

# PRUEBA COMÚN

## INGLÉS

Hay que elegir una de la Unión Europea (inglés, francés, alemán, italiano y portugués), aunque aquí se particularice únicamente para Inglés y Francés. El currículo y el modelo de prueba para las demás lenguas será similar y estará basado en la comprensión y expresión de la Lengua en distintas situaciones, tal como se ejemplifica para Inglés y Francés.

MÓDULO

EJERCICIOS

SOLUCIONARIO

PRUEBA

SOLUCIONARIO

PROGRAMACIÓN Y  
RECURSOS



Módulo

# LENGUA EXTRANJERA: INGLÉS

**Prueba de acceso a la universidad: mayores de 25 años**

**Duración orientativa: 90 horas**



## ÍNDICE

1. PRESENTACIÓN Y OBJETIVOS

2. CONTENIDOS

BLOQUE 1: LA LENGUA EN EL ÁMBITO COTIDIANO (30 horas)

Indicadores de conocimiento

BLOQUE 2: LA LENGUA EN EL ÁMBITO DE LA EXPERIENCIA (30 horas)

Indicadores de conocimiento

BLOQUE 3: LA LENGUA EN EL ÁMBITO PROFESIONAL (30 horas)

Indicadores de conocimiento



## 1. PRESENTACIÓN Y OBJETIVOS

La parte general de la prueba de acceso para mayores de 25 años a la Universidad está compuesta por tres módulos básicos relativos al conocimiento y manejo de las herramientas comunicativas a nivel instrumental.

La parte del conocimiento relativa a la Lengua extranjera se refiere a cualquiera de las lenguas no oficiales de esta Comunidad Autónoma y en este caso concreto se materializa en el “*Inglés o Francés*”, pero como medio de comunicación participa en una serie de objetivos comunes a otros ámbitos del saber (las matemáticas y las lenguas propias) donde la comprensión y la expresión no solamente son medio sino fin para el logro de las siguientes capacidades:

- ❑ Dominar las habilidades básicas derivadas del conocimiento de la lengua extranjera para progresar en la adquisición de conocimientos que posibilitan un mayor nivel resolutivo en las actividades socio-laborales que la persona desarrolle en relación con dicho ámbito del saber, logrando como consecuencia un incremento en sus competencias y cualificación profesional.
- ❑ Comprender los elementos y procedimientos fundamentales de la interpretación y expresión lingüística y verbal en lengua extranjera, así como las estrategias operativas descritas en el desarrollo del módulo.
- ❑ Conocer y valorar, aportando a su nivel opiniones, la contribución de los lenguajes extranjeros como motor de progreso y, en definitiva, como elemento básico de cambio y mejora de las condiciones de vida, desarrollando una cierta sensibilidad y actitud de respeto hacia las formas de expresión ajenas.

Los participantes en el aprendizaje de una Lengua Extranjera deben comprender los fundamentos de su uso en el marco socio-cultural del pueblo que la habla, de manera que les posibilite mejorar su comprensión y producción comunicativa y así poder ampliar conocimientos o desarrollar su propio aprendizaje en el campo profesional.

Por tanto, se deduce que, los temas directamente relacionados con la Lengua extranjera son los referidos a:

- **Comprensión de textos de contenido básico que les permitan acceder a textos más específicos relacionados con los diversos campos profesionales.**
- **Producción de textos que permitan transmitir mensajes básicos coherentes y con un cierto grado de formalidad**
- **Dominio básico de estructuras de la Lengua: utilización de aquellas más elementales y reconocimiento de las más complejas con apoyo de actividades de reflexión sobre la lengua. Ello exige un conocimiento básico de los códigos de conducta social del país.**

(Estos tres aspectos se tratarán en cada bloque de contenidos a distinto nivel, progresando de una manera gradual en función de la complejidad de la lengua).

Los hábitos metodológicos propios del aprendizaje de una lengua como herramienta de comunicación e información, deberán basarse en situaciones de uso de la lengua similares a las del ámbito profesional. Del mismo modo deberán introducirse como material de trabajo, textos auténticos de diversas fuentes y soportes, que sitúen a los participantes ante tareas directamente relacionadas con contenidos técnicos o profesionales.

Por lo tanto, se debe desarrollar el módulo utilizando una metodología que combine de forma adecuada contenidos sobre todo procedimentales apoyados en los contenidos conceptuales, sin olvidar la finalidad comunicativa y el perfil de los destinatarios a los que se dirige la formación.



Para cualquier proceso formativo que contemple la oferta de este módulo, su necesaria programación debe basarse en la impartición de los "contenidos" que posteriormente se relacionan, con el nivel y extensión que describen los "Indicadores de conocimiento". Estos últimos no dejan de ser criterios de evaluación que expresados como las cuestiones y ejercicios-tipo más representativos de cada bloque de contenidos, aspiran a transmitir lo más sustancial y crítico que las personas deben saber o saber hacer.

## 2. CONTENIDOS

### BLOQUE 1: LA LENGUA EN EL ÁMBITO COTIDIANO (30 horas)

#### • Habilidades comunicativas:

- Comprensión:
  - ◆ Obtención de información global de textos escritos de diversas fuentes a nivel básico: cartas, instrucciones de funcionamiento, folletos de divulgación...
  - ◆ Obtención de información global de textos orales de diversas fuentes a nivel básico: interacciones de aula (consignas del profesor, conversaciones...), canciones, anuncios...
- Producción:
  - ◆ Elaboración de textos escritos sencillos basados en modelos y relacionados con la vida cotidiana (descripciones de sí mismos y de su entorno inmediato).
  - ◆ Producción oral en relación a situaciones de la vida cotidiana (descripciones de sí mismos de sus intereses, de su entorno...).

#### • Aspectos de la lengua:

- Revisión de funciones de lenguaje y aspectos estructurales básicos utilizando:
  - ◆ formas verbales del presente.
  - ◆ elementos gramaticales básicos.
  - ◆ vocabulario referente al entorno inmediato.

#### **INDICADORES DE CONOCIMIENTO:**

- 1.1. *Obtener información global de textos escritos sencillos de diverso tipo y fuente: utilizar técnicas para obtener información global; predecir información en diferentes tipos de texto.*
- 1.2. *Obtener información global de textos orales de diversas fuentes.*
- 1.3. *Redactar descripciones de sí mismos y de su entorno inmediato.*
- 1.4. *Pedir y dar información oral sobre sí mismos y su entorno.*
- 1.5. *Utilizar de manera autónoma las estructuras básicas de la lengua.*

### BLOQUE 2: LA LENGUA EN EL ÁMBITO DE LA EXPERIENCIA (30 horas)

#### • Habilidades comunicativas:

- Comprensión:
  - ◆ Obtención de información específica de textos escritos relacionados con intereses personales (experiencias, historias personales...) y de temática variada (biografías, reportajes...), de temas profesionales, de divulgación y de fuente diversa: prensa, Internet, publicaciones.
  - ◆ Obtención de información específica de textos orales con fuerte apoyo visual (noticias, videoclips, anuncios...).



- ◆ Utilización sistemática del diccionario bilingüe. Introducción al manejo del diccionario monolingüe.
- Producción:
  - ◆ Elaboración de textos sencillos con la corrección sintáctica necesaria, basados en modelos, atendiendo a una ordenación lógica de frases y párrafos y utilizando elementos de enlace adecuados que aporten coherencia. (narraciones, biografías, noticias...).
  - ◆ Producción oral en base a diferentes modelos que permitan desenvolverse en situaciones comunicativas reconocibles (narración, teléfono, mensajes...).
- **Aspectos de la lengua:**
  - Revisión de funciones de lenguaje y estructuras fundamentales especialmente las relativas a la oración y a las formas de pasado.
  - Desarrollo de estrategias de ampliación de vocabulario relacionado con los temas tratados: experiencias, noticias, intereses...

#### **INDICADORES DE CONOCIMIENTO:**

- 2.1. *Obtener informaciones específicas de textos escritos concretos de diverso tipo y fuente: utilizar técnicas para obtener información específica (scanning).*
- 2.2. *Obtener información específica de textos orales con fuerte apoyo visual.*
- 2.3. *Participar en conversaciones, llamadas de teléfono y mensajes.*
- 2.4. *Redactar una experiencia ocurrida en el pasado según modelo. (narración, biografía, noticia)*
- 2.5. *Utilizar técnicas de consulta del diccionario monolingüe.*
- 2.6. *Utilizar de forma autónoma estructuras básicas de la lengua.*

### **BLOQUE 3: LA LENGUA EN EL ÁMBITO PROFESIONAL (30 horas)**

- **Habilidades comunicativas:**
  - Comprensión:
    - ◆ Comprensión específica de textos escritos con mayor nivel de concreción de la información iniciándose en la comprensión de textos de tipo profesional.: revistas técnicas, manuales, catálogos...
    - ◆ Comprensión específica de textos orales.
    - ◆ Manejo autónomo del diccionario monolingüe.
  - Producción:
    - ◆ Realización de textos escritos iniciándose en la producción de textos de tipo profesional: redacción de cartas tanto informales como formales, e-mails, faxes...
    - ◆ Producción oral en base a modelos que permitan desenvolverse en situaciones comunicativas reconocibles: entrevistas de trabajo, conversaciones por teléfono, mensajes en contestadores, mensajes en general...
- **Aspectos de la lengua:**
  - Consolidación de diferentes funciones de lenguaje y estructuras relativas a la oración, tiempos verbales, subordinación.
  - Desarrollo de hábitos de reflexión sobre la lengua especialmente encaminados a la ampliación de vocabulario relativo a campos profesionales.
  - Utilización de la reflexión de la lengua para desarrollar hábitos de auto corrección.



**INDICADORES DE CONOCIMIENTO:**

- 3.1. *Obtener información global y específica de textos escritos concretos de diverso tipo, fuente o complejidad.*
- 3.2. *Obtener información global y específica de textos orales de diversas fuentes.*
- 3.3. *Participar en conversaciones, llamadas de teléfono y dar mensajes.*
- 3.4. *Redactar textos y mensajes según modelo o formato. (nota, aviso, e-mail, fax...).*
- 3.5. *Redactar una carta tanto informal como formal atendiendo a criterios de coherencia.*
- 3.6. *Utilizar técnicas de consulta del diccionario monolingüe.*
- 3.7. *Utilizar de forma autónoma las estructuras básicas de la lengua.*



## EJEMPLOS DE EJERCICIOS CORRESPONDIENTES A LOS INDICADORES DE CONOCIMIENTO DE LOS BLOQUES DE CONTENIDOS

BLOQUE	INDICADORES DE CONOCIMIENTO	EJERCICIOS
1	1.1. Obtener información global de textos escritos sencillos de diverso tipo y fuente: utilizar técnicas de skimming para obtener información global; predecir información en diferentes tipos de texto.	1
	1.2. Obtener información global de textos orales de diversas fuentes: listening comprensión.	2
	1.3. Redactar descripciones de sí mismos y de su entorno inmediato.	3
	1.4. Pedir y dar información oral sobre sí mismos y su entorno.	4
	1.5. Utilizar de manera autónoma las estructuras básicas de la lengua.	Todos
2	2.1. Obtener informaciones específicas de textos escritos concretos de diverso tipo y fuente: utilizar técnicas de scanning para obtener información específica.	5
	2.2. Obtener información específica de textos orales con fuerte apoyo visual.	6
	2.3. Participar en conversaciones, llamadas de teléfono y mensajes.	7
	2.4. Redactar una experiencia ocurrida en el pasado según modelo. (narración, biografía, noticia).	8
	2.5. Utilizar técnicas de consulta del diccionario monolingüe.	10
	2.6. Utilizar de forma autónoma las estructuras básicas de la lengua.	Todos
3	3.1. Obtener información global y específica de textos escritos concretos de diverso tipo, fuente o complejidad.	11
	3.2. Obtener información global y específica de textos orales de diversas fuentes.	2
	3.3. Participar en conversaciones, llamadas de teléfono y dar mensajes.	7
	3.4. Redactar textos y mensajes según modelo o formato. (nota, aviso, e-mail, fax...).	12
	3.5. Redactar una carta tanto informal como formal atendiendo a criterios de coherencia.	9
	3.6. Utilizar técnicas de consulta del diccionario monolingüe.	10
	3.7. Utilizar de forma autónoma las estructuras básicas de la lengua.	Todos





1. Obtener información global de textos escritos de diverso tipo y fuente: utilizar técnicas de skimming para obtener información global; predecir información en diferentes tipos de texto.

<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>

(Este ejercicio aparece en el libro de texto "Looking forward 1" de Macmillan Heinemann pag. 5)



## 2. Obtener información global y específica de textos orales de diversas fuentes

### 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	10.30
on	Thursday

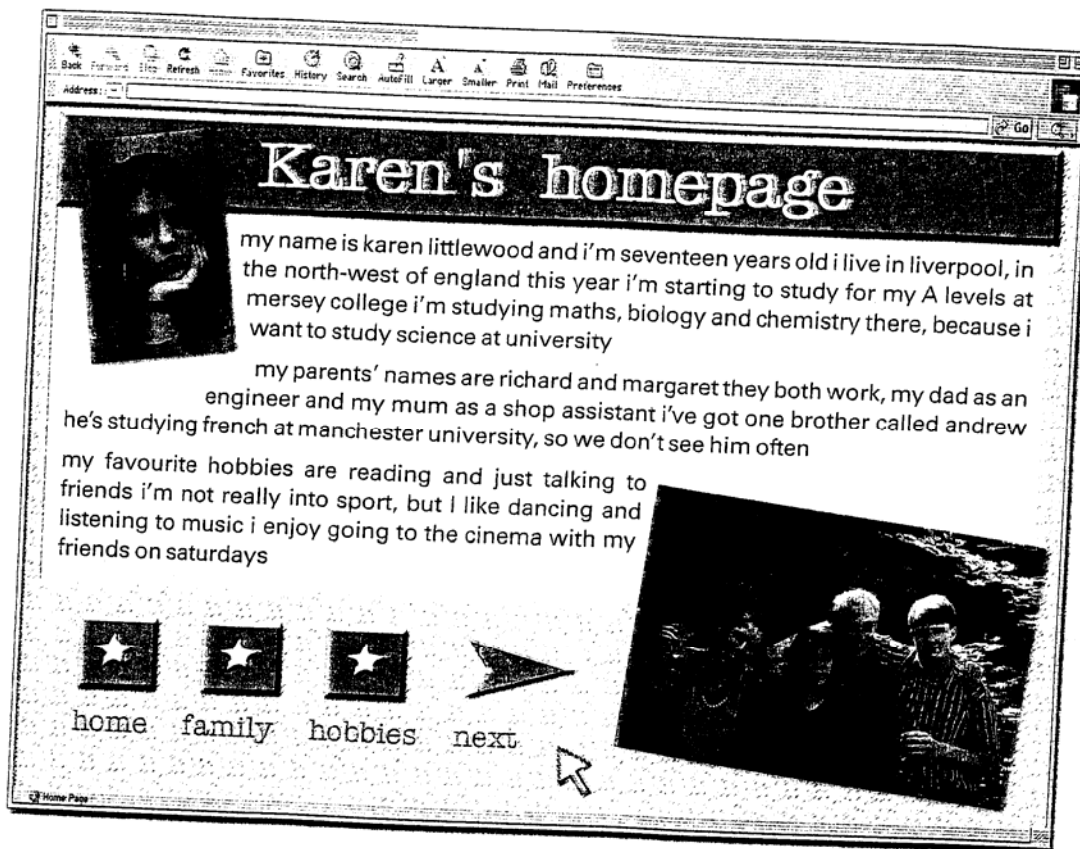
(Este ejercicio aparece en el libro de texto "Commercially speaking" de Oxford: workbook página 33)



### 3. Redactar descripciones de sí mismos y de su entorno inmediato

Writing

A description of a person



<p>1 <b>Read the description from Karen Littlewood's homepage. Find out this information.</b></p> <p>a. age                      c. brothers or sisters b. hobbies                d. name of college</p> <p>2. <b>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?</b></p> <p>3. <b>Look at the description again and decide where to put capital letters.</b></p> <p><b>Turn to page 99 and check your answers.</b></p>	<p>4. <b>Writing strategy</b> <b>Capital letters and full stops</b> 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.</p> <p><b>Put it into practice!</b> Write a description of yourself like the one on this page. Remember to use full stops and capital letters carefully. Follow this plan.</p> <p>Paragraph 1: name, where you live, where and what you're studying. Paragraph 2: parents, brothers and sisters. Paragraph 3: hobbies and interests.</p>
---	--

(Este ejercicio aparece en el libro de texto "Looking Forward 1" de Macmillan Heinemann página 9)



**4. Pedir y dar información oral sobre sí mismos y su entorno.**

**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. Obtener informaciones específicas de textos escritos concretos de diverso tipo o fuente; utilizar técnicas de scanning para obtener información específica.**

**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?

(Este ejercicio aparece en el libro de texto "Looking forward 1" de Macmillan Heinemann página 25 y 94)



## 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. Obtener información específica de textos orales con fuerte apoyo visual.**

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.

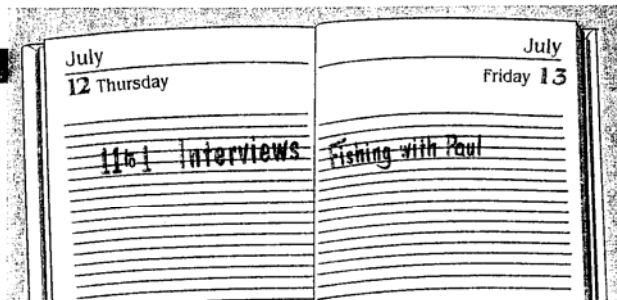
**SECTION 2**

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>	Squidgy	<i>You can come to my place tonight.</i>
	<i>I'll -----</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>
Jack	<i>Squidgy!</i>		<i>-----?</i>
Squidgy	<i>I just wanted to tell you, last night was</i>	Jack	<i>Mmmm.</i>
	<i>wonderful. ----- to ask</i>	Squidgy	<i>-----</i>
	<i>----- tonight?</i>		<i>-----</i>
			<i>Come early, tiger!</i>

(Este ejercicio aparece en el libro y video "Meeting objectives" de Oxford University Press, página 14)

## 7. Participar en conversaciones, llamadas de teléfono y mensajes.

### 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.

(Este ejercicio aparece en "Commercially Speaking" de Oxford., página 95)



8. Redactar una experiencia ocurrida en el pasado según modelo (narración, biografía noticia...)

**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

(Este ejercicio aparece en el libro de texto "Looking forward 1" de Macmillan Heinemann página 15)





9. Redactar una carta tanto informal como formal atendiendo a criterios de coherencia.

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.

(Este ejercicio aparece en el libro " Bonus" de Oxford)





10. Utilizar técnicas de consulta de diccionario tanto bilingüe como monolingüe.

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>/ˈɪnvoɪs/ 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>/ˈɪnvoɪs/ <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>/prəʊˌfɔ:məˈɪnvoɪs/ 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*?

(Estos ejercicios aparecen en el workbook del libro de texto Pre-select de Oxford página 33 y en Commercially speaking de Oxford página 31)



11. Obtener información global y específica de textos escritos concretos de diverso tipo, fuente o complejidad.

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?**

**12. Redactar textos y mensajes según modelo o formato (nota aviso, e-mail)**

**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:

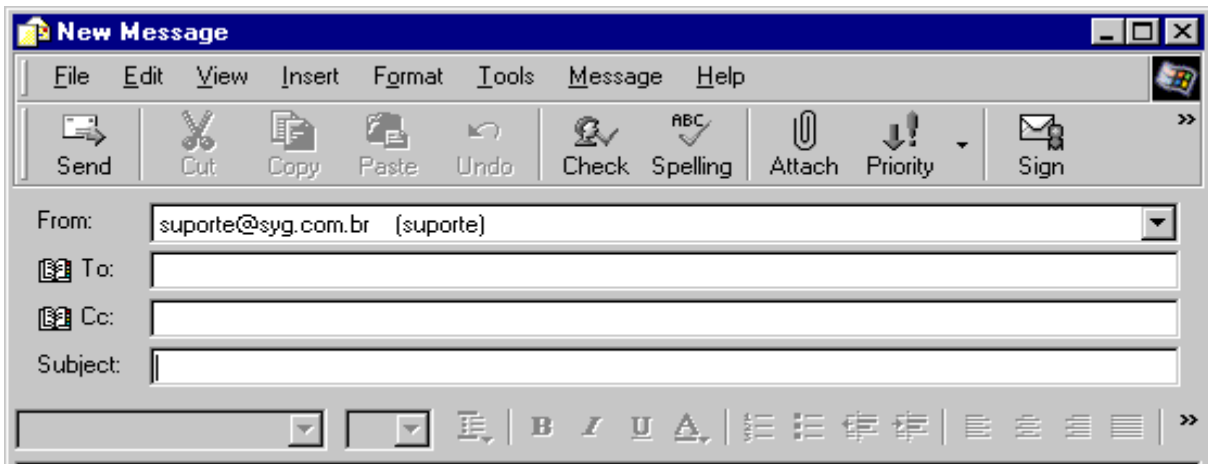
I am writing to.....

I saw your advertisement in .....

Could you send me.....

Looking forward to.....

**Write the e-mail:**





## SOLUCIONARIO DE LOS EJEMPLOS DE EJERCICIOS CORRESPONDIENTES A LOS INDICADORES DE CONOCIMIENTO DE LOS BLOQUES DE CONTENIDOS

1. Obtener información global de textos escritos de diverso tipo y fuente: utilizar técnicas de skimming para obtener información global; predecir información en diferentes tipos de texto.

### Reading strategy

#### Reading quickly for general information

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 *skimming* a text.

#### Put it into practice!

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?

Not just for the boys

Spectacular wedding?

Hey DJ SPORTY SCHOOLS

TOO YOUNG? WHO SAYS?!

- 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!
- 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!
- 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!

Page 94





**Reading strategy**  
**Making predictions from titles and what you know**

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.

**Put it into practice!**

Work in pairs. Look at these titles of magazine articles and predict what you think the articles are about.

- a **Pocket money doesn't buy happiness**
- b **From big city to beach**
- c **Free 'surfing' in the UK**

Turn to page 94. Read the summaries and check your ideas.

- 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.
- 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.
- 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.

Page 94

**Respuesta:**

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.

(Este ejercicio aparece en el libro de texto "Looking forward 1" de Macmillan Heinemann pag 5)

**2. Obtener información global y específica de textos orales de diversas fuentes**

**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

**Respuesta:**

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.

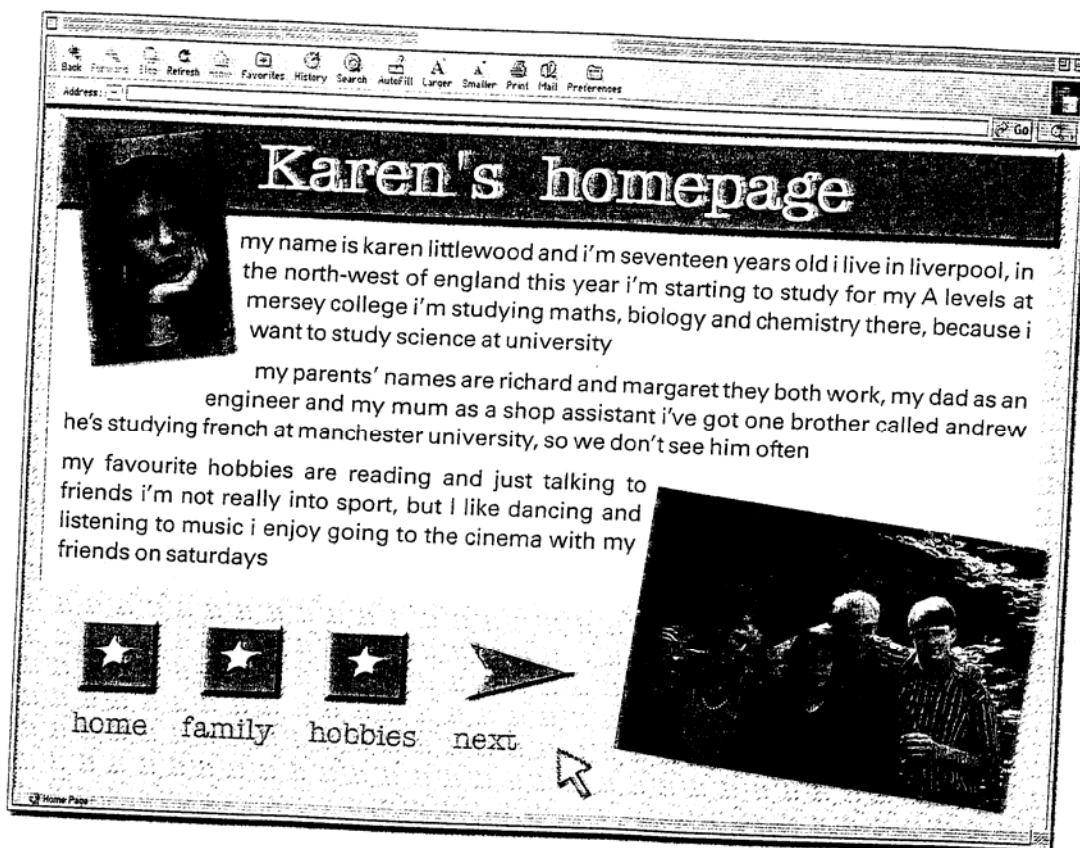
(Este ejercicio aparece en el libro de texto "Commercially speaking" de Oxford: workbook página 33)



### 3. Redactar descripciones de sí mismos y de su entorno inmediato

Writing

A description of a person



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

- a. age
- b. hobbies
- c. brothers or sisters
- 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.





**Respuesta:**

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.

Tienen que redactor un texto siguiendo este formato y con sus datos personales

(Este ejercicio aparece en el libro de texto " Looking Forward 1 " de Macmillan Heinemann página 9)

**4. Pedir y dar información oral sobre sí mismos y su entorno.**

**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.

**Respuesta:**

(Con las siguientes preguntas y otras que puedan ellos inventar tienen que entrevistar a otros participantes del grupo y hablar de las cosas relevantes que descubran)

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. Obtener informaciones específicas de textos escritos concretos de diverso tipo o fuente; utilizar técnicas de scanning para obtener información específica.

### 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.

- What is the shop's website address?
- How much does the CD radio cassette recorder cost?
- How many different colours are there?
- How many batteries does it need?
- How long is the guarantee valid for?
- Can you use headphones with it?
- 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



Respuesta:

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

(Este ejercicio aparece en el libro de texto "Looking forward 1" de Macmillan Heinemann página 25 y 94)

6. Obtener información específica de textos orales con fuerte apoyo visual.

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.

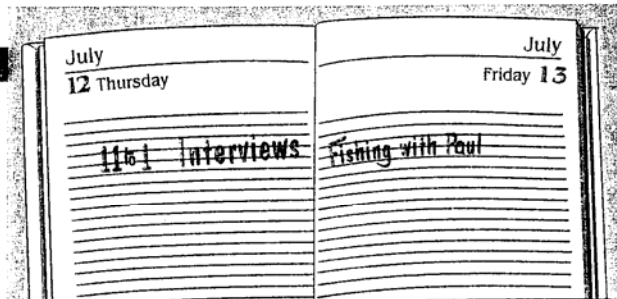
**SECTION 2**

THE SECOND CALL

from: the phone ringing - Jack *Leave it*  
to: Jack *Slut up! Disconnect the phone.*

5

Watch section two and complete Jim Ross's diary.



6

Put this conversation in order.

Number the boxes.

- |   |  |
|---|--|
| <input type="checkbox"/> I mean he's finishing the weekly accounts.                                       | <input type="checkbox"/> That would be fine.                       |
| <input type="checkbox"/> Good. So that's Fiona Walters on Thursday the 12th at 2 p.m., then.              | <input type="checkbox"/> How about Friday morning, eleven o'clock? |
| <input type="checkbox"/> He's interviewing from eleven to one. Can you manage the afternoon? Two o'clock? | <input type="checkbox"/> Fishing?                                  |
| <input type="checkbox"/> I'm afraid he's fishing then.  | <input type="checkbox"/> Mmm. What about Thursday morning?         |
| <input checked="" type="checkbox"/> 1 When would be convenient?   |  |



**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'll -----</i>	Squidgy	<i>You can come to my place tonight. 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>
Jack	<i>Squidgy!</i>	Jack	<i>Mmmm.</i>
Squidgy	<i>I just wanted to tell you, last night was wonderful. ----- to ask ----- tonight?</i>	Squidgy	<i>----- ----- Come early, tiger!</i>

**Respuesta:**

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? <b>Hold on.</b> I'll <b>put you through</b>
Jack	Simon Carpenter.
Squidgy	Simon? <b>It's Squidgy.</b>
Jack	Squidgy!
Squidgy	I just wanted to tell you, last night was wonderful. <b>I am phoning</b> to ask... <b>are you free tonight?</b>
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... <b>got that?</b>
Jack	Mmm.
Squidgy.	<b>I'm looking forward to seeing you.</b> Come early, tiger!

(Este ejercicio aparece en el libro y video "Meeting objectives" de Oxford University Press, página 14)



## 7. Participar en conversaciones, llamadas de teléfono y mensajes.

### 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.

**Respuesta:**

### 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.

Esta conversación sólo es un ejemplo, puede hacerse de muchas otras maneras y usando diferentes estructuras

(Este ejercicio aparece en "Commercially Speaking" de Oxford., página 95)



8. Redactar una experiencia ocurrida en el pasado según modelo (narración, biografía noticia...)

**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

**Respuesta:**

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. Tienen que redactar un viaje siguiendo el modelo dado y usando enlaces y expresiones de tiempo

(Este ejercicio aparece en el libro de texto " Looking forward 1" de Macmillan Heinemann página 15)

**9. Redactar una carta tanto informal como formal atendiendo a criterios de coherencia.**

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.



**Respuesta:**

Tienen que redactar una carta formal en tres párrafos siguiendo las consignas del encabezamiento  
(Este ejercicio aparece en el libro " Bonus" de Oxford)

**10. Utilizar técnicas de consulta de diccionario tanto bilingüe como monolingüe.**

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>/ˈɪnvoɪs/ 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>/ˈɪnvoɪs/ <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>/prəʊˌfɔ:məˈɪnvoɪs/ pl <b>proforma invoices</b> ▶ <b>enclose, send a 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*?





**Respuesta:**

- Draw lines from the labels to the dictionary features.

① pronunciation    ② part of speech    ③ irregular form

**city** /ˈsɪti/ 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. a proforma invoice is an invoice that is sent in advance of goods supplied.
  - b. Invoice: 'invɔɪs/    proforma:/prəʊ:mə
  - c. Invoice can be both a noun and a verb.
  - d. 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.
  - e. invoices
  - f. pay, receive, send (out)
  - g. someone for something; someone on a certain date

(Estos ejercicios aparecen en el workbook del libro de texto Pre-select de Oxford página 33 y en Commercially speaking de Oxford página 31)



11. Obtener información global y específica de textos escritos concretos de diverso tipo, fuente o complejidad.

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.

**Respuesta:**

- 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		

**Respuesta:**

- 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.

**Respuesta:**

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?

**Respuesta:**

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.....

**12. Redactar textos y mensajes según modelo o formato (nota aviso, e-mail)**

**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.....

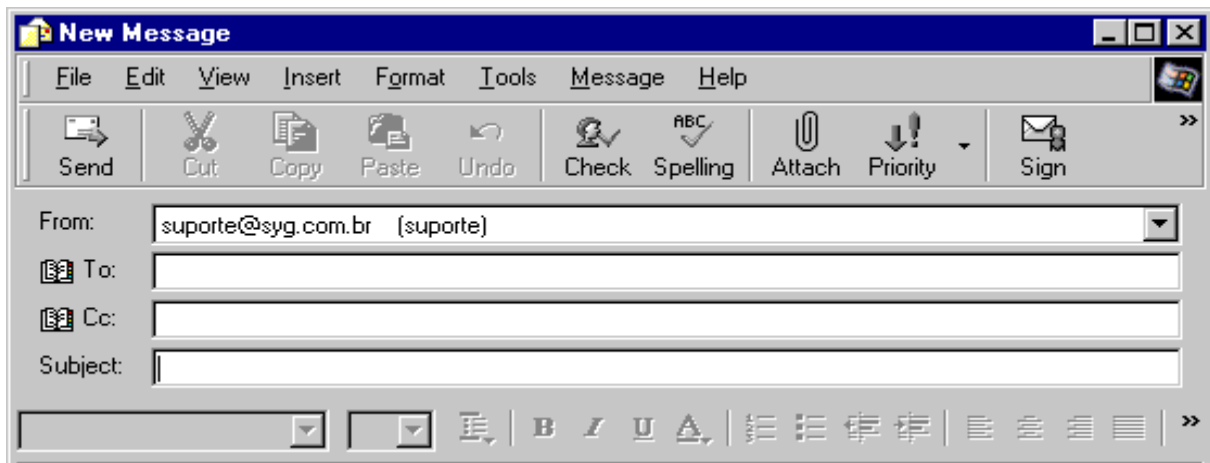
I saw your advertisement in .....

Could you send me.....

Looking forward to.....



Write the e-mail:



**Respuesta:**

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.

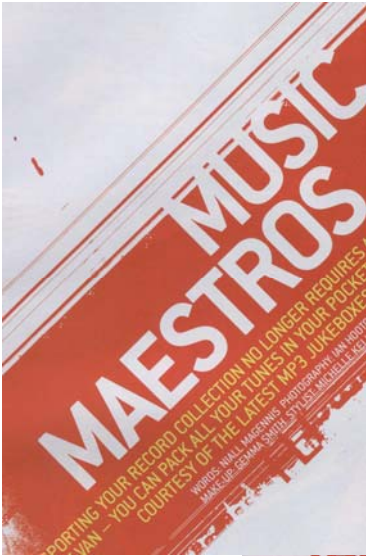
25 May 20\_





# EJEMPLO DE PRUEBA

## 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:

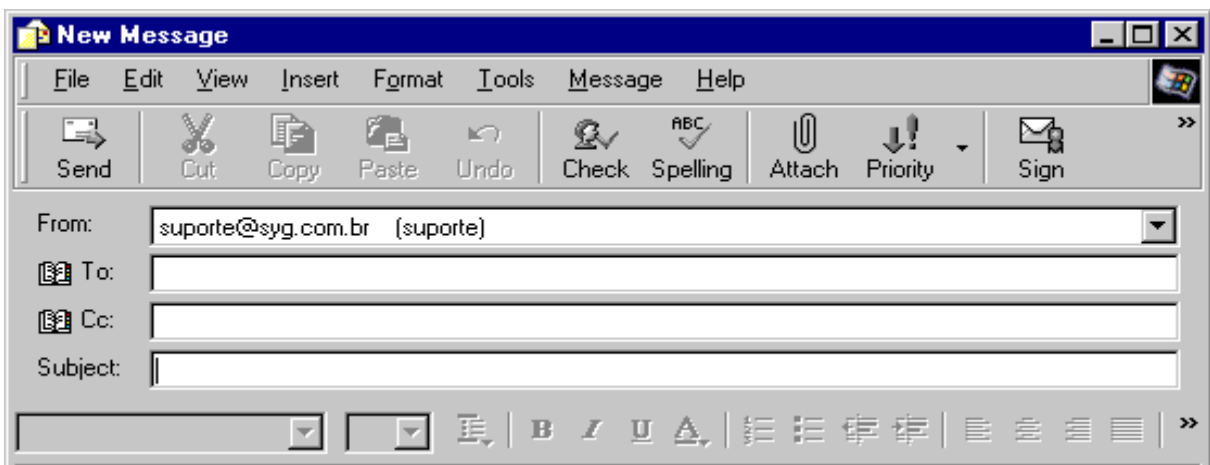
I am writing to.....

I saw your advertisement in .....

Could you send me.....

Looking forward to.....

**Write the e-mail:**

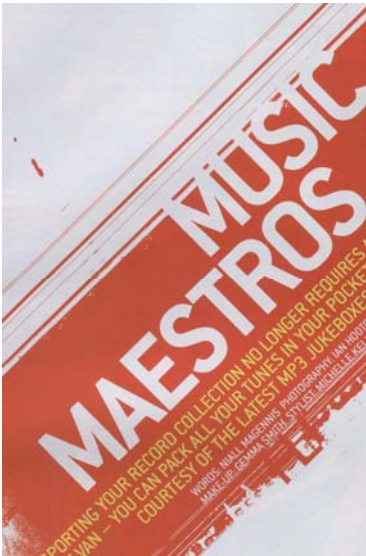






## SOLUCIONARIO DEL EJEMPLO DE PRUEBA

### 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.

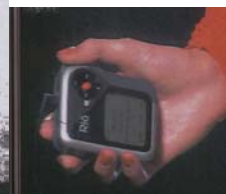
**THE BAD:** Rio has gone for a different design to Apple's – instead of a tall, thin player, you get a shorter, squarer, fat one. Unfortunately, tall and thin is just plain better.

**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.

**Respuesta:**

- 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		

**Respuesta:**

- 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)

**Respuesta:**

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)

**Respuesta:**

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.....

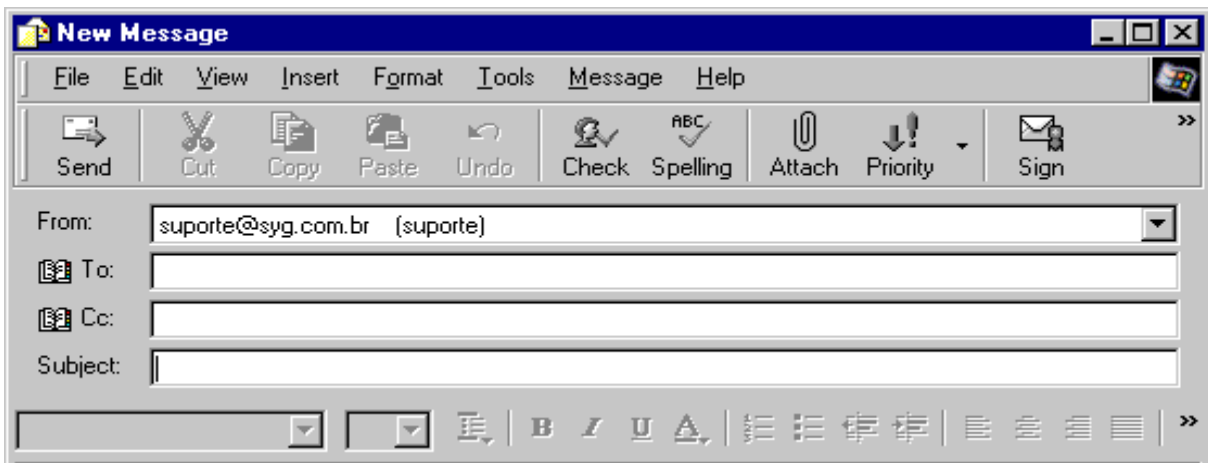
I saw your advertisement in .....

Could you send me.....

Looking forward to.....



Write the e-mail:



**Respuesta:**

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\_



**CORRESPONDENCIA ENTRE LAS PREGUNTAS DE LA PRUEBA Y LOS INDICADORES DE CONOCIMIENTO**

<b>Pregunta</b>	<b>Indicador de conocimiento</b>
1	3.1
2	3.1 y 3.7
3	3.1 y 3.7
4	3.1 y 3.7
5	3.4 y 3.7



## PROGRAMACIÓN Y RECURSOS PARA EL APRENDIZAJE

### • PROGRAMACIÓN

Esta asignatura consta de tres bloques de contenidos que recogen en cada uno las cuatro habilidades básicas del idioma: obtención de información escrita, obtención de información oral, producción de información escrita y producción de información oral.

El primer bloque se refiere fundamentalmente al **ámbito cotidiano**, el segundo bloque está dedicado al **ámbito de la experiencia** y por último, el tercero profundiza en el **ámbito profesional**. Estas cuatro habilidades mencionadas se tratan en cada bloque de contenido a distinto nivel, progresando de una manera gradual en función de cada situación de comunicación y de la complejidad de la lengua. Los diferentes aspectos de la lengua van en consonancia y se adaptan a cada unidad de aprendizaje según la habilidad que se trabaje y el nivel del alumnado.

La asignatura está estructurada en 12 unidades de aprendizaje (UA) que se detallan brevemente a continuación. En cada una de ellas tanto las funciones de lenguaje como las formas gramaticales se tendrán que adaptar a los contenidos. En cuanto a la distribución de horas se ha dedicado un mayor número a las unidades de aprendizaje que se refieren a la lengua escrita, simplemente porque luego la prueba de acceso se realiza por escrito. Ello no quiere decir que no se haga hincapié desde el principio en usar la lengua oral lo más posible porque las dos nos parecen fundamentales.

La temporalización es orientativa y debe permanecer siempre abierta a las necesidades del aula. El orden queda asimismo a criterio del profesor. En algunos casos puede ser conveniente empezar por la expresión oral (como puede ser el caso de las primeras unidades que puede dar lugar primero a presentaciones y peticiones de información).

Bloques de contenido	Unidades de Aprendizaje	Denominación	Tiempo estimado
1. La lengua en el ámbito cotidiano	U.A. 1A	Obtención de información global de textos escritos	10 horas
	U.A. 1B	Obtención de información global de textos orales	5 horas
	U.A. 1C	Elaboración de textos escritos sencillos basados en la vida cotidiana	10 horas
	U.A. 1D	Producción oral relativa a situaciones de la vida cotidiana	5 horas
2. La lengua en el ámbito de la experiencia	U.A. 2A	Obtención de información específica de textos escritos.	10 horas
	U.A. 2B	Obtención de información específica de textos orales.	5 horas
	U.A. 2C	Elaboración de textos escritos basados en modelos	10 horas
	U.A. 2D	Producción oral en base a distintos modelos	5 horas
3. La lengua en el ámbito profesional	U.A. 3A	Comprensión específica de textos escritos	10 horas
	U.A. 3B	Comprensión específica de textos orales	5 horas
	U.A. 3C	Realización de textos escritos iniciándose en textos de tipo profesional	10 horas
	U.A. 3D	Producción oral en base a situaciones de tipo profesional	5 horas



## **BLOQUE 1: LA LENGUA EN EL ÁMBITO COTIDIANO**

Este bloque comprende las cuatro primeras unidades de aprendizaje en las cuales las funciones del lenguaje y las formas gramaticales son básicas y fundamentalmente relativas al **presente**.

### **Unidad de Aprendizaje 1A: OBTENCIÓN DE INFORMACIÓN GLOBAL DE TEXTOS ESCRITOS. (10 horas)**

Esta unidad es básica para comenzar a manejar textos escritos a nivel elemental y, fundamentalmente, para obtener información global de distintas fuentes.

Las actividades más representativas serán las de aprender a utilizar técnicas tales como comprensión general del texto (*skimming*) o predicción de información, en textos básicos como presentaciones, cartas, instrucciones de funcionamiento de aparatos, folletos de divulgación...

### **Unidad de aprendizaje 1B: OBTENCIÓN DE INFORMACIÓN GLOBAL DE TEXTOS ORALES (5 horas)**

Esta unidad trata de introducir la comprensión oral a un nivel muy elemental.

Las actividades que se trabajarán serán fundamentalmente la comprensión de consignas del profesor y presentaciones dentro del aula, y se introducirá, si es posible, algún anuncio o canción.

### **Unidad de aprendizaje 1C: ELABORACIÓN DE TEXTOS ESCRITOS SENCILLOS BASADOS EN LA VIDA COTIDIANA (10 horas)**

Lo más relevante de esta unidad de aprendizaje es conseguir que los estudiantes sean capaces de escribir textos sencillos que tengan relación con su perfil y su entorno para después expresarlos oralmente.

Las actividades en esta unidad serán descripciones de ellos mismos y su entorno, teniendo siempre en cuenta el aspecto de la lengua y el vocabulario relativo a lo que conocen de su ámbito.

### **Unidad de aprendizaje 1D: PRODUCCIÓN ORAL RELATIVA A SITUACIONES DE LA VIDA COTIDIANA. (5 horas)**

Lo más relevante de esta unidad es que sepan producir oralmente situaciones de la vida cotidiana, que tengan la habilidad de pedir y dar información sobre ellos y su entorno.

Las actividades más significativas serán presentaciones de sí mismos, de su familia y amigos. En las actividades orales se tendrán en cuenta los aspectos funcionales y estructurales necesarios, vocabulario relativo al entorno inmediato así como la pronunciación.



## **BLOQUE 2: LA LENGUA EN EL ÁMBITO DE LA EXPERIENCIA**

Este bloque comprende las cuatro siguientes unidades de aprendizaje en las cuales las funciones del lenguaje y las formas gramaticales son las relativas al **pasado**.

### **Unidad de aprendizaje 2A: OBTENCIÓN DE INFORMACIÓN ESPECÍFICA DE TEXTOS ESCRITOS (10 horas)**

Lo más significativo de esta unidad de aprendizaje es que sepan obtener información específica de textos escritos sobre su experiencia personal y sobre distintos temas tales como biografías o reportajes. Además los alumnos deberán habituarse a la consulta del diccionario **monolingüe**.

Las actividades más representativas serán ejercicios de comprensión utilizando técnicas de lectura rápida para la obtención de información específica (scanning), preguntas del tipo verdadero-falso, etc., de temática variada y de fuente diversa como prensa, publicaciones o internet.

### **Unidad de aprendizaje 2B: OBTENCIÓN DE INFORMACIÓN ESPECÍFICA DE TEXTOS ORALES (5 horas)**

Esta unidad hace hincapié en el apoyo visual para que sean capaces de obtener información específica de noticias, anuncios etc.

Las actividades irán en consonancia con el apoyo visual (videoclips, carteles, etc.).

### **Unidad de aprendizaje 2C: ELABORACIÓN DE TEXTOS ESCRITOS BASADOS EN MODELOS. (10 horas)**

Lo más significativo de esta unidad es que aprendan a redactar textos sencillos siguiendo un modelo y atendiendo a una coherencia y orden lógico de frases y párrafos.

Las actividades podrán ser narraciones de vacaciones, viajes, experiencias personales, biografías, u otros temas.

### **Unidad de aprendizaje 2D: PRODUCCIÓN ORAL EN BASE A DISTINTOS MODELOS (5 horas)**

Lo relevante en esta unidad es que sean capaces de desenvolverse en situaciones de comunicación que tengan relación con su ámbito de experiencia.

Las actividades más representativas serán narraciones, conversaciones telefónicas, mensajes, etc.





### **BLOQUE 3: LA LENGUA EN EL ÁMBITO PROFESIONAL.**

Este bloque comprende las cuatro últimas unidades de aprendizaje en las cuales se profundizará en funciones de lenguaje y formas gramaticales más complejas como subordinación, elementos de enlace, etc. Asimismo se les hará reflexionar sobre la lengua para que desarrollen hábitos de auto corrección. Se seguirá utilizando el diccionario monolingüe.

#### **Unidad de aprendizaje 3A: COMPRENSIÓN ESPECÍFICA DE TEXTOS ESCRITOS. (10 horas)**

En esta unidad se trata de obtener información específica de textos escritos con un nivel mayor de concreción, iniciándose en la comprensión de textos de tipo profesional.

Las actividades más relevantes irán encaminadas a la comprensión de artículos simples de revistas técnicas, manuales, catálogos etc., utilizando técnicas de *skimming*, *scanning*, predicción de información, etc., con ayuda del diccionario monolingüe.

#### **Unidad de aprendizaje 3B: COMPRENSIÓN ESPECÍFICA DE TEXTOS ORALES. (5 horas)**

Esta unidad se refiere a la obtención de información concreta de textos orales relativos al ámbito profesional.

El tipo de actividades que deban realizarse son, de nuevo, conversaciones telefónicas, mensajes en contestador, o mensajes en general.

#### **Unidad de aprendizaje 3C: REALIZACIÓN DE TEXTOS ESCRITOS INICIÁNDOSE EN TEXTOS DE TIPO PROFESIONAL. (10 horas)**

Esta unidad profundiza en la redacción de textos de tipo profesional. Por lo tanto el vocabulario será más técnico.

Las actividades que deben ser desarrolladas serán la redacción de cartas, notas, avisos, email, faxes.

#### **Unidad de aprendizaje 3D: PRODUCCIÓN ORAL EN BASE A SITUACIONES DE TIPO PROFESIONAL (5 horas)**

Esta unidad les habilita a desenvolverse en situaciones comunicativas reconocibles.

Las actividades pueden ser entrevistas de trabajo, conversaciones telefónicas (i.e. concertar una cita) y mensajes en general.



### Correspondencia entre las Unidades de Aprendizaje y los indicadores de conocimiento.

Las actividades correspondientes a cada una de las UA anteriormente descritas serán las derivadas de sus respectivos indicadores de conocimiento y cuya relación se indica en la siguiente tabla:

Unidades de Aprendizaje	Denominación	Indicadores de conocimiento
U.A.1A	Obtención de información global de textos escritos	1.1; 1.5
U.A.1B	Obtención de información global de textos orales.	1.2, 1.5
U.A.1C	Elaboración de textos escritos sencillos basados en la vida cotidiana	1.3; 1.5
U.A.1D	Producción oral relativa a situaciones de la vida cotidiana	1.4; 1.5
U.A. 2A	Obtención de información específica de textos escritos	2.1;2.5;2.6
U.A. 2B	Obtención de información específica de textos orales	2.2; 2.5; 2.6
U.A. 2C	Elaboración de textos escritos basados en modelos	2.4; 2.6
U.A. 2D	Producción oral en base a distintos modelos	2.3;2.6
U.A. 3A	Comprensión específica de textos escritos	3.1; 3.6; 3.7
U.A. 3B	Comprensión específica de textos orales	3.2;3.6;3.7
U.A. 3C	Realización de textos escritos iniciándose en textos de tipo profesional	3.4; 3.5; 3.7
U.A. 3D	Producción oral en base a situaciones de tipo profesional	3.3;3.7

### Metodología.

La metodología no pretende un conocimiento exhaustivo de estructuras gramaticales sino que aquellas que conozcan o necesiten las sepan aplicar. Por tanto, la gramática se adaptará a actividades relacionadas con situaciones prácticas de la vida cotidiana y profesional que vayan surgiendo y constituirá una herramienta al servicio de la comunicación.

Se distinguirá entre la lengua **coloquial** (que aparece sobre todo en las primeras unidades) y la lengua **formal** de las unidades relativas al ámbito profesional. Las actividades tendrán un carácter progresivo en función del contenido de cada unidad y en cualquier caso siempre trabajando los procesos de comprensión oral y escrita.



## • RECURSOS PARA EL APRENDIZAJE

Para ayudarse en la preparación de estos temas (de forma autodidacta o dirigida) resulta imprescindible el uso de medios y soportes didácticos, de los cuales los libros, los CDs y cassettes son los más representativos, pero no se debe prescindir de los materiales audiovisuales e informáticos. Internet constituye en este momento una fuente inagotable de material "auténtico". Se pueden disponer de catálogos, revistas, periódicos, billetes, cartas currículos etc...

Los libros de textos y soportes que se detallan a continuación son de Bachillerato y libros específicos del mundo profesional y constituyen sólo un ejemplo de los muchos que hay en la enseñanza del inglés.

### Bachillerato

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

### Mundo profesional

- *Commercially Speaking*. Oxford University Press.
- *Meeting Objectives*. Oxford University Press. Libro y **video**.

### Diccionario monolingüe

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

### Diccionario bilingüe

- *Oxford Study*. Oxford.

### Gramática

- *Gramática Oxford*. Para estudiantes de inglés. Bachillerato.  
Pilar Cuder Domínguez con Raquel López.  
Oxford University Press 2005.  
(Las explicaciones gramaticales son en castellano).
- *English Grammar and Vocabulary*. Intermediate. Language Practice with key.  
Michael Vince with Paul Emmerson.  
Macmillan 2003.

### PÁGINAS WEB

-[www.maestroteca.com](http://www.maestroteca.com) (Interesante para repasar diferentes puntos gramaticales)

[www.wordreference.com](http://www.wordreference.com) (Diccionario bilingüe y monolingüe)

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

<http://esl.about.com/od/businessenglishwriting/> (cartas comerciales)