' life that it seems absurd not to allow them to participate in elections too. In my opinion, it's just another example of adults not showing young people enough trust and respect!</p> <p>b I am an American teenager who is very interested in Prince William because I am his age. We Americans want what we don't have – such as a royal family. On the other hand, British teens like our Hollywood actors, because they don't have big movie stars like that. As for whether Britney Spears is emailing William, I don't believe it. She might be the sort of girl he'd date, but she's not the sort he would marry!</p> <p>c I saw a TV ad for a football magazine recently which said: 'So, lads, get down to your local newsagent soon.' I was very offended by this, because I know a lot of girls who love football. But there still seems to be a lot of sexism surrounding sport, and that gets me really angry!</p> <p>Page 94</p>
<p><b>Reading strategy</b> <b>Making predictions from titles and what you know</b></p> <p>Before you read a text, look at the title and pictures. Think what you already know about the topic. The more you know about the topic, the easier it will be to understand difficult parts of the text.</p> <p><b>Put it into practice!</b> Work in pairs. Look at these titles of magazine articles and predict what you think the articles are about.</p> <p>a <b>Pocket money doesn't buy happiness</b> b From big city to beach c Free 'surfing' in the UK</p> <p>Turn to page 94. Read the summaries and check your ideas.</p>	<p>a This article is about the results of a survey of teenagers. Most teenagers say that they don't think having money makes them happier. They think that to be happy a good family is more important than money.</p> <p>b This article is written by a teenage girl who moved from a busy city (Manchester) to a small town next to the sea. She talks about the good and bad sides of the change.</p> <p>c This article is about three phone companies in Britain deciding to offer a free Internet service. Users pay 50 pounds and then can use Internet as much as they like.</p> <p>Page 94</p>

(Ariketa hau Macmillan Heinemann-en "Looking forward 1" testu liburuan azaltzen da, 5. orrian)



## 2. Lortu informazio orokor eta zehatza hainbat iturritako ahozko testuetatik

### LISTENING COMPREHENSION

#### Telephoning

Listen to the following conversation as Ms Peters takes a message for her colleague. Complete the message form.

- A Hello. Could I speak to Mrs Johnson, please?  
B I'm afraid she isn't in the office this morning. This is Anne Peters speaking. Can I give her a message?  
A Yes. Tell her I called about the meeting tomorrow. I really need to speak to her before the meeting. Can you get her to call me?  
B Certainly, but I'm afraid I don't know your name?  
A Sorry. It's Jack Roberts, from Compute 4 You.  
B Can I have your number, please?  
A It's OK. She knows my number.  
B Right – but could you give it to me – just to be sure.  
A OK. It's 0171-876-9934.

<b>Message for:</b>	_____
<b>From:</b>	_____
<b>Number:</b>	_____
<b>Message:</b>	_____ _____ _____
<b>Message taken by</b>	_____
at <i>10.30</i>	on <i>Thursday</i>

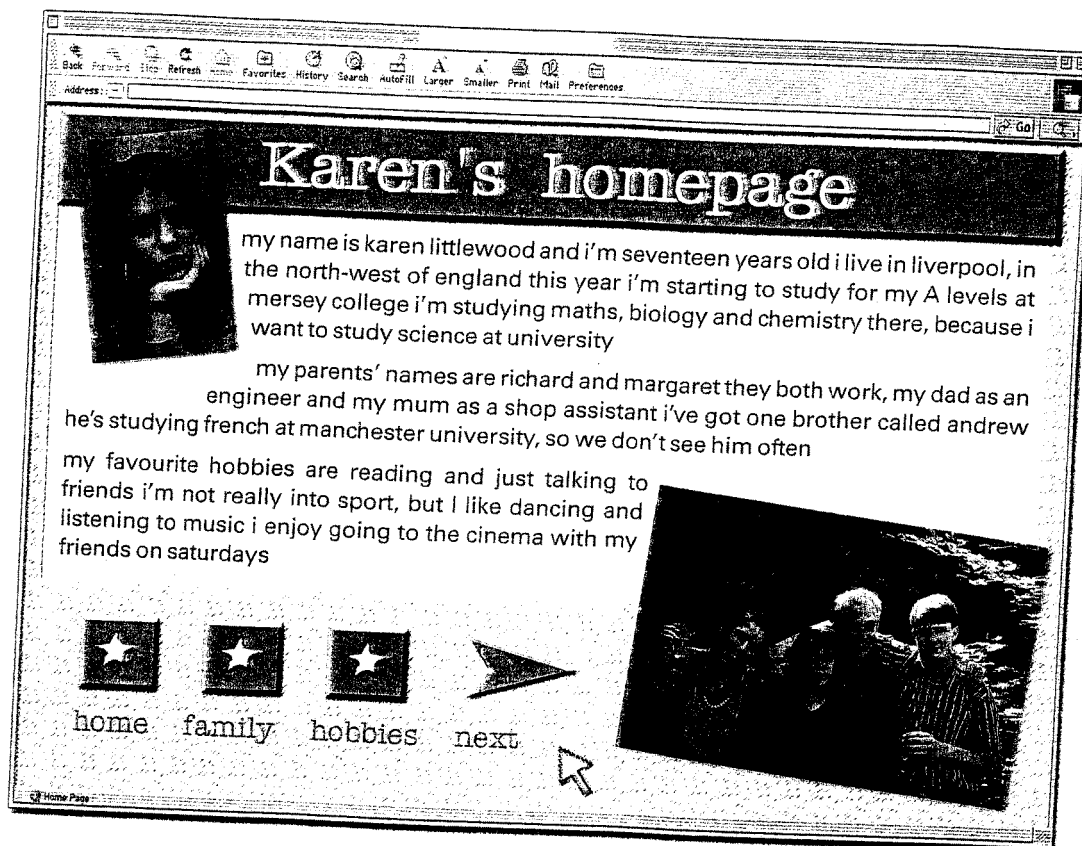
(Ariketa hau "Commercially speaking", Oxford: workbook liburuan azaltzen da, 33. orrian)



### 3. Deskribatu zeure burua eta zure gertuko ingurunea

Writing

A description of a person



1 Read the description from Karen Littlewood's homepage. Find out this information.

- a. age                      c. brothers or sisters  
b. hobbies                d. name of college

2. Work in pairs. There are no full stops or capital letters in the description. Decide where to put the full stops. In general, do you think that sentences in your language are shorter or longer than in English?

3. Look at the description again and decide where to put capital letters.

Turn to page 99 and check your answers.

4. Writing strategy

**Capital letters and full stops**

When you write compositions, use full stops to sep your sentences clear and easy to understand.

Remember that capital letters are sometimes used differently from in your language.

**Put it into practice!**

Write a description of yourself like the one on this page. Remember to use full stops and capital letters carefully. Follow this plan.

Paragraph 1: name, where you live, where and what you're studying.

Paragraph 2: parents, brothers and sisters.

Paragraph 3: hobbies and interests.

(Ariketa hau Macmillan Heinemann-en "Looking Forward 1" testu liburuan azaltzen da, 9. orrian)



**4. Eskatu eta eman zuri eta zure inguruneari buruzko ahozko informazioa.**

**Discussion**

**Work in pairs. Write a questionnaire about the free-time activities and interests of the people in your class. Write at least five questions.**

Do you enjoy doing sport?  
How often do you play computer games?  
What types of music are you into?  
.....

Interview other students using your questions.  
What interesting things did you find out? Tell the class.

**5. Lortu informazioa mota edo iturri ezberdinetako testu idatzietatik; erabili *scanning* teknikak informazio zehatza lortzeko.**

**Reading strategy  
Reading quickly for specific information (I)**

With a new text, first read it quickly to understand the general meaning (see Unit 1 page 5). Next, to answer specific questions about the text, read each question carefully. Decide what exactly the question is asking. Then go through the text as fast as possible, looking only for the relevant pieces of information. Ignore the rest. Including difficult words. This saves time. We call this scanning a text.

**Put it into practice!**

Read these questions.

- a What is the shop's website address?
- b How much does the CD radio cassette recorder cost?
- c How many different colours are there?
- d How many batteries does it need?
- e How long is the guarantee valid for?
- f Can you use headphones with it?
- g What number do you need to order for the purple model?

Now turn to page 94 and find the information in the shopping catalogue extract. How fast can you finish?

(Ariketa hau Macmillan Heinemann-en "Looking forward 1" testu liburuan azaltzen da, 25. eta 94. orrietan)



## GREAT VALUE PORTABLE AUDIO

**big performance without the big price tag!**

**JMB**

**Compact CD stereo radio cassette recorder with the big sound – anywhere**

- Top-loading CD player with skip/repeat
- Programmable CD
- Single cassette with soft eject and auto stop
- 12-month guarantee
- requires eight batteries
- Headphone socket
- AM/FM stereo radio



**Order**

576-553 Gold  
576-550 Blue  
576-551 Titanium  
576-552 Purple  
576-554 Green

phone 0845 757 3457  
www.littlewoods-index.com

£32.99

Page 94

**6. Lortu informazio zehatza irudiz lagundutako ahozko testuetatik.**

**LISTENING COMPREHENSION**

You are going to watch a video. You are going to watch it three times. Listen to the second and third call and answer the questions.

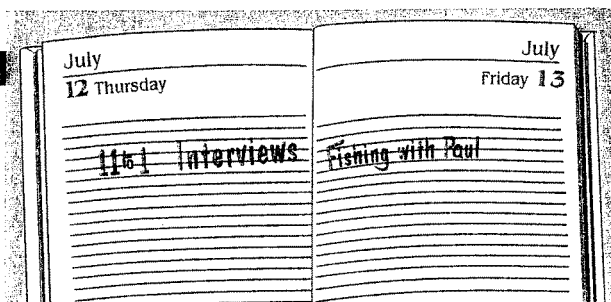
**SECTION 2**

**THE SECOND CALL**

from: the phone ringing – Jack *Leave it*  
to: Jack *Shut up! Disconnect the phone.*

**5**

Watch section two and complete Jim Ross's diary.



**6**

Put this conversation in order.  
Number the boxes.

- I mean he's finishing the weekly accounts.
- Good. So that's Fiona Walters on Thursday the 12th at 2 p.m., then.
- He's interviewing from eleven to one. Can you manage the afternoon? Two o'clock?
- I'm afraid he's fishing then.
- When would be convenient?

- That would be fine.
- How about Friday morning, eleven o'clock?
- Fishing?
- Mmm. What about Thursday morning?



## SECTION 3

### THE THIRD CALL

**from:** Terry disconnecting the phones  
and Squidgy *Hallo? Hallo? Hallo?*  
**to:** Jack *Now disconnect the phones. All of them.*



Watch section 3 and complete  
this conversation.

Squidgy	<i>Simon Carpenter, please.</i>	Jack	<i>Mmmm.</i>
Terry	<i>Simon Carpenter? -----</i> <i>I'll -----</i>	Squidgy	<i>You can come to my place tonight.</i> <i>We'll be all alone, just you and me.</i>
Jack	<i>Simon Carpenter.</i>	Jack	<i>Ooh! Mmm.</i>
Squidgy	<i>Simon? ----- Squidgy.</i>	Squidgy	<i>The address is twenty-one ... -----</i> <i>-----?</i>
Jack	<i>Squidgy!</i>	Jack	<i>Mmmm.</i>
Squidgy	<i>I just wanted to tell you, last night was</i> <i>wonderful. ----- to ask</i> <i>----- tonight?</i>	Squidgy	<i>-----</i> <i>-----</i> <i>Come early, tiger!</i>

(Ariketa hau "Meeting objectives", Oxford University Press liburu eta bideoan azaltzen da, 14. orrian)

### 7. Hartu parte elkarrizketa, telefono-dei eta mezuetan.

#### Telephone conversation.

Student A

You are Teresa, Marek is phoning you to invite you to attend a meeting at his company.

- You are very pleased to be asked. Accept his invitation.
- You are not free on Monday and Tuesday. You are free on Wednesday afternoon.
- Arrange day and time.
- Ask his address.

Student B

You are Marek, Call Teresa.

- Invite her to have a meeting at your company.
- Ask if she can come on Tuesday.
- Arrange a date and time.
- Tell her your address.

(Ariketa hau "Commercially Speaking", Oxford liburuan azaltzen da, 95. orrian)



8. Ereduari jarraiki idatzi iraganean gertatutako esperientzia bati buruz (narrazioa, biografia, berria...)

**Writing**  
**A past narrative**

**A** At last the fog disappeared and, when it did, we found ourselves in a deep valley with enormous trees and plants that were unlike normal Amazon vegetation. The scientists on board had no idea what the plants were. It was like being on a different planet!

**B** The next morning, we turned the boat round and tried to go back as fast as we could. We encountered the same pink fog on the way back. After crossing the fog, we were back in more recognizable Amazon territory. We started to wonder whether we were imagining the whole thing, and decided not to tell anyone about what we saw on our amazing journey.

**C** We began our journey in early 1896. We were sailing on an exploratory trip of the Amazon but, on the fifth day, the strangest thing happened. A dense, pink fog appeared out of nowhere and then stayed with us for days.

**D** That night, while we were having dinner inside the boat, Swanton, who was on guard, suddenly came screaming at the top of his voice. Three of us immediately ran out on deck to see what the problem was. What we saw took our breath away! There in front of us was the most amazing sight. There were insects, but insects the size of horses! We stood there silently for a long time. Finally, the incredible creatures disappeared back into the jungle.

- 1 Read this story about a journey and put the paragraphs in the correct order.
- 2 Find words and expressions in the story connected with time.  
*that night, while, suddenly...*
- 3 Choose the correct word or expression for each sentence.
  - a He switched on the TV *when/and then* he got home.
  - b *After/While* he was having dinner, the phone rang.
  - c *After/While* doing his homework, he had a bath.
  - d He got off the bus *when/and then* he started to walk.
  - e He got a good job *after/while* he left school.

**Writing strategy**

**Linkers and expressions of time and sequence**

When you write a narrative, use words and expressions which make it clear when each event happened.

- Words like *when, while, after, and then* explain the sequence of events. They link two halves of a sentence.
- Words like *at first, next, finally, at last* also explain the sequence of events. They usually introduce sentences.
- Expressions like *the next morning, that night, on the fifth day* tell us exactly when the events happened. They usually introduce sentences.

**Put it into practice!**

Write a narrative of 80–100 words about a journey. Use the past simple and past continuous, and include expressions of time and sequence. Choose from:

- a fictional journey like the one on this page
- a journey from a book or film
- a real journey that you or someone else made

(Ariketa hau Macmillan Heinemann-en “Looking forward 1” liburuan azaltzen da, 15. orrian)



9. Idatzi gutun informal edo formal bat eta jarri arreta berezia koherentzia irizpideei.

Read the advertisement.



**Practise your English with other  
European teenagers!**

- Euro-camp offers everything from exam courses to conversation classes.
- Active social and sports programmes makes learning English fun!

**INTERESTED?**

*Then contact: Euro-camp,  
17 Rue Grenoble, Paris 75043, France.  
Euro-camp has centres in  
five European countries.*

You are going to write a letter to Euro camp asking for information.  
Write the letter in 100-150 words. Use the paragraph plan to help you.

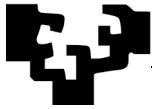
Paragraph 1: Introduction and reasons for writing.

Paragraph 2: Asking for information. Which country, what type of course and for how long, how much do the courses cost, what type of accommodation is offered and how much does it cost?---

Paragraph 3: Concluding and thanking.

(Ariketa hau "Bonus", Oxford liburuan azaltzen da)





10. Erabili hiztegi elebidun nahiz elebakarrak kontsultatzeko teknikak.

USING A DICTIONARY:

- Draw lines from the labels to the dictionary features.

① pronunciation    ② part of speech    ③ irregular form

**city** /'sɪtɪ/ *noun* (pl **cities**) **1** [C] a large and important town: *Venice is one of the most beautiful cities in the world.*

④ stress    ⑤ definition    ⑥ example

- What does *proforma* mean?

To find out, read the entries below and answer these questions.

<p><b>invoice</b><sup>1</sup> <i>noun</i> (commerce) a list of goods sold or services received that states how much you must pay for them: <i>We haven't received payment for our invoice dated 3 September.</i></p>	<p>/ɪnvoɪs/ pl invoices ▶ pay, receive, send (out) an <b>invoice</b> ▶ <b>proforma invoice</b></p>
--	--

<p><b>invoice</b><sup>2</sup> <i>verb</i> (commerce) <b>1</b> to make a list of goods sold or services received with their prices <b>2</b> to send a list of goods sold or services received as a request for payment: <i>Please invoice me for the goods.</i></p>	<p>/ɪnvoɪs/ <b>invoice, invoicing, invoiced</b> <b>note</b> transitive verb ▶ <b>invoice</b> someone for something; <b>invoice</b> someone on (a certain date)</p>
--	--

<p><b>proforma invoice</b> <i>noun</i> (commerce) an invoice that is sent in advance of goods supplied: <i>send a proforma invoice to a new customer</i></p>	<p>/prəʊfɔ:mə'ɪnvoɪs/ pl proforma invoices ▶ enclose, send a <b>proforma invoice</b> ▶ <b>invoice</b><sup>1</sup></p>
--	---

- What is a *proforma invoice*?
- How do you pronounce *invoice*? And *proforma*?
- Is *invoice* a noun or a verb?
- What does *to invoice* mean?
- What is the plural of *invoice*?
- What verbs are often used before the noun *invoice*?
- What words are often used after the verb *invoice*?

(Ariketa hauek "Pre-select", Oxford testuliburuko workbook liburuxkan azaltzen dira, 33. orrian eta "Commercially speaking", Oxford liburuan, 31. orrian)



11. Lortu informazio orokor eta zehatza mota, iturri eta zailtasun maila askotako testu idatzietatik.

IS THE IPOD OR RIO KARMA THE BEST JUKEBOX ?



### APPLE iPOD 20GB

>£300 >Apple 0800 039 1010  
>www.apple.com/uk

Apple wasn't the first to build a hard disk MP3 jukebox, but it was the first to design one small enough to take anywhere. Try as they might, the company's competitors have found it impossible to trump the iPod's gorgeous design.

**THE GOOD:** There are three reasons to buy this model – it looks great, it's small and the user interface is extremely simple. Others may have more features, but none can match this as an overall package.

**THE BAD:** At around eight hours, the battery life compares poorly to those of newer players, which generally keep banging out tunes for about 15 hours. Also, the copyright protection is overly nanny-ish – you can't copy tunes from the device back to the computer, as you can with others here.

**THE VERDICT:** You can get more features for your money elsewhere, but the alternatives are also larger, uglier and harder to use. This is just a classic piece of engineering. Actually, it's more than that – it's the new Walkman.

#### KEY FEATURES

- > 20GB hard disk
- > 8 hours' battery life
- > Plays AAC, MP3, Audible, AIFF, WAV
- > FireWire, USB 2.0 (with optional cable)
- > 61 x 104 x 15.8mm, 158g

**PERFORMANCE** ★★★★★

**VALUE** ★★★★★

**OVERALL** ★★★★★

### RIO KARMA

>£280 >Rio 08700 991 794  
>www.rioaudio.com

The Karma is one of the first products to appear from the revitalised Rio brand since it was taken over by the folks who also run Denon and Marantz. Those with long memories will recall that Rio was the first firm ever to build an MP3 player.

**THE GOOD:** The company has got a lot right with this product. It's got a decent-sized screen, the user interface is easy to use and the battery life, at 15 hours, is better than the iPod's. To top it all off, the docking bay packs an Ethernet socket as well as the more usual USB 2.0 connection.

**THE BAD:** Rio has gone for a different design to Apple's – instead of a tall, thin player, you get a shorter, squarer, fat one. Unfortunately, tall and thin is just plain better.

**THE VERDICT:** This is definitely one of the best MP3 players on the market at the moment, but it's a touch too thick to be totally lovable.

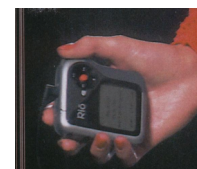
#### KEY FEATURES

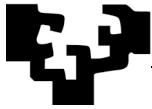
- > 20GB hard disk
- > 15 hours' battery life
- > Plays MP3, WMA, WAV, Ogg Vorbis
- > USB 2.0, Ethernet
- > 69 x 76 x 28mm, 156g

**PERFORMANCE** ★★★★★

**VALUE** ★★★★★

**OVERALL** ★★★★★





**READING:**

**IS THE IPOD OR THE RIO KARMA THE BEST PLAYER FOR YOU?**

Read the two advertisements for jukeboxes that appeared in "T3", a magazine about new technology. Find the information required in these questions.

**1. According to the information given in the text are these statements true or false? If false, give the correct answer.**

- a. The Rio Karma is less expensive than the Ipod
- b. The Ipod's battery life lasts more than the Rio Karma's
- c. The Karma is taller and thinner than the Ipod.
- d. Apple was the first to make an MP3 player.

**2. Complete the following chart giving two advantages and two disadvantages for each MP3 player.**

	Apple Ipod	Rio Karma
Advantage		
Disadvantage		

**3. Which one is the best according to the magazine's opinion? Give three reasons to justify your answer.**

**4. Which one would you buy? Why?**

**5. Idatzi testu eta mezuak eredu edo formatuaren arabera (abisu oharra, e-maila)**

**WRITING:**

You work in a music shop and sell jukeboxes. You are interested in selling Ipods. Write an e-mail to Apple asking for information about the Apple Ipod. Ask for a catalogue, a current price list, delivery times....

Write three paragraphs. Use the paragraph plan to help you.



Paragraph 1: **Say why you are writing and how you heard about Apple Ipod.**

Paragraph 2: **Make the specific request.**

Paragraph 3: **Concluding and thanking.**

Use the following expressions:

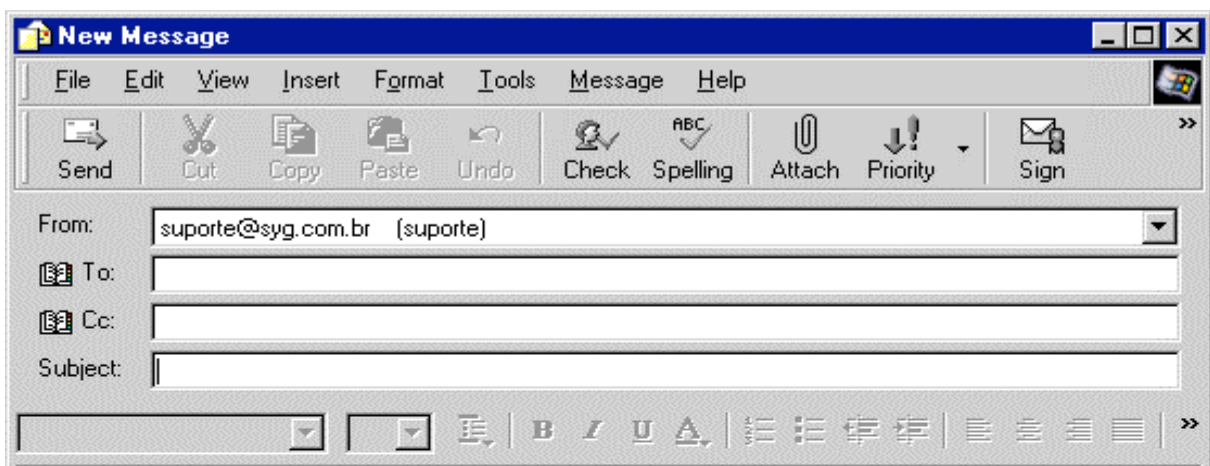
I am writing to.....

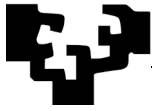
I saw your advertisement in .....

Could you send me.....

Looking forward to.....

**Write the e-mail:**





**EDUKIEN BLOKEETAKO EZAGUPENEN ADIERAZLEEI  
DAGOZKIEN ARIKETEN ERANTZUNAK**

1. Lortu informazioa mota eta iturri askotako testu idatzietatik: erabili *skimming* teknikak informazio orokorra lortzeko; iragarri testu mota ezberdinetako informazioa.

<p><b>Reading strategy</b> <b>Reading quickly for general information</b></p> <p>Look again at 1. When you read a text for the first time, read it quickly and don't stop for difficult words. This will help you to understand the general meaning of the text. We call this <i>skimming</i> a text.</p> <p><b>Put it into practice!</b> Turn to page 94. Read the letters from a magazine and match each letter to one of these titles, as fast as you can. Who can finish first?</p> <p>Not just for the boys Spectacular wedding? Hey DJ SPORTY SCHOOLS TOO YOUNG? WHO SAYS?!</p>	<p>a I just don't understand it. 16 and 17 year olds can legally leave home, start work, pay taxes, get married, join the army or go to prison. So how come they can't vote? 16 and 17 year olds are old enough to participate in so many other aspects of 'adult' life that it seems absurd not to allow them to participate in elections too. In my opinion, it's just another example of adults not showing young people enough trust and respect!</p> <p>b I am an American teenager who is very interested in Prince William because I am his age. We Americans want what we don't have – such as a royal family. On the other hand, British teens like our Hollywood actors, because they don't have big movie stars like that. As for whether Britney Spears is emailing William, I don't believe it. She might be the sort of girl he'd date, but she's not the sort he would marry!</p> <p>c I saw a TV ad for a football magazine recently which said: 'So, lads, get down to your local newsagent soon.' I was very offended by this, because I know a lot of girls who love football. But there still seems to be a lot of sexism surrounding sport, and that gets me really angry!</p> <p>Page 94</p>
<p><b>Reading strategy</b> <b>Making predictions from titles and what you know</b></p> <p>Before you read a text, look at the title and pictures. Think what you already know about the topic. The more you know about the topic, the easier it will be to understand difficult parts of the text.</p> <p><b>Put it into practice!</b> Work in pairs. Look at these titles of magazine articles and predict what you think the articles are about.</p> <p>a <b>Pocket money doesn't buy happiness</b> b From big city to beach c Free 'surfing' in the UK</p> <p>Turn to page 94. Read the summaries and check your ideas.</p>	<p>a This article is about the results of a survey of teenagers. Most teenagers say that they don't think having money makes them happier. They think that to be happy a good family is more important than money.</p> <p>b This article is written by a teenage girl who moved from a busy city (Manchester) to a small town next to the sea. She talks about the good and bad sides of the change.</p> <p>c This article is about three phone companies in Britain deciding to offer a free Internet service. Users pay 50 pounds and then can use Internet as much as they like.</p> <p>Page 94</p>



**Erantzuna:**

Reading quickly for general information.

- a. Too young? Who says?!
- b. Spectacular wedding?
- c. Not just for the boys.

Making prediction for titles and what you know.

- a. This article is about the results...
- b. This article is written by a teenage...
- c. This article is about three phone companies...
- d.

(Ariketa hau Macmillan Heinemann-en "Looking forward 1" testu liburuan azaltzen da, 5. orrian.)

**2. Lortu informazio orokor eta zehatza hainbat iturritako ahozko testuetatik**

LISTENING COMPREHENSION

Telephoning

Listen to the following conversation as Ms Peters takes a message for her colleague. Complete the message form.

- A Hello. Could I speak to Mrs Johnson, please?
- B I'm afraid she isn't in the office this morning. This is Anne Peters speaking. Can I give her a message?
- A Yes. Tell her I called about the meeting tomorrow. I really need to speak to her before the meeting. Can you get her to call me?
- B Certainly, but I'm afraid I don't know your name?
- A Sorry. It's Jack Roberts, from Compute 4 You.
- B Can I have your number, please?
- A It's OK. She knows my number.
- B Right – but could you give it to me – just to be sure.
- A OK. It's 0171-876-9934.

Message for:	_____
From:	_____
Number:	_____
Message:	_____
	_____
	_____
Message taken by	_____
at 10.30	on Thursday



**Erantzuna:**

Telephoning

Message for: Mrs Johnson  
From: Jack Roberts from Compute 4 for you.  
Number: 0171-876-9934  
Message: Jack Robert called about the meeting tomorrow, Friday. Could you call him back because he really needs to speak to you before the meeting.  
Message taken by: Anne Peters.

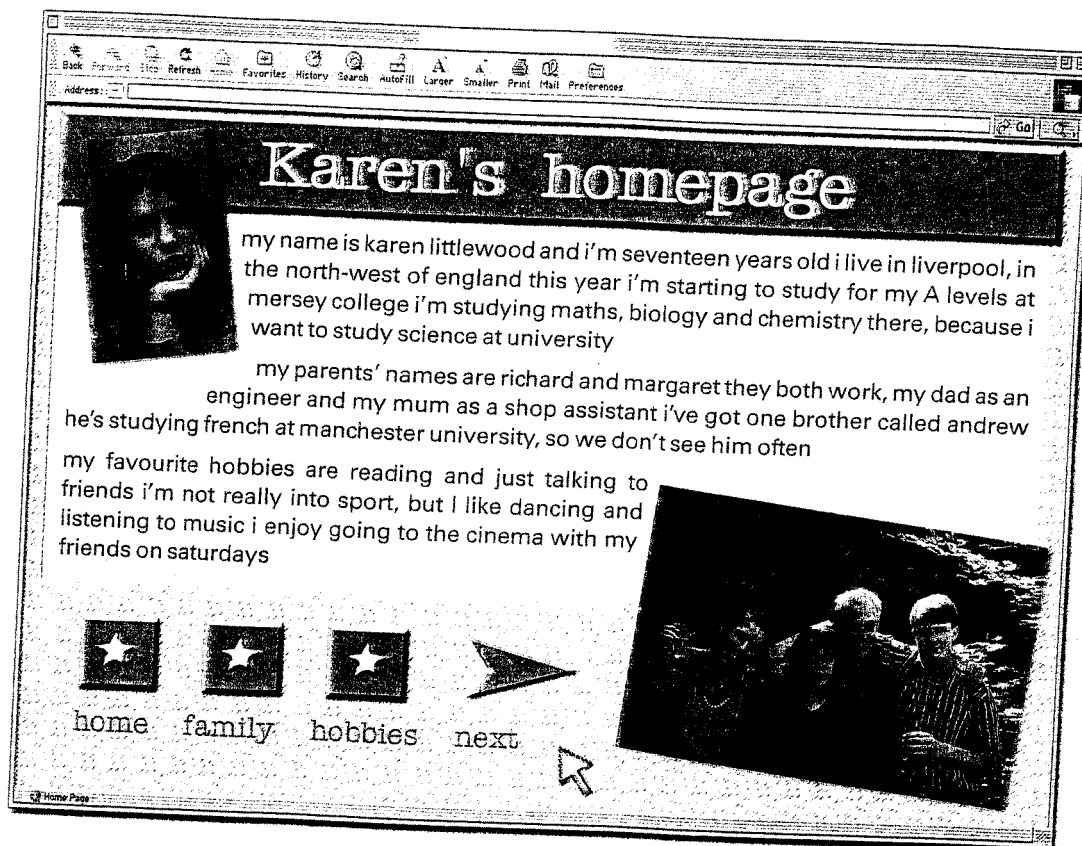
(Ariketa hau "Commercially speaking", Oxford: workbook liburuan azaltzen da, 33. orrian)



### 3. Deskribatu zeure burua eta zure gertuko ingurunea

Writing

A description of a person



1 Read the description from Karen Littlewood's homepage. Find out this information.

- a. age                      c. brothers or sisters  
b. hobbies                d. name of college

2. Work in pairs. There are no full stops or capital letters in the description. Decide where to put the full stops. In general, do you think that sentences in your language are shorter or longer than in English?

3. Look at the description again and decide where to put capital letters.

Turn to page 99 and check your answers.

4. Writing strategy

**Capital letters and full stops**

When you write compositions, use full stops to sep your sentences clear and easy to understand.

Remember that capital letters are sometimes used differently from in your language.

**Put it into practice!**

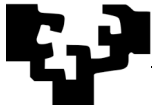
Write a description of yourself like the one on this page. Remember to use full stops and capital letters carefully. Follow this plan.

Paragraph 1: name, where you live, where and what you're studying.

Paragraph 2: parents, brothers and sisters.

Paragraph 3: hobbies and interests.





**Erantzunak:**

1.

a. seventeen

b. reading, talking to friends, dancing, listening to music and going to the cinema with friends.

2.

My name is Karen Littlewood and I'm seventeen years old. I live in Liverpool, in the north-west of England. This year I'm starting to study for my A levels at Mersey College. I'm studying maths, biology and chemistry there, because I want to study science at university.

My parents' names are Richard and Margaret. They both work, my dad as an engineer and my mum as a shop assistant. I've got a brother called Andrew. He's studying French at Manchester University, so we don't see him often.

My favourite hobbies are reading and just talking to friends. I'm not really into sport, but I like dancing and listening to music. I enjoy going to the cinema with my friends on Saturdays.

3.

Testu bat idatzi behar dute eredu honi jarraiki eta euren datu pertsonalak erabiliz

(Ariketa hau Macmillan Heinemann-en "Looking Forward 1" testu liburuan azaltzen da, 9. orrian)

**4. Eskatu eta eman zuri eta zure inguruneari buruzko ahozko informazioa.**

**Discussion**

**Work in pairs. Write a questionnaire about the free-time activities and interests of the people in your class. Write at least five questions.**

Do you enjoy doing sport?

How often do you play computer games?

What types of music are you into?

.....

Interview other students using your questions.

What interesting things did you find out? Tell the class.

**Erantzuna**

(Galdera hauek nahiz beraiek asmatzen dituztenak erabili eta taldeko gainerako partaideei elkarrizketatu behar diete besteengandik jakiten dituzten gauza garrantzitsuei buruz hitz egiteko)

Do you enjoy doing sport?

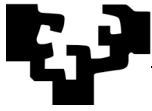
How often do you play computers games?

What type of music are you into?

Do you like reading?

What type of books do you usually read?

.....



5. Lortu informazioa mota edo iturri ezberdinetakoko testu idatzietatik; erabili *scanning* teknikak informazio zehatza lortzeko.

**Reading strategy**

**Reading quickly for specific information (I)**

With a new text, first read it quickly to understand the general meaning (see Unit 1 page 5). Next, to answer specific questions about the text, read each question carefully. Decide what exactly the question is asking. Then go through the text as fast as possible, looking only for the relevant pieces of information. Ignore the rest. Including difficult words. This saves time. We call this scanning a text.

**Put it into practice!**

Read these questions.

- a What is the shop's website address?
- b How much does the CD radio cassette recorder cost?
- c How many different colours are there?
- d How many batteries does it need?
- e How long is the guarantee valid for?
- f Can you use headphones with it?
- g What number do you need to order for the purple model?

Now turn to page 94 and find the information in the shopping catalogue extract. How fast can you finish?

**GREAT VALUE PORTABLE AUDIO**

**big performance without the big price tag!**

**JMB**

Compact CD stereo radio cassette recorder with the big sound – anywhere

- Top-loading CD player with skip/repeat
- Programmable CD
- Single cassette with soft eject and auto stop
- 12-month guarantee
- requires eight batteries
- Headphone socket
- AM/FM stereo radio



**Order**

576-553 Gold  
576-550 Blue  
576-551 Titanium  
576-552 Purple  
576-554 Green  
phone 0845 757 3457  
www.littlewoods-index.com

**£32.99**

Page 94



**Erantzuna:**

- [www.littlewoods-index.com](http://www.littlewoods-index.com)
- & 32.99
- Five. Gold, blue, titanium, purple and green.
- Eight.
- 12 months.
- Yes.
- 576-552 Purple.

(Ariketa hau Macmillan Heinemann-en "Looking forward 1" testu liburuan azaltzen da, 25. eta 94. orrietan)

**6. Lortu informazio zehatza irudiz lagundutako ahozko testuetatik.**

**LISTENING COMPREHENSION**

You are going to watch a video. You are going to watch it three times. Listen to the second and third call and answer the questions.

**SECTION 2**

**THE SECOND CALL**

from: the phone ringing – Jack *Leave it*  
to: Jack *Shut up! Disconnect the phone.*

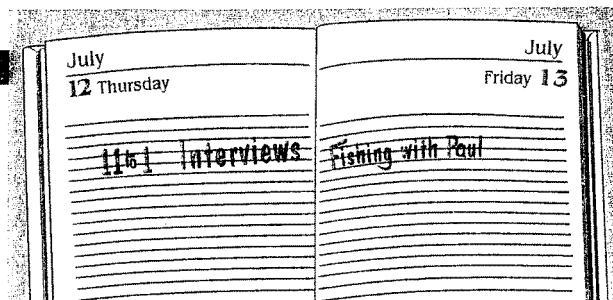


Watch section two and complete Jim Ross's diary.



Put this conversation in order.  
Number the boxes.

- I mean he's finishing the weekly accounts.
- Good. So that's Fiona Walters on Thursday the 12th at 2 p.m., then.
- He's interviewing from eleven to one. Can you manage the afternoon? Two o'clock?
- I'm afraid he's fishing then.
- 1 When would be convenient?



- That would be fine.
- How about Friday morning, eleven o'clock?
- Fishing?
- Mmm. What about Thursday morning?



**SECTION 3**

THE THIRD CALL

from: Terry disconnecting the phones  
and Squidgy *Hallo? Hallo? Hallo?*  
to: Jack *Now disconnect the phones. All of them.*



Watch section 3 and complete this conversation.

Squidgy *Simon Carpenter, please.*  
Terry *Simon Carpenter? -----  
I'll -----*  
Jack *Simon Carpenter.*  
Squidgy *Simon? ----- Squidgy.*  
Jack *Squidgy!*  
Squidgy *I just wanted to tell you, last night was  
wonderful. ----- to ask  
----- tonight?*

Jack *Mmmm.*  
Squidgy *You can come to my place tonight.  
We'll be all alone, just you and me.*  
Jack *Ooh! Mmm.*  
Squidgy *The address is twenty-one ... -----  
-----?*  
Jack *Mmmm.*  
Squidgy *-----  
-----  
Come early, tiger!*

**Erantzuna:**

Put this conversation in order. Number the boxes

- 5 I mean he's finishing the weekly accounts.
- 9 Good. So that's Fiona Walters on Thursday the 12<sup>th</sup> at 2 p.m., then.
- 7 He's interviewing from eleven to one. Can you manage the afternoon? Two o'clock?
- 3 I'm afraid he's fishing then.
- 1 When would be convenient?
- 8 That would be fine
- 2 How about Friday morning, eleven o'clock?
- 4 Fishing?
- 6 Mmm. What about Thursday morning?

Complete this conversation.

Squidgy *Simon Carpenter, please.*  
Terry *Simon Carpenter? **Hold on.**  
I'll **put you through***  
Jack *Simon Carpenter.*  
Squidgy *Simon? **It's Squidgy.***  
Jack *Squidgy!*  
Squidgy *I just wanted to tell you, last night was  
wonderful. **I am phoning** to ask...**are  
you free tonight?***  
Jack *Mmmm.*  
Squidgy *You can come to my place tonight.  
We'll be alone, just you and me.*  
Jack *Ooh! Mmm.*  
Squidgy *The adress is twenty-one... **got that?***  
Jack *Mmm.*  
Squidgy. ***I'm looking forward to seeing you.**  
Come early, tiger!*

(Ariketa hau "Meeting objectives", Oxford University Press liburu eta bideoan azaltzen da, 14. orrian)



## 7. Hartu parte elkarrizketa, telefono dei eta mezuetan.

### Telephone conversation.

Student A

You are Teresa, Marek is phoning you to invite you to attend a meeting at his company.

- You are very pleased to be asked. Accept his invitation.
- You are not free on Monday and Tuesday. You are free on Wednesday afternoon.
- Arrange day and time.
- Ask his address.

Student B

You are Marek, Call Teresa.

- Invite her to have a meeting at your company.
- Ask if she can come on Tuesday.
- Arrange a date and time.
- Tell her your address.

### Erantzuna:

### Telephone conversation.

Teresa: Good Morning. Oxford University Press.

Marek: Could I speak to Teresa, please?

Teresa: Speaking.

Marek: Hello Teresa. I'm calling to invite you to attend a meeting at my company next Week.

Teresa: Oh, that would be fine, Marek.

Marek: Could you come on Tuesday?

Teresa: I am afraid but I am not free on Monday and Tuesday. I am free on Wednesday.

Marek: What about next Wednesday at 4 o'clock in the afternoon?

Teresa: That would be O.K. Marek, Could you tell me your address, please?

Marek: 44 Kensington Street. See you next Wednesday, Teresa.

Teresa: Good bye, Marek.

Elkarrizketa hau adibide bat besterik ez da, beste modu askotara eta egitura ezberdinak erabiliz egin daiteke.

(Ariketa hau "Commercially Speaking", Oxford liburuan azaltzen da, 95. orrian)



## 8. Ereduari jarraiki idatzi iraganean gertatutako esperientzia bati buruz (narrazioa, biografia, berria...)

**Writing**  
**A past narrative**

**A** At last the fog disappeared and, when it did, we found ourselves in a deep valley with enormous trees and plants that were unlike normal Amazon vegetation. The scientists on board had no idea what the plants were. It was like being on a different planet!

**B** The next morning, we turned the boat round and tried to go back as fast as we could. We encountered the same pink fog on the way back. After crossing the fog, we were back in more recognizable Amazon territory. We started to wonder whether we were imagining the whole thing, and decided not to tell anyone about what we saw on our amazing journey.

**C** We began our journey in early 1896. We were sailing on an exploratory trip of the Amazon but, on the fifth day, the strangest thing happened. A dense, pink fog appeared out of nowhere and then stayed with us for days.

**D** That night, while we were having dinner inside the boat, Swanton, who was on guard, suddenly came screaming at the top of his voice. Three of us immediately ran out on deck to see what the problem was. What we saw took our breath away! There in front of us was the most amazing sight. There were insects, but insects the size of horses! We stood there silently for a long time. Finally, the incredible creatures disappeared back into the jungle.

- 1 Read this story about a journey and put the paragraphs in the correct order.
- 2 Find words and expressions in the story connected with time.  
*that night, while, suddenly...*
- 3 Choose the correct word or expression for each sentence.
  - a He switched on the TV *when/and then* he got home.
  - b *After/While* he was having dinner, the phone rang.
  - c *After/While* doing his homework, he had a bath.
  - d He got off the bus *when/and then* he started to walk.
  - e He got a good job *after/while* he left school.

### Writing strategy

#### Linkers and expressions of time and sequence

When you write a narrative, use words and expressions which make it clear when each event happened.

- Words like *when, while, after, and then* explain the sequence of events. They link two halves of a sentence.
- Words like *at first, next, finally, at last* also explain the sequence of events. They usually introduce sentences.
- Expressions like *the next morning, that night, on the fifth day* tell us exactly when the events happened. They usually introduce sentences.

#### Put it into practice!

Write a narrative of 80–100 words about a journey. Use the past simple and past continuous, and include expressions of time and sequence. Choose from:

- a fictional journey like the one on this page
- a journey from a book or film
- a real journey that you or someone else made

### Erantzuna:

1. c,d,b,a.
2. that night, while, suddenly, on the fifth day, for a long time, finally, the next morning, at last....
3. a) when  
b) while  
c) after



- d) and then  
e) after
4. Bidaia baten inguruan idatzi behar dute emandako ereduari jarraiki eta denborazko lotura eta adierazpideak erabiliz.

(Ariketa hau Macmillan Heinemann-en "Looking forward 1" liburuan azaltzen da, 15. orrian)

**9. Idatzi gutun informal edo formal bat eta jarri arreta berezia koherentzia irizpideei.**

Read the advertisement.



**Practise your English with other  
European teenagers!**

- Euro-camp offers everything from exam courses to conversation classes.
- Active social and sports programmes makes learning English fun!

**INTERESTED?**

*Then contact: Euro-camp,  
17 Rue Grenoble, Paris 75043, France.  
Euro-camp has centres in  
five European countries.*

You are going to write a letter to Euro camp asking for information.  
Write the letter in 100-150 words. Use the paragraph plan to help you.

Paragraph 1: Introduction and reasons for writing.

Paragraph 2: Asking for information. Which country, what type of course and for how long, how much do the courses cost, what type of accommodation is offered and how much does it cost?---

Paragraph 3: Concluding and thanking.

**Erantzuna:**

Paragrafoen inguruko jarraibideak kontuan eduki eta gutun formal bat idatzi behar dute (Ariketa hau "Bonus", Oxford liburuan azaltzen da)



10. Erabili hiztegi elebidun nahiz elebakarrak kontsultatzeko teknikak.

USING A DICTIONARY:

- Draw lines from the labels to the dictionary features.

① pronunciation    ② part of speech    ③ irregular form

**city** /'sɪtɪ/ *noun* (pl **cities**) **1** [C] a large and important town: *Venice is one of the most beautiful cities in the world.*

④ stress    ⑤ definition    ⑥ example

- What does *proforma* mean?

To find out, read the entries below and answer these questions.

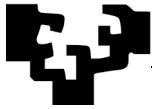
<b>invoice</b> <sup>1</sup> <i>noun</i> (commerce)	/ˈɪnvoɪs/
a list of goods sold or services received that states how much you must pay for them: <i>We haven't received payment for our invoice dated 3 September.</i>	pl invoices ▶ pay, receive, send (out) an <b>invoice</b> ▶ <b>proforma invoice</b>

<b>invoice</b> <sup>2</sup> <i>verb</i> (commerce)	/ˈɪnvoɪs/
<b>1</b> to make a list of goods sold or services received with their prices <b>2</b> to send a list of goods sold or services received as a request for payment: <i>Please invoice me for the goods.</i>	<b>invoice, invoicing, invoiced</b> <b>note</b> transitive verb ▶ <b>invoice</b> someone for something; <b>invoice</b> someone on (a certain date)

<b>proforma invoice</b> <i>noun</i> (commerce)	/prəʊˌfɔ:məˈɪnvoɪs/
an invoice that is sent in advance of goods supplied: <i>send a proforma invoice to a new customer</i>	pl proforma invoices ▶ enclose, send a <b>proforma invoice</b> ▶ <b>invoice</b> <sup>1</sup>

- What is a *proforma invoice*?
- How do you pronounce *invoice*? And *proforma*?
- Is *invoice* a noun or a verb?
- What does *to invoice* mean?
- What is the plural of *invoice*?
- What verbs are often used before the noun *invoice*?
- What words are often used after the verb *invoice*?





**Erantzuna:**

- Draw lines from the labels to the dictionary features.

① pronunciation    ② part of speech    ③ irregular form

**city** /sɪti/ noun (pl. cities) 1 [C] a large and important town: *Venice is one of the most beautiful cities in the world.*

④ stress                      ⑤ definition                      ⑥ example

• What does proforma mean?

- a proforma invoice is an invoice that is sent in advance of goods supplied.
- Invoice: 'ɪnveɪs/    proforma:/prəu:mə
- Invoice can be both a noun and a verb.
- To invoice has two meanings:
  1. to make a list of goods sold or services received with their prices.
  2. to send a list of goods sold or services received as a request for payment.
- invoices
- pay, receive, send (out)
- someone for something; someone on a certain date

(Ariketa hauek "Pre-select", Oxford testuliburuko workbook liburuxkan azaltzen dira, 33. orrian eta "Commercially speaking", Oxford liburuan, 31. orrian)



11. Lortu informazio orokor eta zehatza mota, iturri eta zailtasun maila askotako testu idatzietatik.

IS THE IPOD OR RIO KARMA THE BEST JUKEBOX ?



### APPLE IPOD 20GB

>£300 >Apple 0800 039 1010  
>www.apple.com/uk

Apple wasn't the first to build a hard disk MP3 jukebox, but it was the first to design one small enough to take anywhere. Try as they might, the company's competitors have found it impossible to trump the iPod's gorgeous design.

**THE GOOD:** There are three reasons to buy this model – it looks great, it's small and the user interface is extremely simple. Others may have more features, but none can match this as an overall package.

**THE BAD:** At around eight hours, the battery life compares poorly to those of newer players, which generally keep banging out tunes for about 15 hours. Also, the copyright protection is overly nanny-ish – you can't copy tunes from the device back to the computer, as you can with others here.

**THE VERDICT:** You can get more features for your money elsewhere, but the alternatives are also larger, uglier and harder to use. This is just a classic piece of engineering. Actually, it's more than that – it's the new Walkman.

#### KEY FEATURES

- > 20GB hard disk
- > 8 hours' battery life
- > Plays AAC, MP3, Audible, AIFF, WAV
- > FireWire, USB 2.0 (with optional cable)
- > 61 x 104 x 15.8mm, 158g

**PERFORMANCE** ★★★★★  
**VALUE** ★★★★★  
**OVERALL** ★★★★★



### RIO KARMA

>£280 >Rio 08700 991 794  
>www.rioaudio.com

The Karma is one of the first products to appear from the revitalised Rio brand since it was taken over by the folks who also run Denon and Marantz. Those with long memories will recall that Rio was the first firm ever to build an MP3 player.

**THE GOOD:** The company has got a lot right with this product. It's got a decent-sized screen, the user interface is easy to use and the battery life, at 15 hours, is better than the iPod's. To top it all off, the docking bay packs an Ethernet socket as well as the more usual USB 2.0 connection.

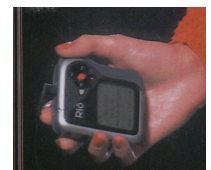
**THE BAD:** Rio has gone for a different design to Apple's – instead of a tall, thin player, you get a shorter, squarer, fat one. Unfortunately, tall and thin is just plain better.

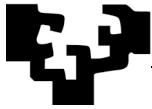
**THE VERDICT:** This is definitely one of the best MP3 players on the market at the moment, but it's a touch too thick to be totally lovable.

#### KEY FEATURES

- > 20GB hard disk
- > 15 hours' battery life
- > Plays MP3, WMA, WAV, Ogg Vorbis
- > USB 2.0, Ethernet
- > 69 x 76 x 28mm, 156g

**PERFORMANCE** ★★★★★  
**VALUE** ★★★★★  
**OVERALL** ★★★★★





**READING:**

**IS THE IPOD OR THE RIO KARMA THE BEST PLAYER FOR YOU?**

Read the two advertisements for jukeboxes that appeared in "T3", a magazine about new technology. Find the information required in these questions.

1. **According to the information given in the text are these statements true or false? If false, give the correct answer.**

- a. The Rio Karma is less expensive than the Ipod
- b. The Ipod's battery life lasts more than the Rio Karma's
- c. The Karma is taller and thinner than the Ipod.
- d. Apple was the first to make an MP3 player.

**Erantzuna:**

- a. True
- b. False. The Ipod's battery lasts less than the Rio Karma. The Ipod's battery lasts 8 hours and the Rio Karma's lasts 15 hours.
- c. False. The Karma is shorter and squarer than the Ipod.
- d. False. The Karma was the first firm ever to build an MP3.

2. **Complete the following chart giving two advantages and two disadvantages for each MP3 player.**

	Apple Ipod	Rio Karma
Advantage		
Disadvantage		

**Erantzuna:**

- a. Apple Ipod's advantages: It's small and the user interface is extremely simple.
- b. Apple Ipod's disadvantages: The battery life lasts only eight hours and the copyright protection is overly nanny-ish.
- c. Rio Karma's advantages: The screen size is quite decent and the battery life lasts 15 hours.
- d. Rio Karma's disadvantages: It is shorter and squarer than the Ipod.



3. Which one is the best according to the magazine's opinion? Give three reasons to justify your answer.

**Erantzuna:**

According to the magazine's opinion the best is the Ipod. The magazine shows several reasons to justify this.

1. There are no competitors to trump its gorgeous design.
2. It is just a classic piece of engineering. It's more than that. It's the new walkman.
3. The magazine gives five stars to Ipod's "performance" and "overall" and only four stars to Rio Karma's.

4. Which one would you buy? Why?

**Erantzuna:**

I would buy the Ipod, firstly because I like the design, secondly because according to the magazine the Ipod is the best choice, and finally I know that Apple is a safe bet.....

5. Idatzi testu eta mezuak eredu edo formatuaren arabera (abisu oharra, e-maila)

**WRITING:**

You work in a music shop and sell jukeboxes. You are interested in selling Ipods. Write an e-mail to Apple asking for information about the Apple Ipod. Ask for a catalogue, a current price list, delivery times....

Write three paragraphs. Use the paragraph plan to help you.

Paragraph 1: **Say why you are writing and how you heard about Apple Ipod.**

Paragraph 2: **Make the specific request.**

Paragraph 3: **Concluding and thanking.**

Use the following expressions:

I am writing to.....

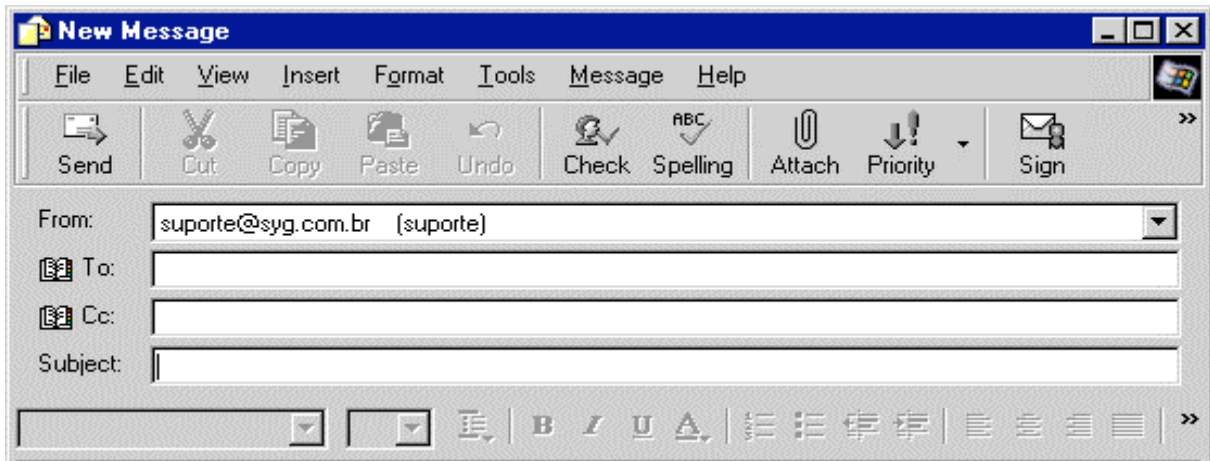
I saw your advertisement in .....

Could you send me.....

Looking forward to.....



Write the e-mail:



**Erantzuna:**

From: María [Gonzalez@telefonica.net](mailto:Gonzalez@telefonica.net)

To: Apple

Subject: Apple Ipod information

Dear Sir/Madam,

We are a large music shop in London. I am writing because we would like to sell Ipods in our shop. I saw your advertisement in last month's T3 magazine and am interested in knowing more about Ipods.

Could you send me a catalogue and a current price list? I would also like to know about your delivery times.

Thanks for your help and looking forward to hearing from you.

Yours faithfully,

María Gonzalez.

25 May 20\_



# PROBARAKO ADIBIDEA

## IS THE IPOD OR RIO KARMA THE BEST JUKEBOX ?



### APPLE IPOD 20GB

>£300 >Apple 0800 039 1010  
>www.apple.com/uk

Apple wasn't the first to build a hard disk MP3 jukebox, but it was the first to design one small enough to take anywhere. Try as they might, the company's competitors have found it impossible to trump the iPod's gorgeous design.

**THE GOOD:** There are three reasons to buy this model – it looks great, it's small and the user interface is extremely simple. Others may have more features, but none can match this as an overall package.

**THE BAD:** At around eight hours, the battery life compares poorly to those of newer players, which generally keep banging out tunes for about 15 hours. Also, the copyright protection is overly nanny-ish – you can't copy tunes from the device back to the computer, as you can with others here.

**THE VERDICT:** You can get more features for your money elsewhere, but the alternatives are also larger, uglier and harder to use. This is just a classic piece of engineering. Actually, it's more than that – it's the new Walkman.

#### KEY FEATURES

- > 20GB hard disk
- > 8 hours' battery life
- > Plays AAC, MP3, Audible, AIFF, WAV
- > FireWire, USB 2.0 (with optional cable)
- > 61 x 104 x 15.8mm, 158g

#### PERFORMANCE



#### VALUE



#### OVERALL



### RIO KARMA

>£280 >Rio 08700 991 794  
>www.rioaudio.com

The Karma is one of the first products to appear from the revitalised Rio brand since it was taken over by the folks who also run Denon and Marantz. Those with long memories will recall that Rio was the first firm ever to build an MP3 player.

**THE GOOD:** The company has got a lot right with this product. It's got a decent-sized screen, the user interface is easy to use and the battery life, at 15 hours, is better than the iPod's. To top it all off, the docking bay packs an Ethernet socket as well as the more usual USB 2.0 connection.

**THE BAD:** Rio has gone for a different design to Apple's – instead of a tall, thin player, you get a shorter, squarer, fat one. Unfortunately, tall and thin is just plain better.

**THE VERDICT:** This is definitely one of the best MP3 players on the market at the moment, but it's a touch too thick to be totally lovable.

#### KEY FEATURES

- > 20GB hard disk
- > 15 hours' battery life
- > Plays MP3, WMA, WAV, Ogg Vorbis
- > USB 2.0, Ethernet
- > 69 x 76 x 28mm, 156g

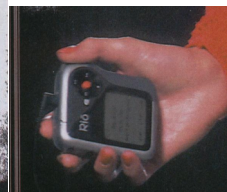
#### PERFORMANCE



#### VALUE



#### OVERALL





**READING:**

**(20 points)**

IS THE IPOD OR THE RIO KARMA THE BEST PLAYER FOR YOU?

Read the two advertisements for jukeboxes that appeared in "T3", a magazine about new technology. Find the information required in these questions.

1. **According to the information given in the text are these statements true or false? If false, give the correct answer.** (4 points)
  - a. The Rio Karma is less expensive than the Ipod
  - b. The Ipod's battery life lasts more than the Rio Karma's
  - c. The Karma is taller and thinner than the Ipod.
  - d. Apple was the first to make an MP3 player.
  
2. **Complete the following chart giving two advantages and two disadvantages for each MP3 player.** (8 points)

	Apple Ipod	Rio Karma
Advantage		
Disadvantage		

3. **Which one is the best according to the magazine's opinion? Give three reasons to justify your answer.** (6 points)
  
4. **Which one would you buy? Why?** (2 points)

**WRITING:** 20 points

You work in a music shop and sell jukeboxes. You are interested in selling Ipods. Write an e-mail to Apple asking for information about the Apple Ipod. Ask for a catalogue, a current price list, delivery times....

Write three paragraphs. Use the paragraph plan to help you.

Paragraph 1: **Say why you are writing and how you heard about Apple Ipod.**

Paragraph 2: **Make the specific request.**

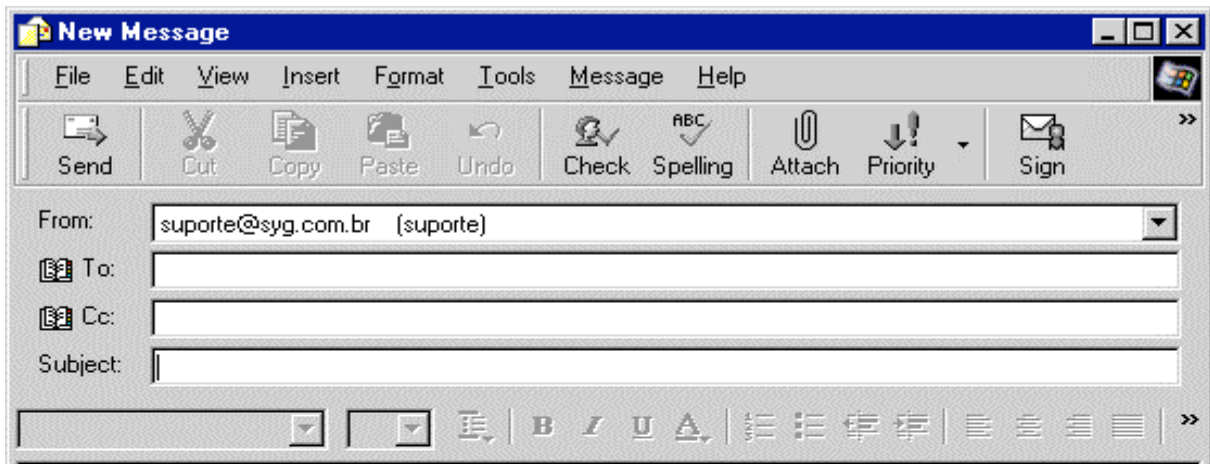
Paragraph 3: **Concluding and thanking.**

Use the following expressions:

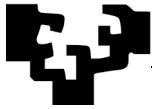
- I am writing to.....
- I saw your advertisement in .....
- Could you send me.....
- Looking forward to.....



Write the e-mail:







## PROBARAKO ADIBIDEEN ERANTZUNAK

### IS THE IPOD OR RIO KARMA THE BEST JUKEBOX ?



#### APPLE iPOD 20GB

>£300 >Apple 0800 039 1010  
>www.apple.com/uk

Apple wasn't the first to build a hard disk MP3 jukebox, but it was the first to design one small enough to take anywhere. Try as they might, the company's competitors have found it impossible to trump the iPod's gorgeous design.

**THE GOOD:** There are three reasons to buy this model – it looks great, it's small and the user interface is extremely simple. Others may have more features, but none can match this as an overall package.

**THE BAD:** At around eight hours, the battery life compares poorly to those of newer players, which generally keep banging out tunes for about 15 hours. Also, the copyright protection is overly nanny-ish – you can't copy tunes from the device back to the computer, as you can with others here.

**THE VERDICT:** You can get more features for your money elsewhere, but the alternatives are also larger, uglier and harder to use. This is just a classic piece of engineering. Actually, it's more than that – it's the new Walkman.

#### KEY FEATURES

- > 20GB hard disk
- > 8 hours' battery life
- > Plays AAC, MP3, Audible, AIFF, WAV
- > FireWire, USB 2.0 (with optional cable)
- > 61 x 104 x 15.8mm, 158g

#### PERFORMANCE



#### VALUE



#### OVERALL



#### RIO KARMA

>£280 >Rio 08700 991 794  
>www.rioaudio.com

The Karma is one of the first products to appear from the revitalised Rio brand since it was taken over by the folks who also run Denon and Marantz. Those with long memories will recall that Rio was the first firm ever to build an MP3 player.

**THE GOOD:** The company has got a lot right with this product. It's got a decent-sized screen, the user interface is easy to use and the battery life, at 15 hours, is better than the iPod's. To top it all off, the docking bay packs an Ethernet socket as well as the more usual USB 2.0 connection.

**THE BAD:** Rio has gone for a different design to Apple's – instead of a tall, thin player, you get a shorter, squarer, fat one. Unfortunately, tall and thin is just plain better.

**THE VERDICT:** This is definitely one of the best MP3 players on the market at the moment, but it's a touch too thick to be totally lovable.

#### KEY FEATURES

- > 20GB hard disk
- > 15 hours' battery life
- > Plays MP3, WMA, WAV, Ogg Vorbis
- > USB 2.0, Ethernet
- > 69 x 76 x 28mm, 156g

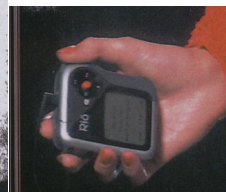
#### PERFORMANCE



#### VALUE



#### OVERALL





**READING:**

**(20 points)**

**IS THE IPOD OR THE RIO KARMA THE BEST PLAYER FOR YOU?**

Read the two advertisements for jukeboxes that appeared in "T3", a magazine about new technology. Find the information required in these questions.

1. **According to the information given in the text are these statements true or false? If false, give the correct answer.** (4 points)

- a. The Rio Karma is less expensive than the Ipod
- b. The Ipod's battery life lasts more than the Rio Karma's
- c. The Karma is taller and thinner than the Ipod.
- d. Apple was the first to make an MP3 player.

**Erantzuna:**

- a. True
- b. False. The Ipod's battery lasts less than the Rio Karma. The Ipod's battery lasts 8 hours and the Rio Karma's lasts 15 hours.
- c. False. The Karma is shorter and squarer than the Ipod.
- d. False. The Karma was the first firm ever to build an MP3.

2. **Complete the following chart giving two advantages and two disadvantages for each MP3 player.** (8 points)

	Apple Ipod	Rio Karma
Advantage		
Disadvantage		

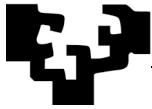
**Erantzuna:**

- a. Apple Ipod's advantages: It's small and the user interface is extremely simple.
- b. Apple Ipod's disadvantages: The battery life lasts only eight hours and the copyright protection is overly nanish.
- c. Rio Karma's advantages: The screen size is quite decent and the battery life lasts 15 hours.
- d. Rio Karma's disadvantages: It is shorter and squarer than the Ipod.

3. **Which one is the best according to the magazine's opinion? Give three reasons to justify your answer.** (6 points)

**Erantzuna:**

According to the magazine's opinion the best is the Ipod. The magazine shows several reasons to justify this.



1. There are no competitors to trump its gorgeous design.
2. It is just a classic piece of engineering. It's more than that. It's the new walkman.
3. The magazine gives five stars to Ipod's "performance" and "overall" and only four stars to Rio Karma's.

4. **Which one would you buy? Why?** (2 points)

**Erantzuna:**

I would buy the Ipod, firstly because I like the design, secondly because according to the magazine the Ipod is the best choice, and finally I know that Apple is a safe bet.....

**WRITING:** 20 points

You work in a music shop and sell jukeboxes. You are interested in selling Ipods. Write an e-mail to Apple asking for information about the Apple Ipod. Ask for a catalogue, a current price list, delivery times....

Write three paragraphs. Use the paragraph plan to help you.

Paragraph 1: **Say why you are writing and how you heard about Apple Ipod.**

Paragraph 2: **Make the specific request.**

Paragraph 3: **Concluding and thanking.**

Use the following expressions:

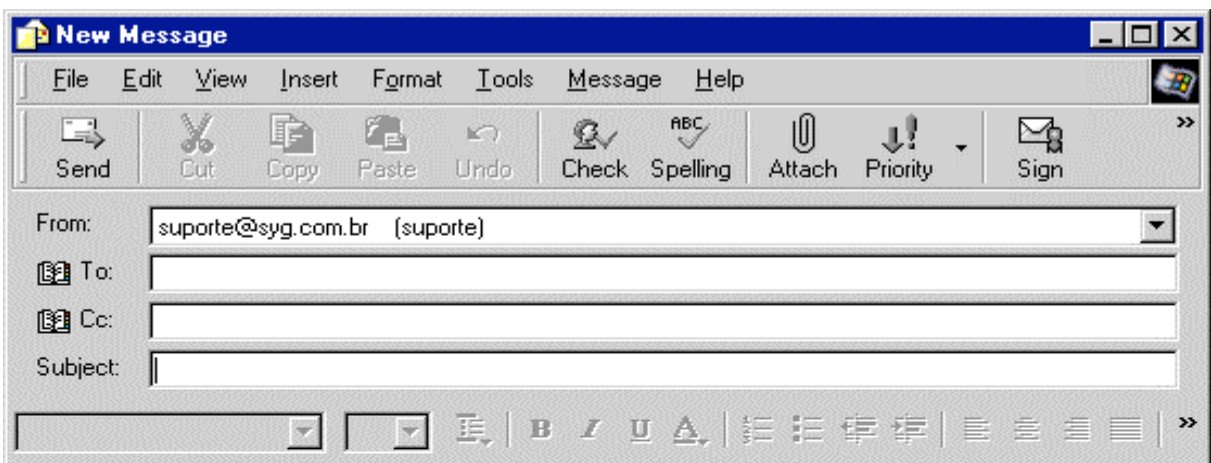
I am writing to.....

I saw your advertisement in .....

Could you send me.....

Looking forward to.....

**Write the e-mail:**



**Erantzuna:**

From: María [Gonzalez@telefonica.net](mailto:Gonzalez@telefonica.net)  
To: Apple  
Subject: Apple Ipod information



Dear Sir/Madam,

We are a large music shop in London. We would like to sell Ipods in our shop. I saw your advertisement in last month's T3 magazine and am interested in knowing more about Ipods.

Could you send me a catalogue and a current price list? I would also like to know about your delivery times.

Thanks for your help and looking forward to hearing from you.

Yours faithfully,

María Gonzalez.

25 May 20\_



**PROBAKO GALDEREN ETA EZAGUTZA ADIERAZLEEN ARTEKO  
ELKARREKIKOTASUNAK**

<b>Galdera</b>	<b>Ezagutza-adierazleak</b>
1	3.1
2	3.1 eta 3.7
3	3.1 eta 3.7
4	3.1 eta 3.7
5	3.4 eta 3.7



## PROGRAMAZIOA ETA IKASKETARAKO BALIABIDEAK

### • PROGRAMAZIOA

Modulu honek hiru eduki-bloke ditu eta horietako bakoitzak hizkuntzari dagozkion oinarrizko lau gaitasunak jasotzen ditu: idatzizko informazioaren ulermena, ahozko informazioaren ulermena, idatzizko informazioaren adierazpena eta ahozko informazioaren adierazpena.

Lehenengo blokeak **egunerokotasunaren esparrua** du, batez ere, helburutzat, bigarren blokeak **esperientziaren esparrua** eta hirugarrenak, azkenik, **esparru profesionala**. Aipatu lau gaitasun horiek eduki-blokeetako bakoitzean jorratzen dira eta maila ezberdinetan, horrela, pixkanaka aurreratzen da, komunikazio-egoera bakoitzaren arabera eta hizkuntzaren konplexutasunaren arabera. Hizkuntzaren alderdi ezberdinak aldi berean lantzen dira, eta ikasketa-unitate bakoitzari egokitzen dira, lantzen den gaitasunaren arabera eta ikasleen mailaren arabera.

Modulua 12 ikasketa-unitatek (IU) osatzen dute, behean labur-labur azaltzen direnak. Unitate horietako bakoitzean hizkuntza-funtzioak, bai eta forma gramatikalak ere, edukietara egokitu beharko dira. Ordu banaketari dagokionez, ordu gehiago eskaini zaizkio idatzizko hizkuntzari, hain zuzen ere, sarrera-proba idatziz egiten delako. Horrek ez du esan nahi hasieratik ez denik azpimarratzen ahozko hizkuntza ahalik eta gehien erabili behar dela, bi gaitasunak ere ezinbestekoak iruditzen baitzaizkigu.

Denbora gutxi gorabeherakoa da eta gelako beharren arabera aldatuko da. Hurrenkera ere, irakaslearen irizpidearen esku uzten da. Zenbaitetan ahozko adierazpenetik hastea komeniko da (lehenengo unitateen kasua izan daiteke hori, lehenik eta behin aurkezpenak eta informazio eskaerak burutuko baitira ziurrenik)

Eduki-blokeak	Ikasketa Unitateak	Izendapena	Ordu kopurua
1. Hizkuntza egunerokotasunaren esparruan	IU 1A	Idatzizko testuetatik informazio orokorra lortzea	10 ordu
	IU 1B	Ahozko testuetatik informazio orokorra lortzea	5 ordu
	IU 1C	Eguneroko bizitzan oinarritutako testu errazak idaztea	10 ordu
	IU 1D	Ahozko adierazpena, eguneroko bizitzako egoerekin lotua	5 ordu
Hizkuntza esperientziaren arloan	IU 2A	Idatzizko testuetatik informazio zehatza lortzea	10 ordu
	IU 2B	Ahozko testuetatik informazio zehatza lortzea	5 ordu
	IU 2C	Eredutan oinarritutako testu errazak idaztea	10 ordu
	IU 2D	Ahozko adierazpena eredu ezberdinen arabera	5 ordu
Hizkuntza esparru profesionalan	IU 3A	Idatzizko testuen ulermen zehatza	10 ordu
	IU 3B	Ahozko testuen ulermen zehatza	5 ordu
	IU 3C	Maila profesionalako testuak idazten hastea	10 ordu
	IU 3D	Ahozko adierazpena, profesional mailako egoeratan oinarrituta	5 ordu



## 1. BLOKEA: HIZKUNTZA EGUNEROKOTASUNAREN ESPARRUAN

Bloke honek lehenengo lau ikasketa-unitateak hartzen ditu. Unitate horietan hizkuntzaren funtzioak eta forma gramatikalak oinarrizkoak dira eta, funtsean, **orainaldikoak**.

### 1A. Ikasketa Unitatea: IDATZIZKO TESTUETATIK INFORMAZIO OROKORRA LORTZEA. (10 ordu)

Honako hau oinarrizko unitatea da, oinarrizko testu idatziak lantzen hasteko eta, funtsean, hainbat iturritatik informazioa lortzeko.

Unitate honetako jarduerarik adierazgarriena hainbat teknika erabiltzen ikastea izango da, esate baterako, testuaren ulermen orokorra (*skimming*) edo informazioa aurreikustea, betiere oinarrizko testuetan, hala nola, aurkezpenak, gutunak, aparailuen funtzionamendurako argibideak, zabalkunderako eskuliburuak...

### 1B. Ikasketa Unitatea: AHOZKO TESTUETATIK INFORMAZIO OROKORRA LORTZEA (5 ordu)

Unitate honen helburua ahozko ulermena lantzea da, oso oinarrizko maila batetik hasita.

Landuko diren jarduerak izango dira, funtsean, irakaslearen aginduak ulertzea eta gela barruan aurkezpenak egitea eta, ahalko balitz, iragarki edo kanturen bat sartuko da.

### 1C. Ikasketa Unitatea: EGUNEROKO BIZITZAN OINARRITUTAKO TESTU ERRAZAK IDAZTEA (10 ordu)

Ikasketa-unitate honetatik garrantzitsuena da, lortzea ikasleak euren profilarekin eta ingurunearekin lotutako testu errazak idazteko gai izatea, ondoren ahoz adierazteko gai izan daitezen.

Unitate honetako jarduerak euren eta euren ingurunearen deskribapenak izango dira, betiere hizkuntza zainduz nahiz euren ingurunetik ezagutzen dutenari buruzko hiztegia kontuan hartuta.

### 1D. Ikasketa Unitatea: AHOZKO ADIERAZPENA, EGUNEROKO BIZITZAKO EGOEREKIN LOTUA. (5 ordu)

Unitate honetatik garrantzitsuena da, eguneroko bizitzako egoerak ahoz adierazten jakitea, euri nahiz euren inguruari buruzko informazioa eskatu eta emateko gaitasuna izatea.

Gehien egingo den jarduera euren burua, familia eta lagunak aurkeztea izango da. Ahozko jardueratan beharrezkoak diren alderdi funtzionalak eta egiturazkoak hartuko dira kontuan, hurbileko inguruneari dagokion hiztegia, bai eta ahoskera ere.



## 2. BLOKEA: HIZKUNTZA ESPERIENTZIAREN ESPARRUAN

Bloke honek hurrengo lau ikasketa-unitateak hartzen ditu. Unitate horietan hizkuntzaren funtzioak eta forma gramatikalak **lehenaldikoak** dira.

### 2A. Ikasketa Unitatea: IDATZIZKO TESTUETATIK INFORMAZIO ZEHATZA LORTZEA (10 ordu)

Ikasketa-unitate honetatik garrantzitsuena da, idatzizko testuetatik informazio zehatza lortzen jakitea, euren esperientzia pertsonalari buruzko testuetatik nahiz hainbat gaietako testuetatik, hala nola, biografia eta erreportajeetatik. Horretaz gain, ikasleak hiztegi **elebakarrak** erabiltzera ohitu beharko dira.

Gehien egingo diren jarduerak ulermen ariketak izango dira, informazio zehatza lortzeko irakurketa azkarreko teknikak erabiliz (scanning), egia-gezurra gisako galderak etab. hainbat gai eta iturritakoak, hala nola, prentsako testuak, argitalpenak edo interneteko testuak.

### 2B. Ikasketa Unitatea: AHOZKO TESTUETATIK INFORMAZIO ZEHATZA LORTZEA (5 ordu)

Unitate honek gehienbat ikusizko euskarriak erabiltzen ditu, albiste, iragarki eta abarretatik informazioa lortzeko gai izan daitezten.

Jarduerak ikusizko euskarriarekin bat joango dira (bideoklipak, kartelak etab.).

### 2C. Ikasketa Unitatea: EREDUTAN OINARRITUTAKO TESTU ERRAZAK IDAZTEA. (10 ordu)

Unitate honetatik garrantzitsuena da, testu errazak idazten ikastea, eredu bati jarraiki eta esaldi eta paragrafoen koherentzia eta ordena logiko bati jarraiki.

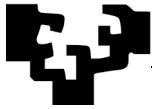
Jarduerak narrazioak idaztea izango dira, oporrak, bidaiak, esperientzia pertsonalak, biografiak edo bestelako gaiak oinarri hartuta.

### 2D. Ikasketa Unitatea: AHOZKO ADIERAZPENA EREDU EZBERDINEN ARABERA (5 ordu)

Unitate honetatik garrantzitsuena da, euren esperientzia-esparruarekin lotutako komunikazio-egoeratan moldatzeko gai izatea.

Gehien egingo diren jardueren artean, honako hauek: narrazioak, telefono bidezko elkarrizketak, mezuak etab.





### **3. BLOKEA: HIZKUNTZA ESPARRU PROFESIONALEAN.**

Bloke honek azken lau ikasketa-unitateak hartzen ditu. Unitate horietan hizkuntzaren funtzio eta forma gramatikal konplexuagoetan sakonduko da, hala nola, mendeko perpausak, lotura elementuak etab. Era berean, hizkuntzari buruzko hausnarketa bultzatuko da, euren buruak zuzentzeko ohiturak har ditzaten. Hiztegi elebakarra erabiltzen jarraituko da.

#### **3A. Ikasketa Unitatea: IDATZIZKO TESTUEN ULERMEN ZEHATZA. (10 ordu)**

Unitate honen helburua da, zehaztasun maila altuagoko testu idatzietatik informazioa lortzea, eta maila profesionaleko testuak ulertzeari ekingo zaio.

Burutuko diren jardueren helburua aldizkari teknikoetako artikuluko sinpleak, eskuliburuak, katalogoak eta abar ulertzea izango da, horretarako, *skimming*, *scanning*, informazioa aurreikustea etab. bezalako teknikak erabiliz, hiztegi elebakarraren laguntzaz.

#### **3B. Ikasketa Unitatea: AHOZKO TESTUEN ULERMEN ZEHATZA. (5 ordu)**

Unitate honen helburua da, esparru profesionaleko ahozko testuetatik informazio zehatza jasotzea.

Burutuko diren jarduerak motak, berriz ere, telefono bidezko elkarrizketak, erantzungailuko mezuak edo mezuak orokorrean izango dira.

#### **3C. Ikasketa Unitatea: MAILA PROFESIONALEKO TESTUAK IDAZTEN HASTEAN. (10 ordu)**

Unitate honek maila profesionaleko testu motak idazten sakontzen du. Beraz, hiztegia teknikoagoa izango da.

Burutu beharreko jarduerak gutunak, oharak, abisuak, posta elektronikoak nahiz faxak idaztea izango dira.

#### **3D. Ikasketa Unitatea: AHOZKO ADIERAZPENA, PROFESIONAL MAILAKO EGOERATAN OINARRITUTA (5 ordu)**

Unitate honen bitartez, ikasleak eurei ezagun zaizkien komunikazio-egoeratan moldatzeko gai izango dira.

Burutu daitezkeen jardueren artean, honako hauek: lan-elkarrizketak, telefono bidezko elkarrizketak (adibidez, hitzordu bat hartzea) eta, oro har, mezuak.



### Ikasketa Unitateen eta ezagutza-adierazleen arteko elkarrekotasunak.

Adierazi berri ditugun IU bakoitzerako ariketak ezagutza-adierazleen arabera izango dira, eta horien arteko lotura beheko taulan adierazitakoa da:

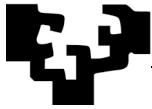
Ikasketa Unitateak	Izendapena	Ezagutza-adierazleak
IU 1A	Idatzizko testuetatik informazio orokorra lortzea	1.1; 1.5
IU 1B	Ahozko testuetatik informazio orokorra lortzea.	1.2, 1.5
IU 1C	Eguneroko bizitzan oinarritutako testu errazak idaztea	1.3; 1.5
IU 1D	Ahozko adierazpena, eguneroko bizitzako egoerekin lotua	1.4; 1.5
IU 2A	Idatzizko testuetatik informazio zehatza lortzea	2.1;2.5;2.6
IU 2B	Ahozko testuetatik informazio zehatza lortzea	2.2; 2.5; 2.6
IU 2C	Eredutan oinarritutako testu errazak idaztea	2.4; 2.6
IU 2D	Ahozko adierazpena eredu ezberdinen arabera	2.3;2.6
IU 3A	Idatzizko testuen ulermen zehatza	3.1; 3.6; 3.7
IU 3B	Ahozko testuen ulermen zehatza	3.2;3.6;3.7
IU 3C	Maila profesionaleko testuak idazten hastea	3.4; 3.5; 3.7
IU 3D	Ahozko adierazpena, profesional mailako egoeratan oinarrituta	3.3;3.7

### Metodologia.

Metodologiaren asmoa ez da gramatika egiturak zehatz-mehatz ezagutzea, baizik eta ezagutzen dituzten edo behar dituzten horiek aplikatzen jakitea. Beraz, eguneroko bizitzako nahiz bizitza profesionaleko egoera praktikoeekin lotutako jardueri egokituko zaie gramatika, egoera horiek sortu ahala; horrela, gramatika komunikatzeko balio duen tresna bihurtuko da.

Ezberdindu egingo dira **lagunarteko** hizkuntza (batez ere lehen unitateetan azaltzen da) eta esparru profesionalari dagozkien unitateetako hizkuntza **formala**.

Jardueren maila pixkanaka igoko da, unitate bakoitzeko edukiaren arabera, eta betiere ahozko eta idatzizko ulermen prozesuak landuz.



## • IKASKETARAKO BALIABIDEAK

Gai hauek prestatzen laguntzeko (prestaketa autodidakta nahiz zuzendua), baliabide eta euskarri didaktikoak erabiltzea ezinbestekoa da, eta liburuak, CDak eta kaseteak izaten dira horien artean erabilienak; dena den, ezin dira albo batera utzi ikus-entzunezko materialak eta material informatikoak. Internet, une hauetan, "benetako" materiala lortzeko iturri agortezina da. Bertan, katalogoak, aldizkariak, egunkariak, txartelak, gutunak, curriculumak etab. lor daitezke.

Behean zehazten diren testu-liburu eta euskarriak Batxilergokoak eta mundu profesionaleko liburu espezifikoak dira, eta ingelesaren irakaskuntzan daudenetatik adibide bat baino ez dira.

### Batxilergoa

- *Looking forward 1*. Macmillan Heineman.
- *Bonus 2*. Oxford University Press.
- *Pre-select*. Oxford University Press.

### Profesionalen mundua

- *Commercially Speaking*. Oxford University Press.
- *Meeting Objectives*. Oxford University Press. Liburua eta bideoa.

### Hiztegi elebakarra

- *Dictionary of English Language and Culture*. Longman.

### Hiztegi elebiduna

- *Oxford Study*. Oxford.

### Gramatika

- *Gramática Oxford*. Para estudiantes de inglés. Bachillerato. Pilar Cuder Domínguez con Raquel López. Oxford University Press 2005. (Gramatika-azalpenak gaztelaniaz datoz).
- *English Grammar and Vocabulary*. Intermediate. Language Practice with key. Michael Vince with Paul Emmerson. Macmillan 2003.

### WEBGUNEAK

-[www.maestroteca.com](http://www.maestroteca.com) (Interesgarria hainbat gramatika puntu berrikusteko)

[www.wordreference.com](http://www.wordreference.com) (Hiztegi elebiduna eta elebakarra)

<http://europass.cedefop.eu.int>. (curriculumak)

<http://esl.about.com/od/businessenglishwriting/> (gutun komertzialak)