



*Universidad de Buenos Aires*  
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### Departamento de Inglés

**Programa: 5° A**

Año: 2015

### Objetivos

Lograr que los alumnos

- Comprendan textos orales y escritos provenientes de diversas fuentes y correspondientes al nivel.
- Produzcan textos orales y escritos teniendo en cuenta las características del tipo textual, el propósito comunicativo y la audiencia.
- Usen el vocabulario y las estructuras gramaticales correspondientes al nivel.
- Reflexionen sobre la relevancia del inglés en el mundo actual y las diferencias y similitudes culturales.
- Se comuniquen en forma correcta y apropiada en situaciones varias y accedan a la cultura de los pueblos de habla inglesa, como así también al universo de información que utiliza el idioma inglés.
- Desarrollen respeto por sí mismos, sus pares y la comunidad en general.
- Adopten conductas de responsabilidad y solidaridad, entre otros valores, indispensables en el aspecto formativo de la enseñanza.

**Unidad 1:** General Revision. Grammar: Simple Present and Past Tenses. Present Continuous. Going To- form. All forms and Uses.

Questions. Adverbs of Frequency. Wh- Questions. Regular and Irregular Verbs. Use of “would” and “used to”. Wh- questions. Auxiliary Verbs. Adverbs.

Writing: An Important Event In my Life.

Reading: “*Lamb to the Slaughter*” by R. Dahl.

Writing: My interests. My friends. Holidays. My Experience at CNBA last year.

**Unidad 2: Big Events in the World.**

Grammar: Past Simple and Past Perfect. Past Continuous and Simple Past. Multi-part Verbs. Time linkers.

Vocabulary : Memories. Historical Events.

Reading: “*A Day’s Wait*” by Ernest Hemingway in “*The Splintering Frame*”.

“*Two Thanksgiving Day Gentlemen*” by O. Henry in “*A Complete Course in English*”.

Film Viewing: *Invictus*.

**Unidad 3: Food and Taste.**

Grammar: Revision. Simple Present Tense for Habits and Likes. All Forms. Wh-questions. Prepositions. Linking Words. Adverbs of Frequency, Verbs\_+ prepositions.

Describing a Process. The Passive. Present, Past. Use and effects of Overuse of passive Voice.

Reading: Newspaper Articles. Nutrition. Eating Habits. Healthy Eating. “*Tea*” by Saki



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#### **Unidad 4: Image**

Vocabulary: Appearances. Description of a Famous Person. The Media.

Grammar: Speculating about the Present: May (not) might, must, could, can't. Future Tenses. Prediction. Plans and Intentions. Future Arrangements. Prepositions + ing form. Revision of Zero and First Conditionals.

Reading: *A selection of Shakespeare Sonnets.*

#### **Unidad 5: Heroes**

Vocabulary: Biography. Nouns and adjectives to describe a hero.

Grammar: Simple Past. Speculating about the Past. Making Guesses. Prepositions at the end of Sentences (questions and relative clauses). Question Tags.

Conditional Sentences type 2.

Reading: *1984* by G. Orwell. (selected chapters)

Writing: National Heroes.

Film viewing: *Selma* by N.

#### **Unidad 6: Adventure.**

Adventure. Magazines and Adverts for Extreme Sports on the Radio the Internet.

Grammar: Conditional Sentences type 3. Vocabulary: Confusing Nouns. Idioms.

Compound adjectives.

Writing: What would you have done if...?

#### **Unidad 7: People and Habitat. The Environment.**

Grammar: Future Perfect and Continuous. The Passive. Future Tenses. Characteristics of Active and Passive Voice Constructions. Use and effects of Overuse of passive Voice.

Reading: Internet Articles.

#### **Unidad 8: Learning and Careers**

Vocabulary: School Words. Teaching and Learning. Schools and Universities. Why Learn English? Languages today.

Grammar: Reported Speech.

Film Watching: *The King's Speech.*

*The Rear Window*



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## **DEPARTAMENTO DE INGLÉS, 2015** **PROGRAMA DE 5to AÑO, NIVEL B**

### **EXPECTATIVAS DE LOGRO:**

Se espera que el alumno logre:

- Desarrollar una actitud de confianza con respecto a sus posibilidades de aprender una lengua extranjera, respetando los diferentes ritmos y estilos de aprendizaje, y reconociendo el error como constitutivo del aprendizaje.
- Integrar el conocimiento lingüístico y pragmático-discursivo para la comprensión y la producción de textos escritos y orales a partir de situaciones contextualizadas y significativas.
- Expresar sus ideas coherentemente y con precisión, utilizando las herramientas adquiridas de la lengua inglesa que faciliten el acceso al conocimiento, desarrollo personal y la comunicación en diferentes ámbitos.
- Construir espacios de articulación entre la lengua extranjera y las otras disciplinas.
- Adquirir confianza en sus capacidades y autoestima para desenvolverse con seguridad e independencia en el trabajo y ante situaciones que se presenten en la actualidad, enfocándose hacia la eventual inserción en el mundo laboral y profesional.

### **CONTENIDOS:**

#### **Unidad 1:**

Grammar: Revision of all tenses: Present Simple and Continuous, Present Perfect Simple and Continuous, Past Simple and Continuous, Past Perfect Simple and Continuous, Future Simple, "Going to" Future, Future Continuous, Future Perfect. Stative verbs. Word patterns. Articles. Synonyms.

Use of English: *would, used to, be used to, get used to*.

Relative Clauses introduced by *who / which / that / where / when / whose*.

Vocabulary: Wordbuilding: compound nouns. Multipart verbs with *up* and *down*. Collocations. Metaphors. Key topic vocabulary (people and relationships, transport, free time activities, hobbies, occupations, defining words and objects).

Functions: Expressing preferences, describing people, telling jokes.



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Writing: An informal letter / email. A description. A report.

Reading: Short stories, articles. Matching headings and paragraphs, scanning for specific information.

Listening: Predicting, identifying location, understanding attitude, listening for specific information.

Speaking: Talking about family, comparing, making suggestions, expressing uncertainty.

## **Unidad 2:**

Grammar: Passive Voice: Omission of Agent, Direct and Indirect Objects.

Verb patterns: Full infinitives (with “to”) and –ing forms after verbs.

Use of English: *prefer*, *would rather*, *had better*. Infinitives of purpose.

Reported Speech: Reporting verbs. Statements. Reported or Indirect Questions.

Requests and Commands. Suggestions, Warnings, Apologies and Threats.

Question tags. Connectors. The causative use of *have* and *get*.

Result Clauses: *so*, *such*, *too*, *enough*.

Vocabulary: Idiomatic language. Phrasal verbs. Multi-part verbs with *on* and *out*.

Confusable words. Collocations: *make / do*. Word formation: suffixes. Key topic vocabulary (the media, communications, the weather, food and drink, travel and tourism, art and artists)

Functions: Agreeing and disagreeing, clarifying and asking questions, giving and asking for advice.

Writing: A formal letter. A letter of application. An article. A review.

Reading: Poetry. Texts with paragraph gaps. Answering questions.

Listening: Identifying roles, listening for gist and specific information.

Speaking: Talking about experiences, speculating, agreeing and disagreeing, giving examples.

## **Unidad 3:**



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Grammar: Parts of Speech. The unreal past. Conditional Sentences: Zero, First, Second and Third Types. Simple Conditional & Conditional Perfect.  
Modals. Modal Perfect.

Use of English: *unless, in case, as long as*.  
Wishes and regrets: Wish. Inversion Construction.

Vocabulary: Phrasal verbs. Multi-part verbs with *off* and *over*. Word formation: prefixes. Key topic vocabulary (science, computers and technology, entertainment, show business, education, health and fitness, crime and punishment)

Functions: Polite requests, justifying, making suggestions.

Writing: An argumentative essay. A poem. A story.

Reading: Summarizing. Completing texts with sentence gaps.

Listening: A song. Taking lecture notes. Identifying situations and people.

Speaking: A topic presentation. Discussing photos and texts. Problem solving.

**Bibliografía obligatoria para el alumno: Según lo asignado por cada profesor/a.**

**Textos:**

- Steve Taylore- Knowles. Laser B1+ Student's Book (2008). Ed. Macmillan Hellas, Greece
- Steve Taylore- Knowles. Laser B1+ CD-ROM (2008). Ed. Macmillan Hellas, Greece
- M. Mann & S. Taylore-Knowles. Laser B1+ New Edition. Student's Book. Macmillan Publishers Limited 2013. London. England.
- M. Mann & S. Taylore-Knowles. Laser B1+ New Edition. CD-ROM. Macmillan Publishers Limited 2013. London. England.
- Your Power 1, by P. Seligson, R. Adlard, T. Ottway, L. Thompson. Richmond Publishing. Student's Book. Language Booster. Workbook. Unit 4.
- Successful Writing Intermediate, by Virginia Evans. Express Publishing. Units 2, 3, 9, 12 and 13.
- Essential English 4: Intermediate, by Paul Seligron. Richmond.

**Lecturas:**

- Three is a Lucky Number, by M. Allingham.
- The Case for the Defence, by Graham Greene.
- A Judgement in Stone, by Ruth Rendell. Penguin.
- Crime Never Pays (Anthology). Oxford University Press.
- Face, by B. Zephaniah. Novel.



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- "Talking Turkeys and Faceless", by Zephaniah. Poems.
- Lady Windermere's Fan, by O. Wilde. Play.
- Short story from: "The Red Notebook", by Paul Auster.
- Cry Freedom by John Briley. Novel.
- A sound of ThundeR, by Ray Bradbury. Short Story.
- The Shepherd's Daughter, by William Saroyan. Short Story.
- Louise, by W. Somerset Maugham. Short Story.
- The Fiery Wooing of Mordred, by P. G. Wodehouse. Short Story.
- Tobermory, by Saki. Short Story.
- The Giver, by Lois Lowry. Novel.
- The Messenger, by Lois Lowry. Novel.
- An Inspector Calls, by J. B. Priestley. Play.
- The Importance of Being Earnest, by Oscar Wilde. Play.

Kildaff, Hamer, Mc Cannon "Working with short stories" (1999) Ed. Cambridge University Press. United Kingdom.

Oscar Wilde. The plays of Oscar Wilde (1997) Ed. Wordsworth, Great Britain

Briley John. Cry Freedom (2010). Oxford University Press

Auster, Paul. The red notebook 1996. Faber and Faber UK.

Zephaniah, Benjamin. Face.

### ***Films:***

*The Giver*

*An Inspector Calls*

### **Bibliografía de consulta:**

-Michael Vince. First Certificate Language Practice (2003)Ed. Macmillan Education, Oxford

-Steve Taylore- Knowles. Laser B1+Activity Book (2008)Ed. Macmillan Hellas, Greece

-Vince, Michael. "Advanced Language Practice"

### **Bibliografía del docente:**

- McIntosh, Colin (Chief editor), *Collocations Dictionary for students of English*, Oxford

- Hornby, A. S., *Advanced Learner's Dictionary of Current English*, Oxford

- Webster's New Dictionary and Thesaurus

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### **Bibliografía Obligatoria:**

- Choices Pre-Intermediate and Intermediate by Michael Harris & Anna Sikorzynska (2012) Student's and Workbook. Pearson Longman.
- Dixon, R. "Complete Course in English 4" (2000) Prentice Hall Regents, Englewood Cliffs. UK.
- Mignani, A. "Sweet and Sour". (2001) Black Cat Publishing- Cibed. Canterbury.
- Mignani, A. "The Splintering Frame". (2001) Black Cat Publishing. Cideb. Canterbury
- "From the Cradle to the Grave" British and American Short Stories. Oxford Bookworm Collections. Oxford (1995)
- <http://www.youtube.com/watch?v=dc-Bk11xWug>

### **Bibliografía de Consulta:**

- Fowler, W.S. "Test and Practise your English". Beginners to Intermediate. Nelson. Hong Kong
- English Grammar at <http://www.edufind.com/english/grammar/gram>- Murphy, R. "English Grammar in Use. Intermediate" (1997) CUP. Cambridge.
- Fowler, W.S. "Test and Practise your English". Beginners to Intermediate. Nelson. Hong Kong
- English Grammar at [http://www.edufind.com/english/grammar/grammar\\_topics.php](http://www.edufind.com/english/grammar/grammar_topics.php)
- [http://americanenglish.state.gov/files/ae/resource\\_files/two-thanksgiving-gentlemen.pdf](http://americanenglish.state.gov/files/ae/resource_files/two-thanksgiving-gentlemen.pdf)

Jefa Departamento de Inglés



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**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 5to C

**Año:** 2015

**I- Objetivos:** se espera que los alumnos logren.

- Utilizar con precisión estructuras gramaticales y vocabulario correspondientes al nivel.
- Comunicarse con claridad, corrección y fluidez por medio de textos orales y escritos.
- Ampliar su manejo de funciones comunicativas y áreas léxicas.
- Conocer la cultura de los países de habla inglesa y compararla con la propia.
- Extender el trabajo de aula fuera de la misma realizando tareas de investigación mediante el uso de TICS en el campus institucional.
- Trabajar en grupo en forma organizada y productiva, respetando el trabajo de los demás y haciendo respetar el propio.

**II- Contenidos gramaticales mínimos:**

- Revision of Tenses, Inversion for emphasis.
- Conditionals, expressions of regret.
- Reported Speech.





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### **III Areas de Vocabulario :**

Films, music, books, Law

### **IV : Escritura :**

Essay, film and book review, academic paper.

Linkers and expressions

### **V : Literatura :**

Novel, short story, play : características y elementos : ; setting, conflict, narrator, characters, plot, genre, theme, subject, ending, title, irony.

### **VI- Trabajos Prácticos:**

Oral presentations:

- Music
- Films
- Books
- 

Class Debates

### **VII- Bibliografía Obligatoria:**

- *To Kill a mocking bird*. Harper Lee
- *A Streetcar Named Desire*. T. Williams
- "William Wilson". E.A. Poe
- *Dr. Jekyll and Mr. Hyde*. L. Stevenson.
- *The Curious Incident of the Dog at The Night-Time*. M. Haddon.
- *Betrayal*. H. Pinter.
- "My Son the Fanatic". H. Kureishi.
- *The nightingale and the Rose* \_ O. Wilde

- Series episodes from:

*Black Mirror*

*Louie*

*Law & Order*

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