



*Universidad de Buenos Aires  
Colegio Nacional de Buenos Aires*

**DEPARTAMENTO:** INGLÉS

**ASIGNATURA:** INGLÉS

**CURSO:** 4to. Año Nivel "A"

**AÑO:** 2.016

**PROFESORES:** Iris Albornoz – Bárbara Grodzki – Amelia Baldi

### **OBJETIVOS**

Que los alumnos logren:

- Comprender textos orales y escritos de distintas fuentes y géneros correspondientes al nivel.
- Producir textos orales y escritos teniendo en cuenta registro, estilo y destinatario.
- Seleccionar y emplear el vocabulario y estructuras adecuadas al propósito comunicativo.
- Desarrollar una actitud crítica frente a los materiales propuestos y sus implicancias culturales y sociales.
- Desarrollar el metalenguaje indispensable en el aprendizaje de un idioma.

### **CONTENIDOS**

#### **Unidad 1:**

*Revision of tenses: Simple Present, Simple Past, Present Continuous, Past Continuous.*

*MONEY (Unit 7)*

*Vocabulary and common expressions on: Wealth and Poverty.*

*Linking words: Although, however, but, even though*

*READING: John Steinbeck: The Pearl*

*Leslie Hayward: The Breadwinner*

*O. Henry: Two Thanksgiving Day Gentlemen (adapted)*

*E. Garrido: The Gold Coin (adapted)*

*Isaac Asimov, The Fun They Had*

*Grammar: Can, Have to, Don't have to, Must. Mustn't, Needn't*

*Adjectives: Comparatives and Superlatives*

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Linking words: **but, although, however**. Relative clauses (Unit 15): defining and non-defining.

### Unidad 2:

GADGETS: (Unit 8)

Energy: How to save it and why we waste it. Inventions. Natural resources.

Predictions: Will – Won't / going to

Experience: Present Perfect

Multi part verbs (Phrasal and prepositional verbs)

ask for, save up, spend on, pay for

Some, Any, No, Much, Many, A lot (of), Little, A little, Few, A few

OTHER EXPRESSIONS: to be well off, to sleep rough, to be on relief, to be on the dole.

READING: Disposal Unit

Future tenses: Simple Future, "going to" Future.

### Unidad 3:

COMMUNICATION/ THE MEDIA: Radio, TV, The WEB, VIRTUAL TOURISM  
(Units 9, 10)

Making a phone call / Leaving a message

Zero Conditional / Conditional Type I / Conditional Type II

Expressions with DO and MAKE

Adjectives and adverbs: e.g Late/ lately- Slow/ slowly

Irregular adverbs: good/well - hard (adj. and adverb) cf. "Hardly"

Giving advice: Should // Suggestions: Why don't you...? How about? I suggest your working harder...

Film: The Help -Dir. Tate Taylor, 2011 (Debate on racial discrimination)

READING: True Love by I. Asimov.

The Street Lawyer, by John Grisham (adapted)

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#### **Unidad 4:**

*THE SEA (Unit 11)*

*Going overseas: Reasons for emigrating: Vocabulary*

*Present Perfect: since- for / already- yet/ just / always/ Never*

*Contrast with Simple Past: He lived in Paris since 1975. (Then he moved to Brazil)  
He´ s lived in Paris since 1975 (He still lives there)*

*Special points to remember: He has gone to... vs He has been to...*

*Verbs showing starting point: meet, get, move, give, etc. contrasted with Present Perfect: e.g. I met my friend Stella three years ago. We´ve been friends for three years./ since 2009*

*Contrast with Spanish: Cuánto hace que tenés esa tablet?*

*English: How long have you had.....? (NOT Simple Present)*

*READING: Edgar Allan Poe´s The Maelstrom*

*Film: Jekyll and Hyde -The Musical.*

#### **Unidad 5:**

*THE MOUNTAINS (Unit 12)*

*Passive Voice*

*Present Progressive with Future Meaning:*

*e.g I´m sitting for the exam on Wednesday.*

*READING: Birth and Fate, by Roald Dahl.*

*The Enchanted Island (adapted) by H. Melville.*

*A Day´s Wait by E. Hemingway*

*From Essential English: Units I and II*

*From Choices Pre-Intermediate. Units 4 to 10.*

*Movies, movie stars, biographies.*

#### **Contenidos gramaticales:**

*Present Perfect with **just, already** and **yet**. Verbs with two objects. Present Perfect vs. Simple Past. **Can, could, be able to, managed to**.*

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Compounds with **some, any, every, no**. Passive Voice. Conditional Sentences  
Type 0, 1 and 2.

### **Contenidos temáticos:**

*Family structure. Community structure. Childhood and adulthood. Memories.  
Collective memories.*

*Suggestions: Why don't you...? You should... You ought to... I think you'd better.*

*Agreement and disagreement: So have I/ Neither have I. Multi-part verbs.*

READING: **The House on Mango Street**, by Sandra Cisneros (abridged version)  
(Unit 16)

**The Somebody** by Danny Santiago

**The Giver** by Lois Lowry

**Lamb to the Slaughter** by Roald Dahl

**Mrs. Bixby and the Colonel's Coat** by Roald Dahl

### **EVALUACIÓN**

**Criterios:** Para la evaluación se tendrá en cuenta la actitud en clase, la colaboración en la presentación de temas, los comentarios críticos del alumno en las discusiones en clase, la colaboración en tareas con sus pares, la fluidez y pronunciación en la expresión oral propia del nivel, el manejo de vocabulario y estructuras apropiadas del nivel, la presentación de tareas en tiempo y forma y su capacidad de autocorrección.

**Instrumentos:** Se asignarán presentaciones orales sobre temas leídos en clase, informes de comprobación de lectura, de opinión, tareas de aplicación de temas gramaticales en contextos apropiados, y dos pruebas escritas por trimestre.

*María*



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## **BIBLIOGRAFÍA DEL ALUMNO:**

### **Textos:**

Harris Michael Dir, Bille August, 2007, et al, *New Opportunities*,  
*Pre-Intermediate*, Pearson- Longman, 2006  
Units 7 to 12, Units 15 - 16.

Paul Seligson, *Essential English, Intermediate*, Richmond, 2010.

Michael Harris, Anna Sikorzynska, 2012, *Choices, Pre-Intermediate*,  
Pearson-Longman, 2012 Units 4 to 10.

**Las lecturas obligatorias son las que figuran en cada unidad.**

## **BIBLIOGRAFÍA DEL DOCENTE:**

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

### **Films:**

*The Giver*  
*The Help*  
*Saving Mr Banks*  
*The Theory of Everything*  
*Jekyll and Hyde (The Musical)*

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**DEPARTAMENTO:** INGLÉS

**ASIGNATURA:** INGLÉS

**CURSO:** 4to. Año Nivel "B"

**AÑO:** 2.016

**PROFESORES:** Bárbara Grodzki – Mariano Alarcón – Mariano Alarcón

**OBJETIVOS:**

Que los alumnos logren:

- Comprender textos orales y escritos de distintas fuentes y géneros correspondientes al nivel.
- Producir textos orales y escritos teniendo en cuenta registro, estilo y destinatario.
- Seleccionar y emplear el vocabulario y estructuras adecuadas al propósito comunicativo.
- Desarrollar una actitud crítica frente a los materiales propuestos y sus implicancias culturales y sociales.
- Desarrollar el metalenguaje indispensable en el aprendizaje de un idioma.

**CONTENIDOS:**

**Unidad 1:**

*Revision of tenses. Simple Present, Simple Past, Present Perfect with **for** and **since**.*

*Passive Voice. Conditional : Zero and Types I and II.*

*Risk and Risky situations.. Mountains. Parts of a mountain. Storms. Asking personal questions. Giving personal information.*

**Grammar:** *Word order in questions. Simple and Continuous Tenses*

**Vocabulary:** *Getting (re)acquainted.*

**Language focus:** *Experience*

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**Grammar:** Present perfect for experience. For and since.

*How long have you been .....? How long have you known.....? How long have you had.....?*

**Vocabulary:** Prefixes. Fashion and celebrities. Popularity. Biographies.

### **Unidad 2:**

*Linking words: **but, although, however, in spite of, despite, notwithstanding.***

*Relative Clauses: defining and non-defining.*

*Future tenses: Simple Future, **going to** Future. Present Progressive with future meaning.*

*The question of identity. Discrimination: gender, social, racial. Chicanos and wetbacks.*

*The physically-challenged. Apartheid. Poverty. Homeless people. Shelters. The American Dream*

*Language focus: Changes and actions*

**Grammar:** Present perfect with already / just

### **Unidad 3:**

*Present Perfect with **just, already** and **yet**. Verbs with two objects. Present Perfect vs. Simple Past. **Can, could, be able to, managed to**. Compounds with **some, any, every, no**.*

*Family structure. Community structure. Childhood and adulthood. Memories. Collective memories.*

### **Unidad 4:**

*Hypothetical scale : **Must - Can't (deduction), may, might**. Other ways of expressing uncertainty: is likely, will probably, is supposed to.*

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Justice: Trials and lawsuits. The actors: defendant, plaintiff, prosecutor, counselor for the defence, for the prosecution. The jury. Witnesses. Cross examination Oath taking. Swearing. Sentence. Death penalty. Pleading guilty or not guilty. To be found guilty. To be acquitted.  
Social injustice. The Apartheid. Racial discrimination. Nelson Mandela. Whites and Blacks in America. The "Wasp" ideal. Peace marches. Martin Luther King. Black Panthers: Malcolm X.

**Unidad 5:**

Suggestions: Why don't you....? You should....You ought to.....I think you'd better.  
Agreement and disagreement: So have I/ Neither have I. Multi-part verbs. The environment. Pollution. Climatic change. Alternative methods. Eco-fuels. Natural resources. Eco-friendly movements.  
"Climatic change" reports on the web

**Unidad 6:**

Present Perfect : Simple or Continuous?. Scale of certainty in the past. Reported statements and questions. Past regrets: Conditional Sentences Type III.  
Future Perfect Simple.  
A sense of duty. Social responsibility.

**EVALUACIÓN**

**Criterios:** Para la evaluación se tendrá en cuenta la actitud y conducta en clase, la colaboración en la presentación de temas, los comentarios críticos del alumno en las discusiones en clase, la colaboración en tareas con sus pares, la fluidez y pronunciación en la expresión oral propia del nivel, el manejo de vocabulario y las estructuras apropiadas del nivel, la presentación de tareas en tiempo y forma y su capacidad de autocorrección.

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**Instrumentos:** Se asignarán presentaciones orales sobre temas leídos en clase, informes de comprobación de lectura, de opinión, tareas de aplicación de temas gramaticales en contextos apropiados, y dos pruebas escritas por trimestre.

### **BIBLIOGRAFÍA DEL ALUMNO:**

#### **Textos:**

Harris Michael Dir, Bille August, 2007, et al, *New Opportunities ,Pre-Intermediate*, Pearson- Longman, 2006 .

(Units 11, 12, 13)

Paul Seligson, *Essential English, Intermediate*, Richmond, 2010. (Units I and I)

DEAD MAN'S SHOES & OTHER DETECTIVE STORIES. Longman Simplified Series.

#### **Reading: (Lecturas obligatorias)**

Boyne, John, *The Boy in the Striped Pyjamas*,

Lois Lowry, *The Giver*, Laurel Leaf Library, Newbery, 1994

Miller, Arthur, *Death of a Salesman*, Penguin Classics, 2000

Santiago, Dany, *The Somebody*

Ray Bradbury, *Fahrenheit 451*

Roald Dahl, *Lamb to the Slaughter*

Graham Greene, *The Case for the Defence*

Patricia Highsmith, *Sauce for the Goose*

Extracts from William Shakespeare's *Macbeth* and *Julius Caesar*

#### **Películas sugeridas:**

*The Boy in the Striped Pyjamas*, Dir. Mark Herman, 2008

*The Help*, Dir. Tate Taylor, 2011

*Saving Mr. Banks*, Dir. John Lee Hancock, 2013

*The Book Thief*, Dir. Brian Percival, 2013

*Alice in Wonderland*, Dir. Tim Burton, 2010

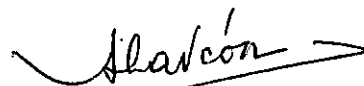
*The Theory of Everything*, Dir. James Marsh, 2014

*The Emperor's Club*. 2002.

*Slavón*

## BIBLIOGRAFÍA DEL DOCENTE

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  
Carroll, Lewis, et al., *More Annotated Alice*, Random House,  
1990 Stockett, Kathryn, *The Help*, Penguin, New York, 2009  
Zusak, Markus, *The Book Thief*, Alfred Knopf, New York, 2005



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DEPARTAMENTO: INGLÉS  
ASIGNATURA: INGLÉS  
CURSO: CUARTO AÑO NIVEL: "C"  
PROFESOR: MGTER. MARIANO H. QUINTERNO  
AÑO LECTIVO: 2016

### PLANIFICACIÓN ANUAL

#### A - OBJETIVOS

Se espera que los alumnos logren:

- Utilizar el vocabulario presentado en situaciones comunicativas semejantes al mundo real.
- Manejar las estructuras, nociones y funciones correspondientes al nivel para poder desarrollar una comunicación eficaz.
- Reflexionar sobre procesos gramaticales para un uso funcional y apropiado de las estructuras de la lengua.
- Reconocer las diferencias y semejanzas entre culturas.
- Comprender textos escritos y orales correspondientes al nivel e interpretarlos para la resolución de los problemas presentados.
- Producir textos escritos y orales, con coherencia y cohesión, teniendo en cuenta la audiencia y el propósito de los mismos.
- Analizar críticamente el lugar de la lengua extranjera en el mundo actual.

#### B- CONTENIDOS

El siguiente programa tendrá como eje temático "temas controvertidos del siglo XX y XXI". En cada caso, se trabajará sobre el planteamiento del problema y, en función de ello, los contenidos lingüísticos correspondientes. Asimismo, para cada unidad, se han seleccionado textos literarios y fílmicos que promueven la discusión sobre cada temática.

<b>UNIT 1 - POSTMODERN RELATIONSHIPS</b>	
<b>LITERATURE</b>	"Interpreter of Maladies" by Jhumpa Lahiri "Popular Mechanics" by Raymond Carver "Reunion" by John Cheever <i>Lemons, Lemons, Lemons, Lemons, Lemons</i> by Sam Steiner
<b>FILM</b>	<i>Eternal Sunshine of the Spotless Mind</i> (Dir. Michel Gondry, USA, 2004)
<b>GRAMMAR</b>	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.
<b>VOCABULARY</b>	The Family. Love, Marriage and Divorce. Personality adjectives / nouns. Phrasal Verbs. Idioms connected to human relationships.

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<b>LISTENING</b>	Determining macro speech act. Identifying speakers' attitudes. Using context to deduce unclear words.
<b>SPEAKING</b>	Rephrasing difficult structures. Finding synonyms for difficult words. Gaining time: Using time-fillers. Debates. Role-playing.
<b>READING</b>	Using the context to understand difficult words. Identifying the intended addressee. Determining the Macro Speech Act.
<b>WRITING</b>	Narrative. Point of View. Choosing appropriate perspectives according to the story. The relationship between point of view and themes. Setting in Time and Place. Description of Places. Flashback Narration. Tense sequence in narratives. Using specific lexis in narratives. Effective beginnings and endings. Character and characterization: methods for the construction of characters.
<b>VIDEO</b>	<i>How I Met Your Mother</i> (USA)
<b>SONGS</b>	"Our Time is Running Out" by Muse "Mr. Brightside" by The Killers "Disco 2000" by Pulp "The Facebook Song" by Rhett & Link

<b>UNIT 2 - HEALTH AND BEAUTY IN POSTMODERN TIMES</b>	
<b>LITERATURE</b>	"Disappearing" by Monica Wood "Hills Like White Elephants" by Ernest Hemingway <i>Slam</i> by Nick Hornby
<b>FILMS</b>	<i>Shrek 2</i> (Dir. Andrew Adamson and Kelly Asbury, USA, 2004) <i>Supersize Me</i> (Dir. Morgan Spurlock, USA, 2004) <i>The Shape of Things</i> (Neil LaBute, USA, 2003)
<b>GRAMMAR</b>	The Subject and the Organization of Discourse. Planes of Discourse: Clauses. Adverbial Clauses of Time, Place, Purpose, Reason, Result, Condition, Concession and Manner. Conditionals I, II, III and Mixed Types. Adjectival Clauses: Defining and Non-defining Relative Clauses. Connectors and Connectivity. 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.
<b>VOCABULARY</b>	Health and Diseases. Food-related Illnesses. Abortion. Idioms connected to parts of the body and health. Addictions. Drinking and Smoking. Hard and Soft Drugs. Food and drinks. Idioms related to food and cooking.
<b>LISTENING</b>	Using prediction to pave the way for comprehension. Detecting key words and reconstructing the message based

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	on them. Using lexical chains to determine the theme of a text.
<b>SPEAKING</b>	Asking questions of the interlocutor for clarification. Asking questions of the interlocutor to point out contradictions. Using visual aids during presentations.
<b>READING</b>	Skimming and scanning. Using different sources to fill in knowledge gaps. Detecting contradictions in discourse. Identifying the writer's attitude and political standpoint.
<b>WRITING</b>	Argumentative Essays: Generating ideas. Stating your thesis. Coherence and Cohesion. Lexical cohesion. Other cohesive devices. Punctuation. Register.
<b>VIDEO</b>	<i>Friends (USA)</i>
<b>SONGS</b>	"The Fear" by Lily Allen "Nobody Drinks Alone" by Keith "Country House" by Blur

<b>UNIT 3 - SOCIAL MOVEMENTS AND THE FIGHT FOR RIGHTS</b>	
<b>LITERATURE</b>	<i>The Street Lawyer</i> by John Grisham "The Story of an Hour" by Kate Chopin <i>All My Sons</i> by Arthur Miller or <i>An Inspector Calls</i> by J.B. Priestley
<b>FILM</b>	<i>V for Vendetta</i> (Dir. James McTeigue, UK, 2005) <i>Match Point</i> (Dir. Woody Allen, USA, 2005)
<b>GRAMMAR</b>	Adjectives and Adverbs. Comparative and Superlative Form of Adjectives and Adverbs. Word Order of Adjectives and Adverbs. 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.
<b>VOCABULARY</b>	Money. Wealth and Poverty. The Criminalization of Poverty. Work and employment. Phrasal verbs. Idioms connected to work and money. Ideas and Ideologies. Social Protest. Social (In)Justice. Domestic violence. Gender roles and stereotypes.
<b>LISTENING</b>	Listening for specific information. Identifying rising or falling intonation. Determining speakers' feelings and attitudes by exploring their lexical choice and tone of voice.
<b>SPEAKING</b>	Modifying one's arguments based on the addressee's reaction. Identifying the addressee's argument to support or contradict him / her. Clarifying.
<b>READING</b>	Reading and taking down notes. Reconstructing macro speech act based on notes. Reading aloud to grasp meaning. Differentiating discourse levels.
<b>WRITING</b>	Reviews. Structure of a review. Aspects which are often

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	reviewed. Use of tenses. Adjectives and adverbs typically used in reviews.
VIDEO	<i>The Simpsons</i> (USA) <i>House of Cards</i> (USA)
SONGS	"Rude" by Magic "Cunts are Still Running the World" by Jarvis Cocker

### C- BIBLIOGRAFÍA

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

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