



Universidad de Buenos Aires  
Colegio Nacional de Buenos Aires

**DEPARTAMENTO:** INGLÉS

**ASIGNATURA:** INGLÉS

**CURSO:** 3er. Año Nivel "A"

**AÑO:** 2.016

**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 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.

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## 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.

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### **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.

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### **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 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.

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- *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.

#### Films:

- ***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.

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### **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*

**Firma del Jefe de Departamento**



Universidad de Buenos Aires  
Colegio Nacional de Buenos Aires

**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 3er año Nivel "B"

**Año:** 2016

**Profesores:** Fabiana Santamarina – María Verónica Pernbaum – Carmen Restucci – Iris Albornoz – Verónica Gottau

**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: Friends and Emotions**

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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 interview, 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.

Writing: Personal description.

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

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memory.

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

### ▪ **Unidad 4: Image and Heroes**

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

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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 9 : Learning**

Grammar: Reporting statements

Vocabulary: Word building school

Writing: essay

Functions .Talking about schools

Oral presentation: Music

- **Unidad 10 : Careers**

Grammar: reporting questions- Conditional sentences

Vocabulary: jobs and careers – phrasal verbs

Oral presentation: Films

- **Unidad 11 : Inspiration**

Grammar: Conditionals 0, 1, 2, 3

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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.
- 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.

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- Longman's Learners Dictionary of Contemporary English. Advanced. New Edition. Longman.
- Oxford Bilingual Dictionary. Oxford University Press.

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**Firma del Jefe de Departamento**



Universidad de Buenos Aires  
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**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 3er. Año Nivel "C"

**Año:** 2016

**Profesores:** Julieta Carmosino – Bárbara Grodzki – Mariano Alarcón – Jimena Veiga

**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.*

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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*

Unidad 5:

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

*Adjectives (feelings); verbs of movement*

*Slackon*



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*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.*

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-*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*

*'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*

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*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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DEPARTAMENTO: INGLÉS  
ASIGNATURA: INGLÉS  
CURSO: TERCER AÑO  
PROFESOR: MGTER. MARIANO H. QUINTERNO  
AÑO LECTIVO: 2016

### PLANIFICACIÓN ANUAL

#### 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 “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: EDUCATION AND THE RIGHT TO LEARN**

#### **Literature**

*Dead Ends* by Erin Lange  
“The Somebody” by Danny Santiago  
“Manhood” by John Wain

#### **Cinema**

*Whiplash* (Dir. Damien Chazelle, USA, 2014)

#### **Grammar**

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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.

***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***

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***

Generating Ideas. Organization of ideas. Paragraphing. Editing the text. Peer- and self-reviewing.

**UNIT 2: PLANNED AND UNPLANNED JOURNEYS**

***Literature***

"The Way Up to Heaven" by Roald Dahl

*Refugee Boy* by Benjamin Zephaniah

"Refugee Blues" by W.H. Auden

***Cinema***

*The Terminal* (Dir. Steven Spielberg, USA, 2004)

***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.

The Presence of the Subject in Discourse: Adjectives and Adverbs. Comparative and Superlative Form of Adjectives and Adverbs. Word Order of Adjectives and Adverbs.

***Thematic Areas and Lexis***

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Planned Journeys: Travel and holidays. Travelling by air. Travelling by train. Travelling by car. Hotels.

Unplanned Journeys: Refugees and Asylum seekers. Immigration and related issues. Houses. Different Kinds. Parts of a House. Housing Problems.

### ***Listening***

Using context to deduce unclear words. Using prediction to pave the way for comprehension. Identifying rising or falling intonation.

### ***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 texts. Generating Ideas. Expressing your Viewpoints and the Opposing Arguments.

## **UNIT 3: UTOPIAS AND DYSTOPIAS**

### ***Literature***

"The Terrible Screaming" by Janet Frame

*Animal Farm* by George Orwell

"Tee Vee" by Eve Merriam

### ***Cinema***

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

### ***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.

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***

Power and the State: Power relationships. The oppressor and the oppressed. Utopias and dystopias. Different types of governments. Totalitarian regimes.

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

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

***Listening***

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

***Reading***

Reading and taking down notes. Reconstructing macro speech act based on notes. Identifying the writer's attitude and political standpoint.

***Speaking***

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

***Writing***

Letter / E-mail writing. The (Newspaper) Article. The organization of Information. Using direct and indirect sources.

**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. Quintero

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