



*Universidad de Buenos Aires*  
*Colegio Nacional de Buenos Aires*

**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 2º año nivel A  
(ex nivel A y B)

**Año:** 2015

### **I- Objetivos:**

- Desarrollar competencias comunicativas para interactuar con hablantes nativos y no nativos de la lengua extranjera.
- Favorecer el desarrollo de la lecto-comprensión, comprensión auditiva, habla y escritura desde una perspectiva comunicativa.
- Utilizar micro-habilidades para facilitar el uso de las macro-habilidades de manera autónoma.
- Adquirir conocimientos sobre las diferentes funciones del uso de la lengua.
- Diferenciar el uso de la lengua en contextos formales e informales.
- Comprender y producir diferentes tipos de géneros discursivos.
- Utilizar una pronunciación inteligible.

### **II- Contenidos:**

#### **Unidad 1:**

**Topic:** daily routines

**Grammar Highlights:** use of simple present to talk about routines and facts, adverbs of frequency (once, twice, three times, every day, etc) , prepositions of time (on, in, at), objective pronouns, like/enjoy/hate + ing, connectors (later, then, afterwards, after that, next, and, or, because, so), revision of ability (can, can't)

**Vocabulary:** daily activities and free time activities, jobs and professions, adjectives to describe physical appearance and personality, free time activities, means of transport.

**Writing:** a short text introducing yourself (name, age, family, likes and dislikes, abilities, free time activities)



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A short text describing your school days and your weekends.

**Topic:** places and situations, field trips

**Grammar Highlights:** use of Present Continuous to talk about activities happening at the moment of speaking and temporary activities.

**Vocabulary:** places (art gallery, beach, market, etc.), activities done on a field trip (looking at a map, sightseeing, taking photos, etc.), clothes

**Writing:** a place to remember: a short text describing a place you recommend visiting

## Unidad 2:

**Topic:** talking about our memories and anecdotes

**Grammar Highlights:** simple past of verb to be (affirmative and negative, interrogative)

**Vocabulary:** months, ordinal numbers, weather

**Topic:** going out and staying in

**Grammar Highlights:** simple past of verb to be; there was/were (affirmative and negative, interrogative), time expressions in the past (last, yesterday, ago)

**Vocabulary:** meals, places, TV programmes

**Topic:** accidents

**Grammar Highlights:** simple past (regular and irregular verbs) and past continuous (affirmative and negative, interrogative)

**Vocabulary:** emergency services, road safety



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**Writing:** a story describing the first anecdote you can remember. A story describing a road accident. An interview to a friend about his/her last holidays.

### Unidad 3:

**Grammar Highlights:** *going to* and *will* to talk about the future, obligation (have/has to); absence of obligation: (don't/doesn't have to) Countables and Uncountables.

Conditionals : 0-Conditional, Conditional Type I

### Unit 4

**Grammar Highlights: Present Perfect** as experience / result/ conversation initiator. Adverbs: already, yet.

Recently completed action: just.

#### **III- Bibliografía Obligatoria:**

“Choices”, Elementary, Students’ Book. Michael Harris & Anna Sikorzynska. Pearson.

- “Choices”, Elementary, Work Book. Michael Harris & Anna Sikorzynska. Pearson.
- “Oxford Bilingual Dictionary”. Oxford University Press.
- Websites: [www.channel4learning.com](http://www.channel4learning.com) / [www.britishcouncil.com](http://www.britishcouncil.com)
- [www.prezi.com](http://www.prezi.com)

**EXTENSIVE READING & DISCUSSION: según lo indicado por cada docente:**

- One-Way Ticket Stories by Jennifer Bassett (Oxford Bookworms Library)
- A Tale of Two Cities, by Charles Dickens
- David Copperfield, by Charles Dickens
- Romeo and Juliet, by William Shakespeare (Macmillan Readers)



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Stewart, P. (1996) *The Diary* Penguin Books. England, UK ‘Emma’ by Jane Austen  
‘Hamlet’ by William Shakespeare (abridged)

"The Terrible Screaming" by Janet Frame.

"The Old Man at the Bridge" by Ernest Hemingway.

"Popular Mechanics" by Raymond Carver.

"The Fun They Had" by Isaac Asimov.

"The Veldt" by Ray Bradbury. Setting (time and place), atmosphere, characters, themes, symbols.

"Mrs Bixby and the Colonel's Coat" by Roald Dahl. Setting (time and place), atmosphere, characters, themes, symbols.

"Many Moons" by James Thurber

"The Golden Crane" from "Sadako and the Thousand Paper Cranes" by Eleanor Coerr

**Películas:** I am Sam (Mi Nombre es Sam)  
Pay it Forward (Cadena de Favores)  
Lion King

Elizabeth The Golden Age  
David Copperfield  
Romeo and Juliet  
Saving Mr. Banks  
The Theory of Everything

Websites

<http://www.youtube.com>

<http://www.m-w.com>

<http://www.thefreedictionary.com>

<http://visual.merriam-webster.com>

Del docente

Anderson, Holley, Metcalf Rob. *Grammar Practice for Pre-Intermediate Students*. England: Pearson Education Limited, 2007. Third edition.

Clarke, Simon. *Macmillan English Grammar in Context*. Oxford: Macmillan, 2008.

McCarthy, O'Dell Felicity. *Basic Vocabulary in Use*. Cambridge: Cambridge University Press, 2010.



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**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 2º año Nivel B  
B1 (ex C) y B2 (ex D)

**Año:** 2015

**I- Objetivos:**

- Desarrollar competencias comunicativas para interactuar con hablantes nativos y no nativos de la lengua extranjera.
- Favorecer el desarrollo de la lecto-comprensión, comprensión auditiva, habla y escritura desde una perspectiva comunicativa.
- Utilizar micro-habilidades para facilitar el uso de las macro-habilidades de manera autónoma.
- Descubrir y comprender las diferentes culturas que dominan el idioma inglés para favorecer la comunicación.
- Adquirir conocimientos sobre las diferentes funciones del uso de la lengua.
- Diferenciar el uso de la lengua en contextos formales e informales.
- Comprender y producir diferentes tipos de géneros discursivos.
- Utilizar una pronunciación, ritmo y acento inteligibles.

**II- Contenidos:**



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### **Unidad 1: Desafíos**

Presente Perfecto vs. Pasado Simple. Vocabulario referido a empleos, adjetivos que expresan opinión. Escritura de una narración.

### **Unidad 2: Celebración**

Must / Mustn't / Have To / Don't Have To /Can/ Could para expresar necesidad y posibilidad. Vocabulario referido a las celebraciones. Escritura de las reglas áulicas.

### **Unidad 3: Comida**

Comparativos y Superlativos. Vocabulario referido a comidas. Escritura de un e-mail.

### **Unidad 4: Dinero**

Quantificadores (some-any- no-much-many-a lot of- a little- a few). Vocabulario referido a negocios.

### **Unidad 5: Gadgets**

Will y Going to para expresar predicciones (posibles eventos futuros). Vocabulario referido a expresar opiniones. Escritura de un anuncio de venta.

### **Unidad 6: Comunicación**

Expresar leyes y situaciones posibles utilizando condicional 0 y 1. Vocabulario referido a expresar opiniones. Escritura de un párrafo expresando opiniones.

### **Unidad 7: La web**

Expresar situaciones hipotéticas e imaginarias utilizando condicional 2. Vocabulario referido a diferentes fuentes de información. Escritura de una página de Internet.

### **Unidad 8: El mar**

Presente Perfecto para expresar eventos que comenzaron en el pasado y todavía siguen estando. Vocabulario referido a actividades de tiempo libre. Escritura de un párrafo expresando opiniones.



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### **Unidad 9: Las montañas**

Vos pasiva para enfatizar la acción. Vocabulario referido al clima y a deportes de invierno. Escritura de una carta formal realizando un pedido.

### **III- Bibliografía Obligatoria:** (Según lo indicado por cada profesor del curso)

Harris, M. & Mower, D. (2008). *New Opportunities Pre- Intermediate*. Pearson Longman. England: UK.

Dean, M. (2003). *1984 George Orwell*. Penguin Educated Limited. England: UK.

Escott, J. & Bassett, J. (2003). *The Eye of the Childhood*. Oxford University Press. Oxford: UK.

Naudi, Margaret (2001). *Tales of Mystery and Imagination. Edgar Allan Poe*. Penguin Educated Limited. England: UK.

Vince, M. (2003). **Pre- Intermediate Language Practice**. MacMillan Education: Oxford.

The complete works of George Orwell. Disponible en <http://www.george-orwell.org/1984>

Sparknotes: 1984. Disponible en <http://www.sparknotes.com/lit/1984/>

Nineteen eighty four- 1984. Disponible en <http://video.google.com/videoplay?docid=-5464625623984168940#>

Clarke, Simon. *Macmillan English Grammar in Context*. Oxford: Macmillan, 2008.

: DEAD MAN'S SHOES (Abridged).  
By Michael Innes.



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THE LITTLE MYSTERY (Abridged)  
By E. C. Bentley.

THE TREASURE HUNT (Abridged)  
By Edgar Wallace.

“The Terrible Screaming” by Janet Frame.

“The Old Man at the Bridge” by Ernest Hemingway.

“Popular Mechanics” by Raymond Carver.

“The Fun They Had” by Isaac Asimov.

“The Veldt” by Ray Bradbury. Setting (time and place), atmosphere, characters, themes, symbols.

“Mrs Bixby and the **Colonel's Coat**” by Roald Dahl. Setting (time and place), atmosphere, characters, themes, symbols.

Websites

<http://www.youtube.com>

<http://www.m-w.com>

<http://www.thefreedictionary.com>

<http://visual.merriam-webster.com>

[www.facebook.com](http://www.facebook.com)





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Departamento de Inglés  
**PROGRAMA 2do B2 (ex D)TM**  
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.
- Utilicen el vocabulario y las estructuras gramaticales acordes con su nivel.
- Se comuniquen en forma correcta y apropiada en situaciones comunicativas varias y accedan a la cultura de los pueblos de habla inglesa, como así también al universo de información que utiliza el idioma inglés.
- Reflexionen sobre la relevancia del inglés en el mundo actual y las diferencias y similitudes con nuestra propia cultura.
- 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: Revision Unit. School Today, School Last year. My experience at CNBA.

Revision: Simple Tenses. Present, Past, Future. All forms . Wh- questions.

Adverbs. Perfect Tenses.

Films. A Memory (from New Opportunities Intermediate)

Unidad 2: Travel

Topics: Problems.

Vocabulary: Transport Problems. Collocations.Means of Transport. Air Travel.

GTravel Words. Idioms.



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Grammar: Present Perfect Simple and Continuous. Words and Expressions for addition and contrast (although, in spite of, in addition, on the other hand...)

Reading: An internet page. Tourist Information. Fear of Flying? Getting Around Britain.

Short Story: "David Swan" by N. Hawthorne-

Unidad 3: The Media.

Topics: What's in the Newspapers? Magazines. The Internet. Internet News. The Radio and TV. Breaking News. Reforms in the Judiciary in Argentina. The Media in Argentina.

Vocabulary: Media Words. Types of News. Parts of a Newspaper. The Internet. Idioms. Compound adjectives. Expressing Opinions.

Grammar: The Passive. All forms and tenses. Characteristics of Active and Passive Voice Constructions. Use and effects of Overuse of passive Voice.

Reading: An internet page.

Listening: A Radio Programme.

Short Story: "Lamb to the Slaughter" by R. Dahl.

Writing: A Newspaper Article.

Unidad 4: Advertising

Topics: Persuasion. Classified Ads. TV commercials. Vocabulary : Opinion Adjectives. Advertising Expressions. Idioms. Language of advertising for Adolescents. Shopping Problems.

Grammar: Future: Will, going to, simple present, present cont, may/might. So/ such..that / enough, too .Articles.

Video Watching: TV adverts from the Eighties.

Unidad 5: People. Generations.

Grammar: Modals for speculating. Sentence Transformation. Past Modals.

Vocabulary: Personality Adjectives Prefixes to make opposite of Adjectives.

Listening: Generation Problems.



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Film Watching: Northanger Abbey.

Reading: "Tea" by Saki

Unidad 6: Learning

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

Grammar: Zero, First, Second Third Conditional Sentences Verbs take, get, have, make. Multi-part Verbs. Verbs following by *in* or *to in*

Reading: The last Night of the World by R. Bradbury.

Film Watching: The King's Speech

### **Bibliografía Obligatoria:**

- New Opportunities Intermediate by Michael Harris, David Mower & Anna Sikorzynska  
Student's and Workbook. Pearson Longman.
- Dixon, R. "Complete Course in English 4" (2000) Prentice HI Regents, Englewood Cliffs. UK.
- Mignani, A. "Sweet and Sour". ( 2001) Black Cat Publishing- Cibed. Canterbury.
- Mignani, A. "The Splintering Frame". (2001) Black Cat Publishing.  
Cibed.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>



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**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 2do Nivel C  
(ex Nivel E y F, según corresponda)

**Año:**2015

**Objetivos:** se espera que los alumnos logren:

- Comprender textos orales y escritos provenientes de diversas fuentes y correspondientes al nivel.
- Usar el vocabulario y las estructuras gramaticales correspondientes al nivel.
- Manifiestar su opinión fluidamente utilizando la lengua extranjera  
Apreciar obras canónicas y no canónicas de la Literatura universal en lengua inglesa.

**II- Contenidos:**

**Unit 1:** Revision of tenses. Simple present for running commentaries and for retellings. Present Continuous for annoying habits. Past tenses used in narrative sequences.

**Unit 2:** Passive voice. Form and uses. Make and let. Double object verbs. Present and past passive voice. Causative form. Literature: newspaper articles- news, opinion and analysis of global trends.

**Unit 3:** Grammar: Order of adjectives. Adverbs: formation. Adverbs of manner, frequency. Modifying adverbs. Position and order of adverbs. Comparative and superlative forms. Infinitive and gerund: full infinitive: uses. Let, make, would rather, and had better. Gerund: uses, be used to, get used to. Prefer, would rather, would prefer.

**Unit 4:** Topics: Beauty and music. Functions: Describing beauty and music. Vocabulary connected to description of people and places, adjectives, verbs and idioms with make get and have. Phrasal verbs with *break, call, come, turn and take*. Phrasal verbs with *up* and *down*. Linking: despite, in spite of, although. All things considered / to sum up / to conclude / all in all. Giving opinions: agreeing and disagreeing. Descriptive essay.



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**Unit 5:** Topic: New Frontiers. Vocabulary connected to science and technology. Compound words: nouns, adjectives and verbs. Phrasal verbs. Grammar: Relative clauses. Relative pronouns. Contact clauses. Prepositions in relative clauses. Non-defining and defining relative clauses. Coordinate relative clauses. Revision: future forms. Future Continuous. Future Perfect (simple and continuous). Linking: in order to / so as to / so as not to. So that / as a result.

**Unit 6:** Global Issues: Vocabulary to describe global issues. Climate. The environment. Social problems. Use of suffixes and prefixes. Phrasal verbs with *come, cut, put, set, take, get*. Grammar: Reported speech. Reporting dialogues. Summarizing information and rewording it to report a message. Reporting verbs. Giving opinions and reasons. Linking: justifying arguments (*one reason, basically, the main reason, etc.*). Writing: Descriptive Essays.

**Unit 7:** Vocabulary. Grammar: Nouns: countable/ uncountable / singular and plural. Articles: definite, indefinite and zero. Prepositions of time: at/ on/in/by/until/during. Prepositions of place and movement. Dependent prepositions: verb dependent prepositions. Adjective dependent prepositions. Nouns and prepositions.

**Unit 8:** Phrasal verbs: break/come/get/go/grow/ hand/ hear/ hold/keep/ look/make/ pay/pick/ pull/put/ run/set/ show/take/ turn. Writing: Descriptive Essay.

- ✓ Revision of conditionals. Mixed conditionals. Proving / Provided / As long as / Unless / In case. Backshifting (Had I done that..., Should you see him...)
- ✓ Verb patterns with agree, offer, deny, insist, warn, suggest, regret, threaten, accuse, request, refuse, admit, etc.
- ✓ Emphatic Structures.
- ✓ Position of adjectives in a sentence.
- ✓ Comparative structure: The... the...
- ✓ Genitive case. Double genitive (a friend of my father's). Special cases.

### **III- Trabajos Prácticos:**

Guión de un video que incluya las estructuras y funciones dadas durante el año  
(Prof. Shecre)



**Actividades (de recepción y producción) (Prof.Carmosino)**

Formal and informal letters / e-mails

Narratives: Unabridged Short Stories and short novels.

Drama: Unabridged Plays

Reports

Poems

Scripts

Description of people, objects and places.

Advertisements / Commercials

Formal and Informal Conversations

Presentations

Authentic TV programmes and films

Essays

Narratives

**IV- Bibliografía Obligatoria: Según lo indicado por el profesor del curso**

Harris, Mower, Sikorzynska, New Opportunities – Upper Intermediate,– Pearson Education Limited

Szlachta, Emma, Choices- Upper Intermediate, Pearson, 2013

Grammar set. Writing set.

Salinger, J D, (1994) *The Catcher in the Rye*. 1951.London: Penguin Books.

Much Ado about nothing\_ Shakespeare – Black Cat

Shakespeare: Sonnets

Shakespeare, W. "Sonnet 116"

Blake, W. "The Chimney Sweeper"

Forster, E.M. "The Machine Stops"

Greene, G. "The Destroyers"

Albee, E. *The American Dream*

Ayckbourn, A. *Invisible Friends*

Golding, W. *Lord of the Flies*

Isaac Asimov, "The Machine that Won the War"

Lord Dunsany, "If Shakespeare Lived To-Day"



**V- Bibliografía de consulta y/o complementaria:**

Carling, M. (2003). *Grammar Time 6*. Longman

Del docente:

Carter, R. and M. McCarthy (2006). *Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage*. Cambridge: Cambridge University Press.

Evans, V. et al. (2008) *Upstream*. Advanced. UK: Express Publishing.

Harmer, J. & R. Rossner (1992). *More Than Words. Book 1*. London: Longman.

Hook, J. N. (1981) *Two-Word Verbs in English*. New York: Harcourt Brace & Company.

McAndrew, R. and R. Martinez (2001). *Taboos and Issues*. Boston: Thomson Heinle Language Teaching Publications.

McCarthy, M. & F. O'Dell (1994) *English vocabulary in Use. Upper-intermediate & Advanced*. Cambridge: CUP

Moutsou, E. and S. Parker (1996). *Enter the World of Grammar. Book 5*. London: MM Publications.

O'Neill, R. et al. (1997). *New Success at First Certificate*. Oxford: Oxford University Press.

Stanton, A. et al. (1999). *Fast Track to CAE*. Harlow: Longman.

Vince, M. (2003). *Advanced Language Practice*. Oxford: Macmillan.

Yule, G. (2009). *Oxford Practice Grammar Advanced*. Oxford: Oxford University Press.