



*Universidad de Buenos Aires*  
*Facultad de Filosofía y Letras*  
*Escuela Nacional de Buenos Aires*

**Asignatura:** Inglés

**Curso:** 2º Año Nivel "A"

**Año:** 2018

**Profesores:** Romina Bertetti – Mariano Alarcón – Bárbara Grodzki – Esteban

Mascotto

**I- Objetivos:** Que los alumnos logren:

- 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 pronunciación inteligible.

**II- Contenidos:**

**Unidad 1**

**Topic:** Daily routines

**Grammar:** 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.

*M. Alarcón*



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**Writing:** a short text introducing yourself (name, age, family abilities) and a short text describing your school days and your weekends.

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

**Grammar:** 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:** Simple Past of verb to be (affirmative and negative, interrogative).

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

**Topic:** going out and staying in.

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

## Unidad 3

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

**Topic:** Accidents.

**Grammar:** Simple Past (regular and irregular verbs) and Past Continuous (affirmative and negative, interrogative).

**Vocabulary:** emergency services, road safety.

**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.

*Slavcon*



## Unidad 4



~~Grammar: Going to and Will to talk about the future, obligation (have/has to) Present Continuous (doing) doesn't have to) Countables and Uncountables.~~

Conditionals: 0-Conditional, Conditional Type I. Present Perfect as experience / result/ conversation initiator. Adverbs: already, yet.

Recently completed actions: just.

### III- Bibliografía Obligatoria:

"Choices", *Elementary, Students' Book*. Michael Harris & Anna Sikorzynska. Pearson.

"Choices", *Elementary, Workbook*. 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)

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

*Alacón*



**Películas:**

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~~Departamento de Inglés~~ *Buenos Aires*

I am Sam

Pay it Forward

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.youtube.com) [http://\\_](http://_)

[www.m-w.com](http://www.m-w.com) [http://\\_](http://_)

[www.thefreedictionary.com](http://www.thefreedictionary.com) \_

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

**Bibliografía de consulta:**

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.

**Firma del Jefe de Departamento**



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*Colegio Nacional de Buenos Aires*



REFORMA  
UNIVERSITARIA  
1918-2018

**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 2º Año Nivel "B"

**Año:** 2018

**Profesores:** Ivana Choque – Iris Albornoz – Mariano Alarcón – Jimena Veiga

**I- Objetivos:** Que el alumno logre:

- 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 pronunciación, ritmo y acento inteligibles.

*Alarcón*

## II- Contenidos



### **Unidad 1: Desafíos**

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

### **Unidad 6: Comunicación**

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

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

Expresar situaciones hipotéticas e imaginarias utilizando Condicionales del Tipo 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. Vocabulario referido a actividades de tiempo libre. Escritura de un párrafo.

*María*



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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)

Tennant, A. (2012) *Choices Pre-Intermediate*. Pearson. 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.

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DEAD MAN'S SHOES (Abridged).

By Michael Innes. *Universidad de Buenos Aires*

~~THE BATTLEMASTER~~ (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://\\_](http://_)

[www.youtube.com](http://www.youtube.com) [http://\\_](http://_)

[www.m-w.com](http://www.m-w.com) [http://\\_](http://_)

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

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

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

Firma del Jefe de Departamento





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



**Departamento:** Inglés

**Asignatura:** Inglés

**Curso:** 2do. Año Nivel "C"

**Año:** 2018

**Profesores:** María Verónica Pernbaum – Julieta Carmosino – Marisa Voloch – Verónica  
Gottau

**Objetivos:** Que los alumnos logren:

- Comprender textos orales y escritos provenientes de diversas fuentes
- Usar el vocabulario y las estructuras gramaticales correspondientes al nivel.
- Manifestar su opinión fluidamente utilizando la lengua extranjera.
- Apreciar obras de la literatura universal en lengua inglesa.
- Comunicarse en forma escrita y oral con corrección.

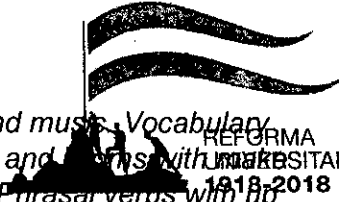
## **II- Contenidos:**

***Unit 1:*** Revision of tenses. Simple present for running commentaries and for retelling. 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.

*Malcom*



**Unit 4:** Topics: Beauty and music. Functions: Describing beauty and music. Vocabulary connected with description of people and places, adjectives, verbs and nouns. Phrasal verbs with 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 / in all. Giving opinions: agreeing and disagreeing. Descriptive essays.

**Unit 5:** Topic: New Frontiers. Vocabulary connected with 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: 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.

**Unit 9:** Emphatic Structures. Position of adjectives in a sentence. Comparative structure: The... the... Genitive case. Double genitive (a friend of my father's). Special cases.

**Unit 10:** Topic: Health. Vocabulary connected with Science and Health. Compound Words: nouns, adjectives and verbs. Grammar. Comparatives. Double Comparative. Time reference in the past. Linking: Contrast, Reason and Addition.

**Unit 11:** Topic: Description of People. Vocabulary used to describe personality. Use of prepositions BY / FOR + ING. Clarifying (in other words, what I mean, to put it another way). Grammar: Articles (definite, indefinite and zero). Reference (other, the other, there, then). Use of Auxiliaries for Emphasis. Expressions used to make statements smoother (tend to, be supposed to, seem to be, be bound to).

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**Unit 12:** Topic: Communities. Vocabulary: multi-part verbs. Suggestions. Grammar: Verbs of Perception + infinitive or ING form. IT and THERE. Linking: Expressing Sequence (having done, after doing, after having done).

**Unit 13:** Topic: Places. Vocabulary: man-made landmarks. Landscape. Cities. Word formation: Noun endings. Grammar: Expressions + infinitive or ING forms. Emphatic Structures – Nominal Relatives (What I need is ...).

**Unit 14:** Topic: Business and Work. Vocabulary: vocabulary used to describe jobs, places of work, products and services. Idiomatic Language (be grounded, take matters into your own hands, by word of mouth, wide open, pay off, clock up, cloud your vision, in the long run). Grammar: Reported Speech. Reporting dialogues. Summarising information and rewording it to report a message. Reporting verbs. Impersonal reporting. To infinitives and perfect infinitives.

**Unit 15:** Topic: Design and Style. Vocabulary: description of objects (good and bad features, colours, materials, likes and dislikes). Word Formation: prefixes. Grammar: Modals (obligation, lack of obligation, permission, possibility, prohibition, advice). Expressing Wishes and Regrets. Linking: even if / though / so.

### **III- Trabajos Prácticos:**

#### **Actividades (de recepción y producción)**

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

*Halcón*



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

*Escuela Nacional de Buenos Aires*

Szlachta, Emma, *Choices- Upper Intermediate*, Pearson, 2013 (Student's Book, Workbook, Language Choice)

Grammar set. Writing set.

(Reading only)

Narratives: Unabridged Short Stories and Short Novels.

Drama: Unabridged Plays.

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

Aldous Huxley, (1932) *Brave New World*. London. Vintage.

*Much Ado about Nothing*, by William Shakespeare

*The Black Cat*, by Edgar Allan Poe.

*Shakespeare: Sonnets*

Shakespeare, W. "Sonnet 116"

Blake, W. "The Chimney Sweeper"

Forster, E.M. "The Machine Stops"

Rose, Reginald, "Twelve Angry Men"

Wain, John, "Manhood"

Poe, Edgar Allan, "The Pit and the Pendulum"

Greene, G. "The Destructors"

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"

Marion Deeds, "Strays"

Franz Kafka, "The Helmsman"

Franz Kafka, "The Bridge"

Neil Gaiman, "Fortunately, the Milk"

Fernando Sorrentino, "Mere Suggestion"

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

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

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.

*María*



- McCarthy, M. & F. O'Dell (1994) *English Vocabulary in Use. Upper-Intermediate & Advanced*. Cambridge: CLUP
- Montson, E. and S. Park (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, Michael Vince (2003). *Advanced Language Practice*. Oxford: Macmillan.
- Yule, G. (2009). *Oxford Practice Grammar Advanced*. Oxford: Oxford University Press.
- Michael Vince (2008). *Macmillan English Grammar in Context. Advanced*. Oxford: Macmillan.

#### VI – Websites

<http://www.bbc.com>

<http://teachers.pearsonelt.com.ar>

<http://www.ted.com>

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