



Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

Departamento: Inglés

Asignatura: Inglés

Curso: 2º Año Nivel "A"

Año: 2016

Profesores: Romina Bertetti – Jimena Veiga – Marisa Voloch – 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)

María

Vocabulary: daily activities and free time activities, jobs and professions, adjectives to describe physical appearance and personality, free time activities, means of transport.

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

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.



Unidad 4

Grammar: going to and will to talk about the future, obligation (have/has to); absence of obligation: (don't/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, Work Book. Michael Harris & Anna Sikorzynska. Pearson.

"Oxford Bilingual Dictionary". Oxford University Press.

Websites: www.channel4learning.com / www.britishcouncil.com

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 EleanorCoerr

Películas: *I am Sam* (Mi Nombre es Sam)

Pay it Forward (Cadena de Favores)

Lion King

Marcón

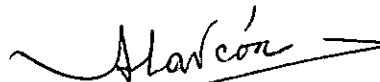
Elizabeth The Golden Age
David Copperfield
Romeo and Juliet
Saving Mr. Banks
The Theory of Everything

Websites

[http:// www.youtube.com](http://www.youtube.com) http://_www.m-w.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



Universidad de Buenos Aires
Colegio Nacional de Buenos Aires

Departamento: Inglés

Asignatura: Inglés

Curso: 2º Año Nivel "B"

Año: 2016

Profesores: Ivana Choque – Iris Albornoz – Mariano Alarcón – Iris Albornoz – 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.

II- Contenidos:

Alarcón



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Unidad 1: Desafíos

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.

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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)

Harris, M. & Mower, D. (2008). *New Opportunities Pre- Intermediate*. Pearson Longman. 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.

DEAD MAN'S SHOES (Abridged).
By Michael Innes.

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THE LITTLE MYSTERY (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://_

www.youtube.com http://_

www.m-w.com http://_

www.thefreedictionary.com _

<http://visual.merriam->

webster.com

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: 2016

Profesores: María Verónica Pernbaum – Julieta Carmosino – María Verónica Pernbaum
– Cecilia Shecre – 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.
- Manifiestar 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 retellings. 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.

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

María Verónica



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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: Reported speech. Reporting dialogues. Summarizing information and rewording it to report a message. Reporting verbs. 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.

Emphatic Structures.

Position of adjectives in a sentence.

Comparative structure: The... the...

Genitive case. Double genitive (a friend of my father's). Special cases.

III- Trabajos Prácticos:

Guión de un video que incluya las estructuras y funciones dadas durante el año.

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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

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

Harris, Mower, Sikorzynska, *New Opportunities – Upper Intermediate*,– Pearson Education Limited
Szlachta, Emma, *Choices- Upper Intermediate*, Pearson, 2013
Grammar set. Writing set.
Salinger, J D, (1994) *The Catcher in the Rye*. 1951. London: Penguin Books.
*Much Ado about Nothing*_ Shakespeare –
Black Cat Shakespeare: Sonnets
Shakespeare, W. "Sonnet 116"
Blake, W. "The Chimney Sweeper"
Forster, E.M. "The Machine Stops"
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"

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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.

McCarthy, M. & F. O'Dell (1994) *English Vocabulary in Use. Upper-Intermediate & Advanced*. Cambridge: CUP

Moutsou, E. and S. Parker (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,

M. (2003). *Advanced Language Practice*. Oxford: Macmillan.

Yule, G. (2009). *Oxford Practice Grammar Advanced*. Oxford: Oxford University Press.


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