



DEPARTAMENTO INGLÉS
Colegio Nacional de Buenos Aires
ASIGNATURA: INGLÉS

CURSO: 3er. Año Nivel "A"

AÑO: 2.017

PROFESORES: Amelia Baldi – Mariano Alarcón – Esteban Mascotto – Amelia Baldi – Esteban Mascotto

OBJETIVOS

Se espera que el alumno logre:

- Desarrollar competencias comunicativas para interactuar con hablantes nativos y no nativos de la lengua extranjera.
- Adquirir conocimientos sobre las diferentes funciones del uso de la lengua.
- Reconocer y producir el vocabulario presentado.
- Diferenciar el uso de la lengua en contextos formales e informales.
- Desarrollar la capacidad de lecto-comprensión mediante la utilización de material proveniente de diversas fuentes, y en relación con los temas de su interés y el de sus pares.
- Comprender y producir diferentes tipos de géneros discursivos.
- Desarrollar la comprensión auditiva a través de un intenso trabajo con material de audio y video.
- Producir con una pronunciación inteligible.
- Expresar sus ideas coherentemente y con precisión para producir mensajes orales y escritos en inglés con el mínimo de fluidez y corrección necesarios para una comunicación eficaz.

CONTENIDOS:

Unidad 1:

A - CINEMA

Going to. Talking about intentions.

'Like' and 'would like'

'Have to'/'Not have to'. Talking about obligations.

Mariano Alarcón



B FOOD AND DRINK *It's*

What you eat predicts the future!

Present Conditional. Talking about habits.

Food and eating habits.

C – COUNTRIES

At/in/the. Asking about places.

Someone, anyone, everyone, no one.

Suggestions.

'To' for purpose.

D - GADGETS

Present Perfect. *Ever/never.*

Talking about experiences and achievements.

Unidad 2:

Present Simple and Continuous.

Talking about habits. Talking on your mobile. Talking about your routine.

Describing photos.

Vocabulary: Routines. Wordbuilding: making adjectives. Linkers: *and, or, but, then.*

Races and equipment.

Reading: An article.

Writing: Describe an ideal day.

Unidad 3:

Present Perfect Simple (1). Present consequences. // Opinions: *think that... // some, any, no, a lot of, a few, a little.* // Purpose linkers: *to, for.*

Explaining causes.

Vocabulary: Free time. Modifiers: *very, quite.* Vague language: *like, sort of, kind of.*

Reading: Dialogue about films. Computer game adverts. Article about a festival.

Reading / Writing: An invitation. Writing: Text organization. Descriptions.

Culture Choice 1: Poem: *Talking After Christmas Blues.*

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Present Perfect Simple (2). Indefinite past. *Ever / never, already / yet.* // Adjective order.

Talking about experiences. Shopping. Talking about money. Dialogue in a market.
Vocabulary: Money. Quantities: *a bit of, a pair of, etc.* Products.

Reading: Articles.

Writing: An advert.

Unidad 5:

Past Simple and Continuous. Adjectives and prepositions. Present Perfect Simple and Past Simple.

Telling an anecdote. Descriptions of films/books. Telling stories. Biographies.

Vocabulary: Stories. Multi-part verbs.

Reading: A ghost story. The story of an escape. Article about a love story.

Writing: Text organization, style and linkers. Telling a story.

Culture Choice 2: Story: *Little Dorrit*.

Unidad 6:

Present Perfect Simple (3). Present situations. *for / since.* Contrast linkers.

Looking back. Giving opinions. Talking about families.

Vocabulary: Families. Compounds. Problems at home.

Reading: A blog. Magazine article with family profiles.

Writing: An opinion on a blog.

Unidad 7:

Modals: *have to / not have to, can / can't, may / may not, must / must not.*

Verbs + adjectives.

Complaining. Agreeing and disagreeing. Phone conversation. Talking about music.

Vocabulary: Music. Styles of music. Multi-part verbs.

Reading: Teen website. Articles. A formal letter.

Writing: A formal letter (to a magazine).

Culture Choice 3: Song: *The Fields of Athenry*.

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Will, may and be going to. Predictions.

Predicting. Talking about health. Health experiences. Health advice. Emergencies.

Vocabulary: Health. Confusing words. Emergencies.

Writing: Linkers for listing: e.g. *first, second*. Instructions.

Unidad 9:

Zero and First Conditionals. Future Conditional. Time clauses. // The use of "if". // "all, most, many, some, no/none" // "another / other".

Negotiating. Suggesting. Conversation about survival.

Vocabulary: Environment. Animals. Multi-part verbs.

Reading: Articles. A Formal Letter (Letter of enquiry).

Writing: Formal style. A formal letter.

Culture Choice 4: Story: *Moby Dick*, by Herman Melville.

Unidad 10:

The Passive – "by" phrases.

Polite requests. Talking about journeys. Airport situations. The News. News report.

Vocabulary: Journeys. Airports. Opposites (adjectives)

Reading / Writing: Website about famous women.

Reading: An article. A report.

Listening: A report.

Writing: A report.

Bibliografía obligatoria para el alumno:

Unidades según lo indicado por el/la docente del curso.

Marcón



● *Universidad de Buenos Aires*
CHOICES – Elementary, by Emma Szlachta.
Colegio Nacional de Buenos Aires
Pearson. Revision. Units 6 to 10.

- Students' Book
- Language Choice
- Workbook

● **CHOICES** – Pre-Intermediate, by Michael Harris and Anna Sikorzynska.
Pearson. Units 1 to 9.

- Students' Book
- Language Choice
- Workbook

Bibliografía adicional (según lo indicado por el/la docente):

- ***The Canterville Ghost***, by Oscar Wilde. Oxford Bookworms Library – Fantasy and Horror. Stage 2.
- ***Hamlet***, by William Shakespeare. Level 3.
- ***The Ring***, by Bernard Smith. Penguin. Level 3.
- ***The Client***, by John Grisham. *Penguin Readers*. Level 4.
- ***The Colombian Connection***, by Alan Mc Lean. *Heinemann Readers*. Level 4.
- ***1984***, by George Orwell. *Penguin Readers*. Level 4.
- ***Dead Man's Shoes***, by Michael Innes. (From "Dead Man's Shoes and Other Stories". *Longman Simplified English Series*).
- ***The Little Mystery***, by E. C. Bentley. (From "Dead Man's Shoes and Other Stories". *Longman Simplified English Series*).
- ***The Treasure Hunt***, by Edgar Wallace. (From "Dead Man's Shoes and Other Stories". *Longman Simplified English Series*).
- ***The Garden Party***, by Katherine Mansfield. *Penguin Readers*. Level 4.

(*Longman Simplified English Series*).

- ***The Street Lawyer***, by John Grisham. *Penguin Readers*. Level 4.
- ***'The Picture of Dorian Gray'***, by Oscar Wilde. Simplified.
- ***'The Great Gatsby'***, by Scott Fitzgerald. Simplified.

March →



Filos: *Universidad de Buenos Aires*

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- **The Hound of the Baskervilles**

- **Scoop**

- **Death at a funeral**

Bibliografía de Consulta

- New Opportunities – Elementary, by Michael Harris, David Mower and Anna Sikorzynska. Pearson Longman. Mini-Dictionary.
- New Opportunities - Education for Life - Pre-intermediate, by Michael Harris, David Mower and Anna Sikorzynska. Pearson Longman.
 - Students' Book
 - Language Powerbook
 - Mini-Dictionary
- The Heinemann Elementary English Grammar, by Digby Beaumont.
- Elementary Language Practice, by Michael Vince. MACMILLAN.
- Essential Grammar in Use, by Raymond Murphy. Cambridge University Press.
- Grammarway 1, by Jenny Dooley & Virginia Evans. Express Publishing.
- Grammarway 2, by Jenny Dooley & Virginia Evans. Express Publishing.
- Grammarway 3, by Jenny Dooley & Virginia Evans. Express Publishing.
- New Grammar Time 2, by Sandy Jervis. Longman.
- New Grammar Time 3, by Sandy Jervis. Longman.
- New Grammar Time 4, by Sandy Jervis. Longman.
- Newspaper and magazine articles.

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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Firma del Jefe de Departamento

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Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

Departamento: Inglés

Asignatura: Inglés

Curso: 3er año Nivel "B"

Año: 2017

Profesores: Fabiana Santamarina – María Verónica Pernbaum (Profesora Sustituta: Carmen Restuccia) – Carmen Restuccia – Iris Albornoz – Verónica Gottau

I- **Objetivos:**

Lograr que los alumnos:

- Desarrollen 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.
- Poder construir el conocimiento lingüístico y pragmático-discursivo para la comprensión y la producción de textos escritos y orales a partir de situaciones contextualizadas y significativas.
- Reflexionar acerca del funcionamiento del lenguaje.
- Construir espacios de articulación entre la lengua extranjera y las otras disciplinas.

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II- Contenidos:

▪ **Unidad 1: Friends and Emotions**

Grammar: Intentions and arrangements, defining and non-defining relative clauses.

Vocabulary: people and relationships; feelings and emotions; purpose linkers: *not enough / too*; comparison (*as ... as*); *get, make and do*.

Functions: telephoning, describing people and feelings, giving opinions, reporting advice, orders and requests.

Writing: short notes, a film review.

Reading: a film synopsis, instant messages, articles about William Shakespeare (life, work, context), article about saving languages, newspaper interviews, personal memory.

Listening: online interviews and videos about William Shakespeare, descriptions of people, everyday situations, conversations about a concert, documentaries about Stratford-upon-Avon and the theatrical profession in Shakespeare's times.

Speaking: talking about feelings and emotions, describing characters in a play, telling stories, giving a presentation.

Short story: "Hamlet", W. Shakespeare.

▪ **Unidad 2: Identity and Big Events**

Grammar: Present Simple, Present Continuous, Present Perfect, verbs expressing preferences, Past Perfect; *used to and would*.

Vocabulary: word-building, urban tribes; cognates; multipart verbs, opinion adjectives and collocations, informal linkers including sentence adverbs; uses of "like"; memories; multipart verbs, uses of just, time linkers.

Functions: Agreeing and disagreeing, excuses and explanations.

Blanco



Writing: Personal description.

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Reading: Article about avatars, article about saving languages, newspaper interview, personal memory.

Listening : Interviews, dialogues about languages, interview with a sociologist, documentary about gothic weekend.

Speaking: Talking about your identity, interviews, talking about memories and telling stories.

Literature: Novel "*The street lawyer*" by John Grisham.

Short story: "*Mrs Bixby and the colonel's coat*", R. Dahl

"*Romeo and Juliet*", W. Shakespeare.

▪ **Unidad 3: Taste and Houses**

Grammar: Present Perfect Continuous, The Passive Voice, Causative: "*have/get something done*".

Vocabulary: Food, collocations; multipart verbs; reason linkers; verbs + prepositions, houses.

Functions: describing a process, explanations.

Writing: An invitation.

Reading: magazine profile, the history of ice-cream, interview with anthropologists.

Listening: dialogue about food and habits, tour guide presentation, review of a TV programme.

Speaking: talking about food habits/likes, dialogue in a restaurant.

Literature: Novel "*1984*" by George Orwell.

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▪ **Unidad 4: Image and Heroes**

Grammar: Revision of all tenses, speculating about the present and past. Question tags, prepositions at the end of sentences.

Vocabulary: appearances and biographies.

Functions: gossiping and making guesses.

Writing: book-review.

Reading: magazine articles, descriptions of life stories.

Listening: descriptions of celebrities, novel extracts.

Speaking: talking about memories and telling stories.

Literature: *Tales of Mystery and Imagination* by Edgar Allan Poe.

Short story: "*Midsummer Night's Dream*", W. Shakespeare.

• **Unidad 5 : Learning**

Grammar: Reporting statements

Vocabulary: Word building school

Writing: Essay

Functions. Talking about schools

Oral presentation: Music

Sharon



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• **Unidad 6 : Careers**

Grammar: Reporting questions- Conditional Sentences

Vocabulary: jobs and careers – phrasal verbs

Oral presentation: Films

• **Unidad 7 : Inspiration**

Grammar: Conditionals 0, 1, 2, 3

Vocabulary: the arts

Oral presentation: Books

III- **Bibliografía Obligatoria:**

- Harris, Michael & Sikorzynska, Anna. *Choices Pre-Intermediate*, Student's Book (2012). Pearson. New York,
- Kay, Sue & Vaughan, Jones. *Choices Pre-Intermediate*, Workbook (2012). Pearson. New York.
- Harris, Michael & Sikorzynska, Anna. *Choices Intermediate*, Student's Book. (2012). Pearson. New York.
- Fricker, Rod. *Choices Intermediate*, Workbook (2012). Pearson. New York.
- Longman Classics. *Three Great Plays of Shakespeare*. Longman. UK.
- Longman Classics. *Stories from Shakespeare*. Longman. UK.
- Oxford University Press. *The Stories of Shakespeare's Plays*. Retold for Easy Reading. Volume 1. OUP. London.

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- Grisham, John "The street lawyer".
- George Orwell "1984 ". (2008)Ed. Pearson Education Limited, England.
- Edgar Allan Poe "Tales of Mystery and Imagination" (2008) Ed. Pearson Education Limited, England.

IV- Bibliografía de consulta y/o complementaria:

- Vince, Michael. "Intermediate Language Practice". MacMillan Heinemann.
- Longman's Learners Dictionary of Contemporary English. Advanced. New Edition. Longman.
- Oxford Bilingual Dictionary. Oxford University Press.

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Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

Departamento: Inglés

Asignatura: Inglés

Curso: 3er. Año Nivel "C"

Año: 2017

Profesores: Julieta Carmosino – Bárbara Grodzki – Mariano Alarcón – Jimena Veiga
MARIANO QUINTERNO

I- Objetivos:

Se espera que los alumnos logren.

- *adquirir la habilidad de usar el idioma de modo que lleguen a ser capaces de producir mensajes orales y escritos en inglés con fluidez y corrección necesarios para una comunicación eficaz.*
- *desarrollar la capacidad de lecto-comprensión mediante la utilización de material proveniente de diversas fuentes y en relación a los temas de interés de los alumnos.*
- *perfeccionar la comprensión auditiva a través de un intenso trabajo con material de audio y video.*

II- Contenidos:

Unidad 1:

Reported Speech: statements and commands.

A consumers' society. Jobs and money. Job interview. Employment and unemployment. Multi-part verbs.

Linking words: reason. Prepositions of time, movement, place. Vocabulary: School, school subjects, academic terms.

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Unidad 2:

Reported questions Multi-part verbs.

Talking about photos.

Experience: success, failure, fear, overcoming difficulties. Present Perfect and Present Perfect Progressive.

Linking: *wherever, whoever, whatever.; in spite of, however.*

Vocabulary: verbs and expressions denoting fear and frightful experiences.

Unidad 3:

Past Tenses. Past Perfect Progressive.

Would/ used to. Jokes. Multi-part verbs

Linking words.

Writing a book review.

Unidad 4:

Defining and non-defining relative clauses. Participle clauses

Comparatives and superlatives. Irregular comparatives .

Make, get, have. Describing people and places. Modifiers.

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Unidad 5: *Universidad de Buenos Aires*

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Regret in the Past: Conditional Type III. Wish-clauses

Adjectives (feelings); verbs of movement.

Linking: review and extension of addition and contrast.

Resources to enhance discourse: Inversion construction: "*Had we been told before...*" "*Desperate as she looked...*"

Relative clauses. A presentation of a topic. Verbs with-ing form and to + infinitive

Vocabulary: Crime and Punishment. Trials. Lexis on trials and justice.

Unidad 6:

Revision of tenses. Patterns with: "*explain something to somebody*": *suggest, describe, etc.*

Colloquial expressions. Multi-part verbs

Writing a formal letter. Expressing preferences.

Modal verbs in the past. Determiners.

Unidad 7:

The Passive. Focus on Direct and /or Indirect Object as subject of the Passive.

Idiomatic language. Multi-part verbs with turn

Giving opinions. Word families

María



III Bibliografía Obligatoria (según indicación del/ la profesor/a)

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- *Choices Upper Intermediate* by Michael Harris & Anna Sikorzynska. Student's Book and Workbook. Pearson Longman.

- *New Opportunities Upper Intermediate* by Michael Harris, David Mower & Anna Sikorzynska. Student's and Workbook. Pearson Longman

Reading:

'*The Catcher in the Rye*' by Salinger

"*The Giver*" by Lois Lowry

"*Fahrenheit 451*" by Ray Bradbury

"*All my Sons*" by Arthur Miller

Short stories:

'*The Way up to Heaven*' by Roal Dahl

'*October Game*' by Ray Bradbury

"*The Case for the Defence*" by Graham Greene

"*What Life Means to Me*" by Jack London

"*Trial and Error*" by Jeffrey Archer.

"*In the Time of the Butterflies*" by Julia Alvarez

"*The Terrible Screaming*" by Janet Frame

María



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Films.

Scoop

In the Time of the Butterflies

The Theory of Everything

Saving Mr. Banks

The Sound of Music

Supersize Me (Dir. Morgan Spurlock, USA, 2004)

Sicko (Dir. Michael Moore, USA, 2007)

IV- Bibliografía de consulta y/o complementaria:

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.

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