



Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

DEPARTAMENTO DE INGLÉS, 2015
PROGRAMA DE 3er AÑO, NIVEL A

EXPECTATIVAS DE LOGRO:

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 a 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 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.

B - FOOD AND DRINK

Will/won't. Predicting the future.

Present Conditional. Talking about habits.

Food and eating habits.

C - COUNTRIES

A/an/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: TIME

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: FUN

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*.

Unidad 4: MONEY

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: STORIES

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: GENERATIONS

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: MUSIC

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*.

Unidad 8: HEALTH

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: NATURE

Zero and First Conditionals. Future Conditional. Time clauses. // The use of "*it*". // "*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: FLIGHT

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.

- ❖ **CHOICES** – Elementary, by Emma Szlachta.
Pearson. **Revision: Units 7 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.
- ***Sherlock Holmes: The Sign of Four***, by Sir Arthur Conan Doyle. DOMINOES Three.
- ***"Billy Elliot"***, by Melvin Burgess, based on the motion picture screenplay by Lee Hall. Penguin Readers. 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.
- ***The Garden Party***, by Katherine Mansfield. *Penguin Readers*. Level 4.
- ***The Model Millionaire***, by Oscar Wilde. (From *"Outstanding Short Stories"*. *Longman Simplified English Series*).
- ***The Street Lawyer***, by John Grisham. *Penguin Readers*. Level 4.
- **'The Picture of Dorian Gray'**, by Oscar Wilde
- **'The Great Gatsby'**, by Scott Fitzgerald

Films:

- ***The Sound of Music*** (50th birthday).
- ***Billy Elliot***
- ***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*



Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

Departamento: Inglés

Asignatura: Inglés

Curso: 3er año Nivel B

Año: 2015

I- Objetivos: Que el alumno

-Desarrolle 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

- Pueda 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
- Reflexione acerca del funcionamiento del lenguaje
- Construya espacios de articulación entre la lengua extranjera y las otras disciplinas

II- Contenidos:

Unidad 1: 1st Term: Identity and Big Events



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

Vocabulary: wordbuilding, 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.

Writing: Personal description

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

Listening : interviews, dialogues about languages, interview with a sociologist, documentary about goth weekend



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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)

Unidad 2: 2nd Term: 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



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

Literature: Novel "1984" by George Orwell

Unidad 3: 3rd Term: 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



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Literature: Tales of Mystery and Imagination by Edgar Allan Poe

III- Bibliografía Obligatoria:

-Szlachta, Emma. Choices Intermediate. Student's Book. (2012) Ed. Pearson-. New York

-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:

-Szlachta, Emma. Choices Intermediate. Activity Book. (2012) Ed. Pearson-. New York

-Vince, Michael. "Intermediate Language practice"



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Colegio Nacional de Buenos Aires

Departamento: Inglés

Asignatura: Inglés

Curso: 3ºC

Año: 2015

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 el mínimo de fluidez y corrección necesarios para una comunicación eficaz.*
- *Apropiarse de 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.*
- *Desarrollar 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.

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



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Unidad 4: *Defining and non-defining relative clauses. Participle clauses*

Comparatives and superlatives. Irregular comparatives .

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

Unidad 5: *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

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

- *New Opportunities Intermediate by Michael Harris, David Mower & Anna Sikorzynska*

Student's 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: 'Way up to heaven' by Roal Dahl*

'October game' by Ray Bradbury



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'Lizzie Borden'

'What life means to me' by Jack London

"Disposal Unit" undisclosed author

Excerpts from: "In the Time of the Butterflies" by Julia Alvarez

"The Terrible Screaming" by Janet Frame

-Audio: New Opportunities

and Upper Intermediate

-Películas: 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)



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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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DEPARTAMENTO: INGLÉS

ASIGNATURA: INGLÉS

CURSO: TERCER AÑO

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.



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B- CONTENIDOS

El siguiente programa tendrá como eje temático “La inclusión y la exclusión social”. En cada unidad, los alumnos abordarán los contenidos léxico-gramaticales, y desarrollarán las macro- y micro-habilidades de la lengua en función de dicha temática. Además, los estudiantes se aproximarán a textos literarios y cinematográficos conectados con el tema.

UNIT 1: UNEMPLOYMENT, POVERTY AND SOCIAL EXCLUSION

Literature

Death of a Salesman by Arthur Miller

“The Verger” by Somerset Maugham

Cinema

Billy Elliot (Dir. Stephen Daldry, UK, 2000)

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.



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Thematic Areas and Lexis

Social Class: Capitalism. Consumer Society. Money and Debts. Poverty. Work and employment.

Housing: Houses. Different Kinds. Parts of a House. Housing Problems.

Listening

Determining macro speech act. Identifying speakers' attitudes.

Reading

Using the context to understand difficult words. Identifying the intended addressee.

Speaking

Rephrasing difficult structures. Finding synonyms for difficult words. Debates. Role-playing.

Writing

Discursive Essays. Generating Ideas. Paragraphing. Organization of ideas. Structure of an Essay.



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UNIT 2: HEALTH, NUTRITION AND CONCEPTIONS OF NORMALITY AND ABNORMALITY

Literature

“Disappearing” by Monica Wood

“You’ll Never Live to Regret It” by Jeffrey Archer

Dead Ends by Erin Lange

Cinema

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

Sicko (Dir. Michael Moore, USA, 2007)

The Perks of Being a Wallflower (Dir. Stephen Chbosky, USA, 2012)

Grammar

The Subject and the Organization of Discourse: Planes of Discourse: Clauses. Adverbial Clauses of Time, Place, Purpose, Reason, Result, Concession, Manner and Condition (Conditionals 0, I, II, III and Mixed Types). Connectors and Connectivity. Adjectival Clauses: Defining and Non-defining Relative Clauses.

Thematic Areas and Lexis



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Health: Hospitals. Doctors. Illnesses. Food and Drinks. Illnesses related to eating and drinking.

Listening

Using context to deduce unclear words. Using prediction to pave the way for comprehension.

Reading

Determining the Macro Speech Act. Skimming and scanning. Using different sources to fill in knowledge gaps.

Speaking

Gaining time: Using time-fillers. Debates. Role-playing.

Writing

Argumentative Essays. Generating Ideas. Expressing your Viewpoints and the Opposing Arguments.

UNIT 3: EDUCATION AND THE RIGHT TO LEARN

Literature



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“The Somebody” by Danny Santiago

“Next Term, We’ll Mash You” by Penelope Lively

Cinema

Whiplash (Dir. Damien Chazelle, USA, 2014)

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 Quantifiers. The Article.

Thematic Areas and Lexis

Education: Tests. Actions connected to students and teachers. Types of schools. Subjects. The Education system in the USA and the UK.

Listening

Listening for specific information. Identifying rising or falling intonation.



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Reading

Reading and taking down notes. Reconstructing macro speech act based on notes.

Speaking

Modifying one's arguments based on the addressee's reaction. Identifying the addressee's argument to support or contradict him / her.

Writing

Narrative. Setting the story in time and place. Constructing characters. Characterization. Using direct, indirect and free indirect speech in narratives.

Descriptions of People and Places. Descriptions as part of other Genres.

UNIT 4: CRIME, THE MEDIA AND THE PORTRAYAL OF THE OTHER

Literature

"The Waste Land" by Alan Paton

"The Terrible Screaming" by Janet Frame

Teacher's Dead by Benjamin Zephaniah



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Cinema

Minority Report (Dir. Steven Spielberg, USA, 2002)

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.

Thematic Areas and Lexis

Crime and Punishment: Criminals. Trials. The court. Punishments.

Slavery and Servitude: Human trafficking. Old and new forms of slavery.

The Media and Communication: Radio, Television and Newspapers. Information Technology. Computers. Social Networks.

Listening

Detecting key words and reconstructing the message based on them. Using lexical chains to determine the theme of a text.

Reading

Detecting contradictions in discourse. Identifying the writer's attitude and political standpoint.



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Speaking

Asking questions of the interlocutor for clarification. Asking questions of the interlocutor to point out contradictions.

Writing

The (Newspaper) Article. The organization of Information. Using direct and indirect sources. Integration of Genres.

D- BIBLIOGRAFÍA OBLIGATORIA

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.

Mgter. Mariano H. Quinterno