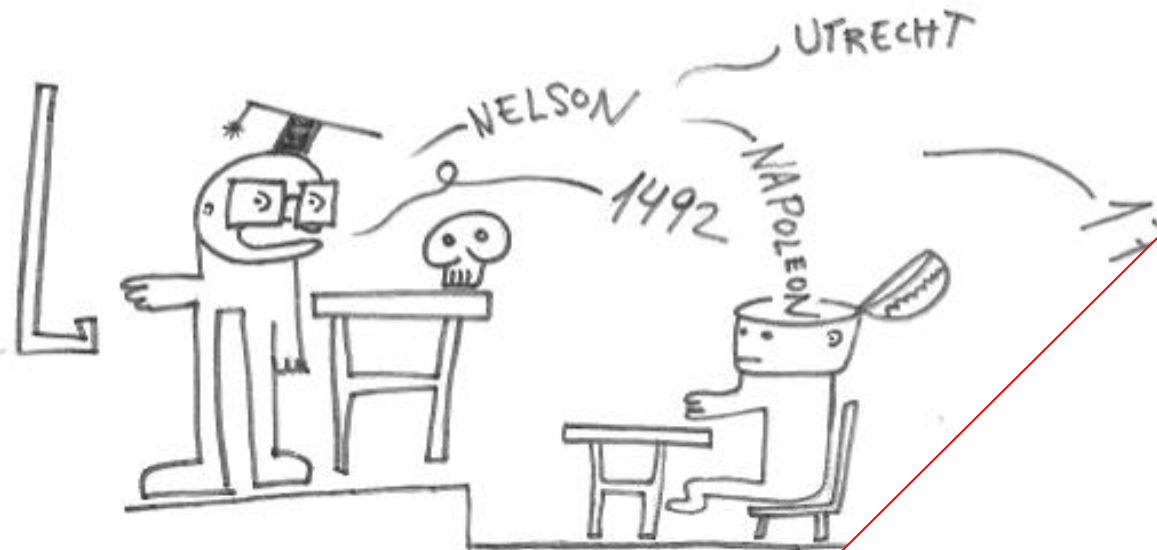




SSLIC: GIZARTE ZIENTZIAK INGELESEZ

Harri Beobide
Donostiako uda ikastaroak 2011 uztaila



I am a girl.
You are a boy
He is a teacher.
We are students...



SSLIC: Gizarte-Zientziak ingelesez

Saioaren nondik-norakoak:

1. Testuingurua
2. Gizarte-Zientziak
 - Ezaugarriak
 - Helburuak
 - Hizkuntza beharrak
 - Adibideak
3. Ondorioak

1. Sslic: testuingurua



- 1991n Eleanitz-English 4-16 urteko ikasleentzat
- Sslic : 2001-2002 urtean 7 ikastola
2010-2011n.....46 ikastola
..... 3000 ikasle
.....100 irakasle

Sslic hastapenak



- Ostadar proiektuko Gizarte-Zientziak oinarri.
- Curriculum berdina mantenu.
- Ikasle guztiek egitekoa.
- Laguntza kognitibo-linguistikoak integratuz:
 - Egokitzapen jarduerak
 - ingeles arloa gizarteren mesedetan
- **Irakasleen prestakuntza derrigorrezkoa**



2. Gizarte-Zientziak

Helburuak

- Ikasleak gizartean era arduratsu, konsziente eta kritikoan parte hartuko duten hiritar izaten laguntzea.

(Konpetentzia soziala garatzea)



Gizarte-Zientziak

Ezaugarriak

- Gizartea, denboran zehar bilakaera historiko bat izan duen errealitate soziala da, interpretazio ezberdinak izan ditzakeena eta aldakorra.
- Gizartea ezagutu behar da, ulertu, gertaeren kausak bilatu, informazioaren analisi kritikoa landuz, eta sortutako interpretazioak besteei adierazi.



Gizarte-Zientziak

Hizkuntza beharrak

- Trebezia linguistiko orokorrak:
 - Testuen irakurketa, informazio bilketa, sintetizatzea, arretaz entzun, ahoz eta idatziz komunikatu...
- Arloaren testu motak:
 - Informazio testuak: deskribapen, narrazio, kausa eta ondorioen azalpena..
 - Argudio testuak: Pertsonen motibazioak interpretatzeko justifikazioak, gertaera baten interpretazioa onartzeko argudioak.



Jarduera motak

1. Idatzizko ulermena erraztekoak
2. Ikasleen arteko komunikazioa aberastekoak
3. Ikasleen adierazpena gidatzekoak:
 1. Adierazpen laburrak
 2. Adierazpen zabalak
4. Gaitasun kognitibo konplexuak garatzekoak

1. Idatzizko ulermena erraztekoak



Activity 20-21 (pages 29-32)

Rich and poor 'Agriculture'

Look at the pictures and accompanying texts between Activities 20 & 21. Read the sentences below and find single words (or phrases) from the text that mean the same thing.

For example:

This word means that something is not very advanced or sophisticated.
(‘primitive’)

- a) This word is related to the idea of eating and surviving. It means everything that keeps you alive.
- b) This word describes the act of domesticating animals and using them for the purposes of food and clothes.
- c) This word describes the act of catching animals, probably in order to kill and eat them.
- d) This word describes the act of looking for and finding food.
- e) These are the implements with which a farmer transforms the land for agricultural purposes.

2. Komunikazioa aberasteko jarduerak.

“Oso garrantzitsua da ikasten ari den zerbaiti buruz hitz egitea kontzeptu berri bat **hitzez adierazten dugunean barneratzen/ulertzen dugulako zehazki**. Kontzeptua barneratzen hasiak izan gaitezke baina hitzen bidez komunikatzen hasten garen arte, ez dakigu zein argi – edo zein ilun – ulertu dugun”

(John Clegg; “Language across the curriculum. The British example: “The National Literacy Strategy”. 2002ko Jardunaldi Pedagogikoak)



Komunikazioa aberasteko jarduerak (1)



29

Now work in pairs. Use the text on **Industry** and formulate questions for your partner to answer – but he/she has to answer from memory. So for example, you could ask different types of questions

a | **Specific types**, for example

“When was _____ founded?” or “What happened in _____?”

b | **More conceptual questions**, for example

“Give two reasons for the boom in the 16th century shipbuilding industry”

Sslic 2 dbh 4 1.u.d.



Komunikazioa aberasteko jarduerak (2)

- a) Define these concepts using your own words:
Suffragist, socialism, bourgeoisie, luddism...
- b) In pairs try to complete these crosswords

(Student A)

SOCIAL REVOLUTION CROSSWORD

1L	A B O U R P A R T Y	
2D	E M O N S T R A T I O N	
3S	U F F R A G I	4S
	T	
5		
6P	R O L E T A R I A N	
	7	
	8T R A D E U N I O N	
9S	O C I A L I S M	

ACROSS
DOWN

1. a political party organised usually by work movements (2 words)
2.
3.
6.
8.
9.

(Student B)

SOCIAL REVOLUTION CROSSWORD

1L		
U		
10		
D		
I		
15		
M		
4	O	5
	U	T
	R	R
	I	I
	K	
	E	16
9		
I		
S		
I		
E		

ACROSS
DOWN

1. Proletarian movement that broke machines to protest
- 4.
- 5.
- 7.

3. Ikasleen adierazpena gidatzekoak



“Idazketa oso tresna egokia da kontzeptuak fintzeko eta hobetzeko azken pauso gisa. **Idazteak zalantzan ditugun kontzeptuak finkatzen laguntzen digu**, eta finkatutako kontzeptuen gain idatziz egindako aldaketen bidez kontzeptuen barneratzea hobetu dezakegu..honek bikaintzeko prozesua bultzatzen baitu... Idazketa berez, pentsatzeko prozesu da bat bete-betean. (John Clegg..)

Adierazpen laburrak (1)



Use the bullet-points above to write a short composition about the effects of demographic growth in industrial Europe. Choose the six causes you consider most significant, and expand them – but using some ‘cause-effect’ language such as:

led to

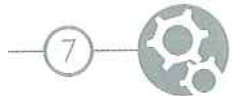
created new

resulted in

caused an increase in

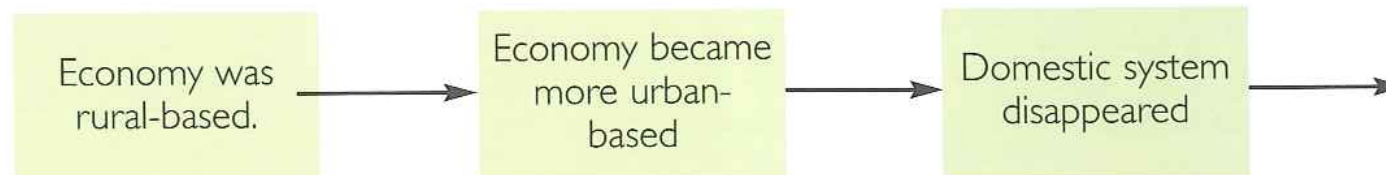
caused great changes in

caused the appearance of



Draw a flow-chart that describes the development of the First Industrial Revolution. Extract key information and try to organise it as a representation of CAUSE – EFFECT in your diagram. Remember, the diagram is a summary, in note form.

For example:



Adierazpen laburrak (2)



Activity 44-47 (pages 56-58)

Locating industry

Now go to **Activity 47 in the textbook** (p 58) about Almusafes. The car manufacturers, Ford, have a plant there. They make Ford 'Fiestas' and the 'Focus', for example.

Look at the 8 factors mentioned, and try to write a justification for the presence of six of them. Work in pairs, and if you find it difficult, try to do as many as you can, then consult with other pairs.

For example: (Nº 1 – 'the Mediterranean motorway, used by....')

"The motorway links the area to France (and therefore Northern Europe), and to other parts of Spain. So the cars can be delivered easily, and the raw materials can be brought from other regions."

Nº 2:.....

Adierazpen luzeak (1)



ENDING THE AGE OF REVOLUTIONS (act. 72)

Write an **imaginary biography** of a person born in Laudio in 1835 and who died in Barakaldo in 1876, (using the different political systems that took place between those years).

Before start writing

1. In groups/pairs find information about that period (locate places, find date, events...)
2. Think about different protagonists (social class/ women-men..)
3. Individually write an outline using the guide-line
4. In pairs check the outline (using the table) and correct if necessary
5. Write the biography individually

Possible guideline for the biography

Protagonist's data: birth and death, social class, works, family, living places....

Important events of that period (change of political systems, wars, industrialisation, social changes...)

Influence of the political and economic events in his/her life

Adierazpen luzeak (2)



Activity 13 : Report on two municipalities 1

(page 22)

- ❖ Look at the mind-map on **page 20** which contains the basic concepts which you will use for this activity.

Report

- ❖ You have to compile a 'report' of 2/3 pages to later communicate to your classmates. You can work in groups of 3.
- ❖ The report must have a brief introduction where you locate the areas to compare, and define them with respect to their climate, relief, biomes, etc. but just name them.
- ❖ The main sections of the report should be these below. You can read more details looking at the check-list.
 - Differences
 - Similarities
 - Significant differences.
 - Possible reasons for significant differences.

- ❖ In the report use contrastive language. Look at some examples.

'Regarding the climate of the two towns, there were some significant differences. For example, whereas the main feature of Zeberio's climate was X, the climate of La Puebla was.....

'Looking at the unemployment rates we can see that whereas.....

'With reference to the two towns' principal agricultural activities.....

'On the other hand, Zeberio's land structure consists of....

'Similarly, La Puebla's.....

'We think that this significant difference could be due to...

REVIEW YOUR REPORT AND TICK THE ANSWERS TO THESE QUESTIONS

	YES	NO
0. Does the report have a cover with the title and the authors' names?		
1. Does the report have a brief introduction with your main aims for the project?		
2. Does the report have a brief section with information about location, climate, relief, biomes, population, economy or other interesting data?		
3. Have you found and written at least 3 similarities between the towns.		
4. Have you found and written at least 3 differences?		
5. Have you listed at least 2 significant differences between the towns ?		
6. Have you analysed and given reasons for the significant differences?		
7. Have you written a conclusion with your opinion about the report?		
8. Have you used contrastive language when written the report?		
9. Have you reviewed the spelling and grammar?		

*If you have answered NO (especially to question 6), go back to your report and correct it before giving it to the teacher.

4. Pentsatzeko jarduerak (1)

Activity 62-63

(pages 76-77)



Tourism

1



- ◆ Before you look at the figures, work in pairs and try to arrange these twelve countries into a 'league table' of tourism. Ten of these countries formed the 'top ten' in the year 2007. Arrange them in the order you think they occur, with the 'country with the most visitors' at the top, and the 'least' at the bottom. There are two countries who were not in the top ten – so they should occupy positions 11 & 12.

Write your guesses in rough. Write a vertical list of numbers, 1-12.

Spain, USA, Mexico, Turkey

UK, Italy, France, Canada

Germany, Turkey, Russia, China

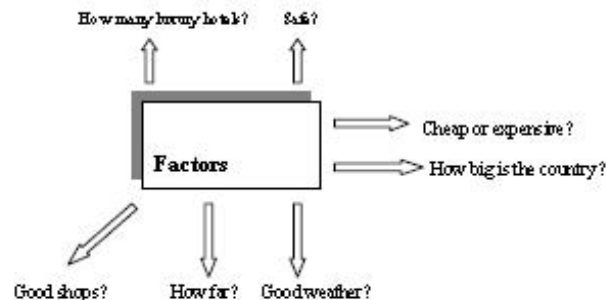
- ◆ Now you have seen the real figures, which ones surprised you? Comment on one:

"We were surprised by the position of _____ because

- ◆ Which of the top ten do you think has experienced the biggest rise in tourism during the last ten years? Can you think of any reason(s)?

"We think that it is _____. It could be because

- ◆ Which factors about a country *do you think* normal people consider when they think of travelling on holiday? Cross out the ones you think are irrelevant.



Pentsatzeko jarduerak (2)

2



Look at the following groups of words organised by colours. In each group, one of the words is the 'odd man out', and has less or no relevance to the theme of politics in the 18th century. Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

Despotism	Communism	God	States
Climate	Parliament	Control	Courts
Regicide	Crusades	Science	Power
Portraits	Centralism	Crime	Image

7



Below you will read a variety of quotations. Some are by Louis XIV but two are not. Find the two that were **not** said by Louis and be prepared to justify your choices.

- "I have no intention of sharing my authority."
- "I am the State!"
- "Delegation of power is extremely important"
- "One King, One Law and One Faith."
- "One must work hard to reign."
- "I would like to stimulate more regional autonomy"
- "The interest of the State must come first."
- "Up to this moment, I have been pleased to entrust the government to the late Cardinal. It is now time that I govern. You will assist me. Execute no orders except by my command, and render account to me personally."

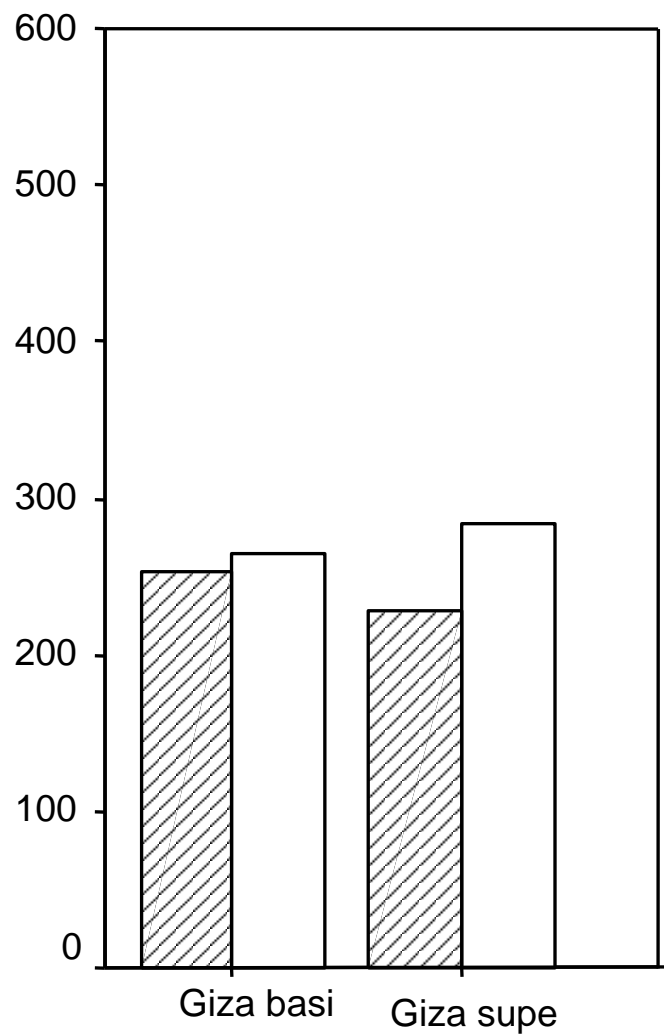






3. Ondorioak

- Proiektuaren ebaluazioa
- Euskarazko materialgintzan eragina

Proiektuaren ebaluazioa



2001/2002

-  Gizarte euskaraz
-  Gizarte ingelesez



Proiektuaren ebaluazioa: ondorioak

- Arloa ingelesez ikasteak ez dio arloari (ez eta euskarari ere) kalte egiten eta ingeles maila handitzen dute.
- 2009/2010n ebaluazioa errepikatu emaitza onekin.
- Ikasle guztiek egin dezakete.
- Ikasmateriala ongi diseinatu behar da.
- Edukia eta hizkuntza integratu.
- **Metodologia egokitu.**
- Irakaslearen prestakuntza ezinbestekoa.
- Ikasitakoa euskara transferitzen hasi.



Ondorioak: Gizarte-Zientziak euskaraz

1. Erantzun honako galdera hauei.
 - a) Lehenengo testuan sindikatuen sorrerari buruzko informazioa agertzen da. Zer helburu nagusi zituzten, hasieran, langile-elkarteek?
 - b) Beren eginkizun teorikoetatik at, zer leporatzen zieten ugazabek elkarte horiei?
 - c) Nolakoa zen txosten horren egileen jarrera sindikatuekiko? Non ikusten da hori testuan?
 - d) Zer neurri proposatzen zituzten txostengileek elkarteak suntsitzeko?
 - e) Zer eskakizun egiten zituen langile-mugimenduak, lan-ordutegiari zegokionez?
 - f) Eta zer eskatzen zuten haurren lan-ordutegiari zegokionez? Zer gehiago eskatzen zuten haurrentzat?
2. Laburbil itzazu langile-mugimenduaren eskaerak eskema batean, aurreko erantzunak erabiliz.

Gizarte-Zientziak Ostadar Dbh 4 2.UD (21.jarduera)

Ondorioak: Gizarte-Zientziak euskaraz

8



Egiaztatu edo gezurtatu honako esaldi hauek, informazioa era egokian berridatziz.

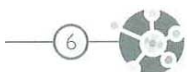
Adibidez:

Esaldia: "Hego Korea demokrazia bat zen".

Egiaztapena: "Hego Korea diktadura bat zen".

- a| Bi Koreak elkarren adiskide ziren.
- b| Estatu Batuek bonba atomikoa erabili zuten Txinaren aurka.
- c| Komunistek ez zuten erasorako planik.
- d| Txinako ekonomiarentzat onuragarria suertatu zen gerra.
- e| Txinatarrak oso txarrak ziren borrokan.
- f| NBEk independentziaz jardun zuen erabakiak hartzeko garaian.

Ondorioak: Gizarte-Zientziak euskaraz



Jarduera batzuk proposatuko dizkizugu, Industria Iraultzako bi aldi horiek hobeto ulertzeko.

1. Taula osatu behar duzu, eman dizugun informazioa eta hemengo datu hauek kontuan izanik. Jakin ezazu asmakizun tekniko bat sortzen denetik industrian aplikatzen den arte denbora-tarte bat pasatzen dela, oro har. Adibidez, motor elektrikoa 1834an asmatu zuten, baina ez zen erabili 1879ra arte, *Siemens*ek trenetan ezarri zuen arte; beraz, motor elektrikoa II. Industria Iraultzan kokatu beharko genuke.

Asmakizunak eta datak:

garia jotzeko lurrunezko makina (1810); burdinazko goldea (1825); ongarri kimikoa (1840); kokearen galdaketa (1709); lurrun-makina (1774); lixiba (1777); koloratzaile sintetikoa (1841); anezka (1733); ehungailua (1767); *Mule-Jenny* gorua (1779); lurrun-ontzia (1807); lehen tren-makina (1814); motor elektrikoa (1834); telegrafoa (1837); fotografia (1839); aluminioaren ekoizpen industrial (1854); Bessemer bihurtzailea (1855); dinamita (1867); dinamoa (1867); telefonoa (1876); fonografoa (1877); tren-makina elektrikoa (1879); eztanda-motorra (1884); hegazkina (1903); zinematografoa (1895)

	Lehen Industria Iraultza	Bigarren Industria Iraultza
Kronologia		
Energia-iturriak		
Motorrak/makinak		
Asmakizun tekniko nagusiak		
Garatutako arlo industrialak		
Lan-antolaketa		
Industrializatutako lurraldeak		
Garraioa		

2. Aukeratu goiko zerrendako hiru asmakizun eta deskribatu horietako bakoitzaren eragina, asmakizunek gizarte-aldaketan duten eragina azaltzeko.



Esker aunitz !



hbeobide@ehi.ikastola.net