



Universidad de Buenos Aires
Colegio Nacional de Buenos Aires



Universidad de Buenos Aires
DEPARTAMENTO: INGLÉS
Colegio Nacional de Buenos Aires
ASIGNATURA: INGLÉS

CURSO: 3er. Año Nivel "A"

AÑO: 2.018

PROFESORES: María Claudia Albini – Mariano Alarcón – Esteban Mascotto –

Amelia Baldi

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.

Mascotto



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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:

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.*

Starcon



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Unidad 4.

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.

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- *Colegio Nacional de Buenos Aires*
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. (*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.

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- Films**
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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*


Firma del Jefe de Departamento



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Departamento: Inglés *Universidad de Buenos Aires*
Colegio Nacional de Buenos Aires

Asignatura: Inglés

Curso: 3er año Nivel "B"

Año: 2018

Profesores: Fabiana Santamarina – María Verónica Pernbaum – 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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■ **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.

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: *"Oliver Twist"*, by Charles Dickens.

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.

Short story: *"The Case for the Defence"*, by Graham Greene.

Novel: *"The Street Lawyer"*, by John Grisham.

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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

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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.
- Dickens, Charles "*Oliver Twist*"

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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.
 - Roald Dahl "The Way Up to Heaven"

IV- Bibliografía de consulta y/o complementaria:

- Szlachta, Emma. *Choices Intermediate. Activity Book.* (2012) Ed. Pearson Education Limited.
- Vince, Michael. *"Intermediate Language Practice"*. MacMillan Heinemann.
- Longman's Learners Dictionary of Contemporary English. Advanced. New Edition. Longman.
- Oxford Bilingual Dictionary. Oxford University Press.

Firma del Jefe de Departamento



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Colegio Nacional de Buenos Aires
Departamento: Inglés

Asignatura: Inglés

Curso: 3er. Año Nivel "C"

Año: 2018

Profesores: Julieta Carmosino – Bárbara Grodzki – Mariano Quintero – 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 fluidez y corrección necesarios para una comunicación eficaz;*
- *desarrollar habilidades en las cuatro áreas lingüísticas para una comunicación natural y eficaz;*
- *utilizar estrategias de comprensión lectora y auditiva para analizar textos originales provenientes de distintas fuentes en forma crítica e independiente;*
- *conocer (a través de textos) realidades distintas a la propia, que faciliten su vínculo con el otro;*
- *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;*
- *reconocer y respetar las diferencias entre distintas culturas;*
- *integrar diferentes grupos de trabajo, siendo capaz de sostener su punto de vista en un ámbito de diversidad;*
- *elaborar textos de distinto tipo y registro con cohesión y coherencia que faciliten su desenvolvimiento tanto en la vida cotidiana como en la comunidad académica;*
- *manifestar su opinión fluidamente utilizando estructuras avanzadas en la lengua extranjera; y*
- *perfeccionar la comprensión auditiva a través de un intenso trabajo con material de audio y video.*

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II Contenidos: *Colegio Nacional de Buenos Aires*

Unidad 1:

Reported Speech: statements and commands.

Non-conjugated forms. The infinitive, the gerund and the participle. Verb patterns: verbs followed by gerunds and infinitives (To and bare) and that-clause. Revision of Present and Past Tenses. 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.

Relationships: then and now. Relationships in a globalised society. Social media. Vocabulary, idioms and fixed expressions connected with relationships and the media. Past tenses used in narrative sequences. Talking about past habits: *used to* and *would*. Verb patterns. 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.

Writing: Email writing. Generating and organising ideas. Paragraphing. Linkers used to express result. Informal style.

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Unidad 3:

Past Tenses. Past Perfect Progressive. *Would/ used to*. Jokes. Multi-part verbs. Linking words. Writing a book review.

Health. The body. Discussing health and medical advances. Science. Describing trends. Vocabulary, idioms and fixed expressions connected with health and the body. Medical terms.

Future Tenses. Future Continuous. Future Perfect. Expressions to talk about the future.

Expressing and justifying opinions. Emphatic stress.

Writing: Argumentative essays. Linkers used to express contrast, reason and addition.

Unidad 4:

Defining and non-defining relative clauses. Participle clauses. *Comparatives and superlatives*. *Irregular comparatives*. *Make, get, have*. Describing people and places. Modifiers.

Society. Culture and globalisation. Different types of societies. Power relationships. Vocabulary, idioms and fixed expressions connected with communities, power relationships, government and politics.

Clauses. Adverbial clauses of time, purpose, result, reason, concession, manner and place. Adverbial clauses of condition: Type 0, 1, 2 and 3. Mixed conditionals. Omitting *if*. *Unless*. Adjectival clauses: defining and non-defining relative clauses. Relative pronouns and adverbs.

Writing: For / against essays. Expressing your viewpoints and the opposing arguments. Sequence linking. Linkers of purpose.

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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

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

- *Choices Upper Intermediate* by Michael Harris & Anna Sikorzynska. Student's Book and Workbook. Pearson Longman.
- *Choices Upper-Intermediate. Student's Book.* Szlatcha, Emma. Pearson Education Limited, 2013.
- *Choices Upper-Intermediate. Workbook.* Szlatcha, Emma. Pearson Education Limited, 2013.
- *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
- "*Face*" by Benjamin Zephaniah.
- "*Slam*" by Nick Hornby.
- "*Hills like White Elephants*" by Ernest Hemingway.
- "*Indian Camp*" by Ernest Hemingway.

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"You'll Never Live to regret it" by Jeffrey Archer.

"Fast Food Nation" by Richard Linklater.

"Transamerica" by Duncan Tucker.

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

"Robert and the Dog" by Ken Saro-Wiwa.

Films:

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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)

American Beauty directed by Sam Mendes.

Black Mirror (Season 3, Episode 1; Season 4, Episode 4)

"*Babel*" directed by Alejandro González Iñárritu

"*V for Vendetta*" directed by James Mc Teigue

"*Children of Heaven*" directed by Majid Majidi

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.

Evans, Virginia. *Round-up 6 England*: Pearson Longman 1999.

Vince, Michael. *First Certificate Language Practice*. Oxford: Heinemann, 1993

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