



Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

COLEGIO NACIONAL DE BS. AS

DEPARTAMENTO DE INGLÉS, 2015
PROGRAMA DE 4to AÑO, NIVEL A
PROFESORES: Albornoz, Grodzki, Baldi

EXPECTATIVAS DE LOGRO:

Se espera que el alumno logre:

- Comprender textos orales y escritos de distintas fuentes y géneros correspondientes al nivel.
- Producir textos orales y escritos teniendo en cuenta registro, estilo y destinatario.
- Seleccionar y emplear el vocabulario y estructuras adecuadas al propósito comunicativo.
- Desarrollar una actitud crítica frente a los materiales propuestos y sus implicancias culturales y sociales.
- Desarrollar el metalenguaje indispensable en el aprendizaje de un idioma.

UNIDADES DIDÁCTICAS:

Unidad 1:

Contenidos gramaticales:

Revision of tenses: Simple Present, Simple Past, Present Continuous, Past Continuous.

MONEY (Unit 7)

Vocabulary and common expressions on: Wealth and Poverty.

Linking words: Although, however, but, even though

READING: John Steinbeck: *The Pearl*

Leslie Hayward: *The Breadwinner*

O. Henry: *Two Thanksgiving Day Gentlemen (adapted)*

E. Garrido: *The Gold Coin (adapted)*

Isaac Asimov, *The Fun They Had*

Grammar: Can, Have to, Don't have to, Must. Mustn't, Needn't

Adjectives: Comparatives and Superlatives



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Linking words: **but, although, however**. Relative clauses (Unit 15): defining and non-defining.

Unidad 2:

GADGETS: (Unit 8)

Energy: How to save it and why we waste it. Inventions. Natural resources.

Predictions: Will – Won't / going to

Experience: Present Perfect

Multi part verbs(Phrasal and prepositional verbs)

ask for, save up, spend on, pay for

Some, Any, No, Much, Many, A lot (of), Little, A little, Few, A few

OTHER EXPRESSIONS: to be well off, to sleep rough, to be on relief, to be on the dole.

READING: *Disposal Unit*

Future tenses: Simple Future, “**going to**” Future.

Unidad 3:

COMMUNICATION/ THE MEDIA: Radio, TV, The WEB, VIRTUAL TOURISM
(Units 9, 10)

Making a phone call / Leaving a message

Zero Conditional / Conditional Type I / Conditional Type II

Expressions with DO and MAKE

Adjectives and adverbs: e.g Late/ lately- Slow/ slowly

Irregular adverbs: good/well - hard (adj. and adverb) cf. “Hardly”

Giving advice: Should // Suggestions: Why don't you...? How about? I suggest your working harder...

Film: *The Help* -Dir. Tate Taylot, 2011 (Debate on racial discrimination)

READING: *True Love* by I. Asimov.

Dr. Jekyll and Mr. Hyde by R. L. Stevenson (*adapted*)



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Unidad 4:

THE SEA (Unit 11)

Going overseas: Reasons for emigrating: Vocabulary

Present Perfect: since- for / already- yet/ just / always/ Never

Contrast with Simple Past: He lived in Paris since 1975. (Then he moved to Brazil)

He´s lived in Paris since 1975 (He still lives there)

Special points to remember: He has gone to... vs He has been to...

Verbs showing starting point: meet, get, move, give, etc . contrasted with Present

Perfect: e.g. I met my friend Stella three years ago. We´ve been friends for three years./ since 2009

Contrast with Spanish: Cuánto hace que tenés esa tablet?

English: How long have you had.....? (**NOT** Simple Present)

READING: Edgar Allan Poe´s *The Maelstrom*

Film: *Jekyll and Hyde -The Musical*.

Unidad 5:

THE MOUNTAINS (Unit 12)

Passive Voice

Present Progressive with Future Meaning:

e.g I´m sitting for the exam on Wednesday.

READING: Birth and Fate, by Roald Dahl.

The Enchanted Island.(adapted) by H. Melville.

A Day´s Wait by E. Hemingway

From Essential English: Units I and II

From Choices Pre-Intermediate. Units 4 to 10.

Movies, movie stars, biographies.

Contenidos gramaticales:

Present Perfect with **just**, **already** and **yet**. Verbs with two objects. Present Perfect vs. Simple Past. **Can**, **could**, **be able to**, **managed to**.



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Compounds with **some, any, every, no**. Passive Voice. Conditional Sentences type 0, 1 and 2.

Contenidos temáticos:

Family structure. Community structure. Childhood and adulthood. Memories. Collective memories.

Suggestions: Why don't you....? You should.....You ought to.....I think you'd better. Agreement and disagreement: So have I/ Neither have I. Multi-part verbs.

READING: ***The House on Mango Street***, by Sandra Cisneros (abridged version) (Unit 16)

The Somebody by Danny Santiago

The Giver by Lois Lowry

The Firm by John Grisham (*adapted*)

Lamb to the Slaughter by Roald Dahl

Mrs. Bixby and the Colonel's Coat by Roald Dahl

PRESUPUESTO DE TIEMPO:

Se presupone desarrollar dos unidades en cada trimestre.

EVALUACIÓN

Criterios: Para la evaluación se tendrá en cuenta la actitud y conducta en clase, la colaboración en la presentación de temas, los comentarios críticos del alumno en las discusiones en clase, la colaboración en tareas con sus pares, la fluidez y pronunciación en la expresión oral propia del nivel, el manejo de vocabulario y estructuras apropiadas del nivel, la presentación de tareas en tiempo y forma y su capacidad de autocorrección.

Instrumentos: Se asignará presentaciones orales sobre temas leídos en clase, informes de comprobación de lectura, de opinión, tareas de aplicación de temas gramaticales en contextos apropiados, y dos pruebas escritas por trimestre.



Universidad de Buenos Aires
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BIBLIOGRAFÍA DEL ALUMNO:

Textos:

Harris Michael Dir, Bille August, 2007, et al, *New Opportunities ,Pre-Intermediate*, Pearson- Longman, 2006
Units 7 to 12, Units 15 - 16.

Paul Seligson, *Essential English, Intermediate*, Richmond, 2010.

Michael Harris, Anna Sikorzynska, 2012, *Choices, Pre-Intermediate*, Pearson-Longman, 2012 Units 4 to 10.

Las lecturas obligatorias son las que figuran en cada unidad.

BIBLIOGRAFÍA DEL DOCENTE:

Clark, Stewart & Pointon, Graham, (2003) *Word for Word*, Oxford
Crowther Jonathan, ed., *Oxford Guide to British and American Culture*,
Oxford

Eastwood, John, (2006), *Oxford Practice Grammar*, Oxford
Hornby, A. S, (2006), *Advanced Learner's Dictionary*, Oxford

Movie viewing:

The Giver

The Help

Saving Mr Banks

The theory of Everything

Jekyll and Hyde (*The Musical*)



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DEPARTAMENTO DE INGLÉS, 2015
PROGRAMA DE 4 to AÑO, NIVEL B
PROFESORES: Grodzki, Alarcón, Alterson

EXPECTATIVAS DE LOGRO:

Se espera que el alumno logre:

- Comprender textos orales y escritos de distintas fuentes y géneros correspondientes al nivel.
- Producir textos orales y escritos teniendo en cuenta registro, estilo y destinatario.
- Seleccionar y emplear el vocabulario y estructuras adecuadas al propósito comunicativo.
- Desarrollar una actitud crítica frente a los materiales propuestos y sus implicancias culturales y sociales.
- Desarrollar el metalenguaje indispensable en el aprendizaje de un idioma.

UNIDADES DIDÁCTICAS:

Unidad 1:

Contenidos gramaticales:

Revisión of tenses. Simple Present, Simple Past, Present Perfect with *for* and *since*.

Passive Voice. Conditional : Zero and Type I and II.

Contenidos Temáticos:

Risk and Risky situations.. Mountains. Parts of a mountain. Storms.

Language focus: Asking personal questions. Giving personal information.

Grammar: Word order in questions. Simple and Continuous Tenses

Vocabulary: Getting (re)acquainted.

Language focus: Experience



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Colegio Nacional de Buenos Aires

Grammar: Present perfect for experience. *For* and *since*.

How long have you been? How long have you known.....? How long have you had.....?

Vocabulary: Prefixes. Fashion and celebrities. Popularity. Biographies.

Unidad 2:

Contenidos gramaticales:

Linking words: *but, although, however, in spite of, despite, notwithstanding*.

Relative

Clauses: defining and non-defining.

Future tenses: Simple Future, **going to** Future. Present Progressive with future meaning.

Contenidos temáticos:

The question of identity. Discrimination: gender, social, racial. Chicanos and wetbacks.

The physically-challenged. Apartheid. Poverty. Homeless people. Shelters. The American Dream

1 C: What have you just done?

Language focus: Changes and actions

Grammar: Present perfect with *already / just*

Unidad 3:

Contenidos gramaticales:

Present Perfect with **just, already** and *yet*. Verbs with two objects. Present Perfect vs. Simple Past. *Can, could, be able to, managed to*. Compounds with *some, any, every, no*.

Contenidos temáticos:

Family structure. Community structure. Childhood and adulthood. Memories. Collective memories.

Unidad 4:

Contenidos gramaticales:

Hypothetical scale : **Must - Can't (deduction), may, might**. Other ways of expressing uncertainty: *is likely, will probably, is supposed to*.



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Contenidos temáticos:

Justice: Trials and lawsuits. The actors: defendant, plaintiff, prosecutor, counselor for the defence, for the prosecution. The jury. Witnesses. Cross examination Oath taking. Swearing. Sentence. Death penalty. Pleading guilty or not guilty. To be found guilty. To be acquitted.

Social injustice. The Apartheid. Racial discrimination. Nelson Mandela. Whites and Blacks in America. The “Wasp” ideal. Peace marches. Martin Luther King. Black Panthers: Malcolm X.

Unidad 5:

Contenidos gramaticales:

Suggestions: Why don't you....? You should.....You ought to.....I think you'd better.

Agreement and disagreement: So have I/ Neither have I. Multi-part verbs.

Contenidos temáticos:

The environment. Pollution. Climatic change. Alternative methods. Eco-fuels. Natural resources. Ecology-friendly movements.

Lectura: “Climatic change” reports on the web

Unidad 6:

Contenidos gramaticales:

Present Perfect : Simple or Continuous?. Scale of certainty in the past. Reported statements and questions. Past regrets: Conditional Type III.

Contenidos temáticos:

A sense of duty. Social responsibility.

PRESUPUESTO DE TIEMPO:

Se presupone desarrollar dos unidades en cada trimestre.

EVALUACIÓN

Criterios: Para la evaluación se tendrá en cuenta la actitud y conducta en clase, la colaboración en la presentación de temas, los comentarios críticos del alumno en las discusiones en clase, la colaboración en tareas con sus pares, la fluidez y pronunciación en la expresión oral propia del nivel, el manejo de vocabulario y estructuras apropiadas del nivel, la presentación de tareas en tiempo y forma y su capacidad de autocorrección.



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Instrumentos: Se asignará presentaciones orales sobre temas leídos en clase, informes de comprobación de lectura, de opinión, tareas de aplicación de temas gramaticales en contextos apropiados, y dos pruebas escritas por trimestre.

BIBLIOGRAFÍA DEL ALUMNO:

Textos:

Harris Michael Dir, Bille August, 2007, et al, *New Opportunities ,Pre-Intermediate*, Pearson- Longman, 2006 .

(Units 11, 12, 13)

Paul Seligson, *Essential English, Intermediate*, Richmond, 2010.

(Units I and I)

DEAD MAN'S SHOES & OTHER DETECTIVE STORIES. Longman Simplified Series.

Reading: (Lecturas obligatorias)

Boyne, John, *The Boy in the Striped Pyjamas*,

Lois Lowry, *The Giver*, Laurel Leaf Library, Newbery, 1994

Miller, Arthur, *All my Sons*, Penguin Classics, 2000

Santiago, Dany, *The Somebody*

Películas sugeridas:

The Boy in the Striped Pyjamas, Dir. Mark Herman, 2008

The Help, Dir. Tate Taylor, 2011

Saving Mr. Banks, Dir. John Lee Hancock, 2013

The Book Thief, Dir. Brian Percival, 2013

Alice in Wonderland, Dir. Tim Burton, 2010

The Theory of Everything, Dir. James Marsh, 2014

BIBLIOGRAFÍA DEL DOCENTE

Clark, Stewart & Pointon, Graham, (2003) *Word for Word*, Oxford

Crowther Jonathan, ed., *Oxford Guide to British and American Culture*, Oxford

Eastwood, John, (2006), *Oxford Practice Grammar*, Oxford

Hornby, A. S, (2006), *Advanced Learner´s Dictionary*, Oxford

Carroll, Lewis, et al., *More Annotated Alice*, Random House, 1990

Stockett, Kathryn, *The Help*, Penguin, New York, 2009

Zusak, Markus, *The Book Thief*, Alfred Knopf, New York, 2005

DEPARTAMENTO: *INGLÉS*
 ASIGNATURA: *INGLÉS*
 CURSO: *CUARTO AÑO* NIVEL: "C"
 PROFESOR: *MGTER. MARIANO H. QUINTERNO*
 AÑO LECTIVO: *2015*

PROGRAMA

A - OBJETIVOS

Se espera que los alumnos logren:

- a) Utilizar el vocabulario presentado en situaciones comunicativas semejantes al mundo real.
- b) Manejar las estructuras, nociones y funciones correspondientes al nivel para poder desarrollar una comunicación eficaz.
- c) Reflexionar sobre procesos gramaticales para un uso funcional y apropiado de las estructuras de la lengua.
- d) Reconocer las diferencias y semejanzas entre culturas.
- e) Comprender textos escritos y orales correspondientes al nivel e interpretarlos para la resolución de los problemas presentados.
- f) Producir textos escritos y orales, con coherencia y cohesión, teniendo en cuenta la audiencia y el propósito de los mismos.
- g) Analizar críticamente el lugar de la lengua extranjera en el mundo actual.

B- CONTENIDOS

El siguiente programa tendrá como eje temático "temas controvertidos del siglo XX y XXI". En cada caso, se trabajará sobre el planteamiento del problema y, en función de ello, los contenidos lingüísticos correspondientes. Asimismo, para cada unidad, se han seleccionado textos literarios y fílmicos que promueven la discusión sobre cada temática.

UNIT 1 - ALL YOU NEED IS LOVE? RELATIONSHIPS IN THE AGE OF TECHNOLOGY	
LITERATURE	"Interpreter of Maladies" by Jhumpa Lahiri "The Story of an Hour" by Kate Chopin "Popular Mechanics" by Raymond Carver <i>Broken Glass</i> by Arthur Miller
FILM	<i>Eternal Sunshine of the Spotless Mind</i> (Dir. Michel Gondry, USA, 2004)
GRAMMAR	The Subject and the Organization of Time: The Non-conjugated Forms: The Infinitive, The Gerund and The Participle. Present and Past Tenses. The Future. The Subjunctive.
VOCABULARY	The Family. Love, Marriage and Divorce. Personality adjectives / nouns. Phrasal Verbs. Idioms connected to human relationships.

LISTENING	Determining macro speech act. Identifying speakers' attitudes. Using context to deduce unclear words.
SPEAKING	Rephrasing difficult structures. Finding synonyms for difficult words. Gaining time: Using time-fillers. Debates. Role-playing.
READING	Using the context to understand difficult words. Identifying the intended addressee. Determining the Macro Speech Act.
WRITING	Discursive Essays. Generating Ideas. Expressing your Viewpoints and the Opposing Arguments.
VIDEO	<i>Friends</i> (USA) <i>How I Met Your Mother</i> (USA)
SONGS	"Our Time is Running Out" by Muse "Mr. Brightside" by The Killers "Perfect" by Alanis Morissette "She's Leaving Home" by The Beatles

UNIT 2 - BIOETHICS: HEALTH-RELATED CONTROVERSIES IN POSTMODERNITY	
LITERATURE	"You'll Never Live to Regret it" by Jeffrey Archer "Disappearing" by Monica Wood <i>Slam</i> by Nick Hornby
FILMS	<i>Transamerica</i> (Dir. Duncan Tucker, USA, 2005) <i>Sicko</i> (Dir. Michael Moore, USA, 2007)
GRAMMAR	The Subject and the Organization of Discourse. Planes of Discourse: Clauses. Adverbial Clauses of Time, Place, Purpose, Reason, Result, Condition, Concession and Manner. Conditionals I, II, III and Mixed Types. Adjectival Clauses: Defining and Non-defining Relative Clauses. Connectors and Connectivity.
VOCABULARY	Health and Diseases. Illnesses related to Food. Starvation. Idioms connected to parts of the body, health and food. Addictions. Drinking and Smoking. Hard and Soft Drugs. Mental Health.
LISTENING	Using prediction to pave the way for comprehension. Detecting key words and reconstructing the message based on them. Using lexical chains to determine the theme of a text.
SPEAKING	Asking questions of the interlocutor for clarification. Asking questions of the interlocutor to point out contradictions. Using visual aids during presentations.
READING	Skimming and scanning. Using different sources to fill in knowledge gaps. Detecting contradictions in discourse. Identifying the writer's attitude and political standpoint.
WRITING	Discursive Essays: Coherence and Cohesion. Lexical cohesion. Other cohesive devices. Use of reference. Ambiguity

	avoidance. Lexical choice. Punctuation. Register.
VIDEO	<i>In Treatment (USA)</i>
SONGS	"The Fear" and "Everyone's At it" by Lily Allen "Every Generation's Got its Own Disease" by Fury and the Slaughterhouse Song Excerpts on Addictions ("Nobody Drinks Alone." "Red Red Wine," "Mother's Little Helper," "Another Puff" and "Tub thumping") "Country House" by Blur

UNIT 3 - WINDS OF CHANGE SOCIAL MOVEMENTS, REVOLUTIONS AND REVOLTS	
LITERATURE	<i>Animal Farm</i> by George Orwell "The Terrible Screaming" by Janet Frame "The Waste Land" by Alan Paton <i>Death and the Maiden</i> by Ariel Dorfman
FILM	<i>V for Vendetta</i> (Dir. James McTeigue, UK, 2005) <i>Citizen Kane</i> (Dir. Orson Welles, USA, 1941)
GRAMMAR	The Presence of the Subject in Discourse: Modal Verbs expressing Obligation, Prohibition, Logical Deduction, Ability, Necessity, Permission, Probability and Possibility. Making Requests, Suggestions and Offers. Giving advice. Adjectives and Adverbs. Comparative and Superlative Form of Adjectives and Adverbs. Word Order of Adjectives and Adverbs. Pronouns and Determiners. Quantifiers. The Article.
VOCABULARY	Ideas and Ideologies. Utopias and Dystopias. Social Protest. Social (In)Justice. Revolution and Revolt. Different Forms of Government. Violence. Crime and Punishment. Idioms connected to crime. Terrorism. The Role of (Mis)Information. The Media: Television, Newspapers and the Radio. The Narrative Construction of Reality. The Fictionality of History.
LISTENING	Listening for specific information. Identifying rising or falling intonation. Determining speakers' feelings and attitudes by exploring their lexical choice and tone of voice.
SPEAKING	Modifying one's arguments based on the addressee's reaction. Identifying the addressee's argument to support or contradict him / her. Clarifying.
READING	Reading and taking down notes. Reconstructing macro speech act based on notes. Reading aloud to grasp meaning. Differentiating discourse levels.
WRITING	Narrative. Point of View. Choosing appropriate perspectives according to the story. The relationship between point of view and themes. Setting in Time and Place. Description of Places. Flashback Narration. Tense sequence in narratives. Using specific lexis in narratives. Effective beginnings and

	endings. Character and characterization: methods for the construction of characters. Description of People. Speech Representation in Narratives.
VIDEO	<i>The Simpsons</i> (USA) <i>House of Cards</i> (USA)
SONGS	"Mis-Shapes" by Pulp "Revolution" by The Beatles

UNIT 4 - THE HAVES AND THE HAVE-NOTS WORK AND LEISURE IN THE ERA OF GLOBALIZATION	
LITERATURE	<i>The Glass Menagerie</i> by Tennessee Williams "Geraldine Moore The Poet" by Toni Cade Bambara
FILMS	<i>Slumdog Millionaire</i> (Dir. Danny Boyle and Loveleen Tandan, UK, 2008)
GRAMMAR	Blurring the Presence of the Subject: The Passive Voice. Causative Have and Get. Other Strategies. The Presence of "Others" in One's Discourse: Direct and Reported Speech. Polyphonic Structures. Inversion and Emphasis.
VOCABULARY	Money. Wealth and Poverty. The Criminalization of Poverty. Work and employment. Banking. Occupations. Phrasal verbs. Idioms connected to work and money. Word formation.
LISTENING	Identifying sources of misunderstandings. Generating questions based on what is heard. Determining the main theme of a text.
SPEAKING	Adapting lexical choice according to the addressee's level. Using examples to clarify the meaning of what has been expressed. Providing evidence to support one's ideas.
READING	Identifying feelings generated by the text. Using other sources to confirm dubious information in the text. Identifying true and false cognates.
WRITING	Writing a Letter of Application. Writing a CV. Integration of genres.
VIDEO	<i>Seinfeld</i> (USA)
SONGS	"Under the Bridge" by Red Hot Chili Peppers "Common People" by Pulp

D- BIBLIOGRAFÍA

Los alumnos utilizarán una compilación de material elaborada por el profesor. Las obras de literatura y las películas que los alumnos deberán estudiar figuran en cada unidad temática.