

**Secondary English Department**

**PROGRAMA DE LA MATERIA**

Curso: 4to Año A y B(ESS) Ciclo lectivo: 2018

Materia: Inglés

Docente: María Eugenia Accaputo

Contenidos y actividades previstas a desarrollar

El objetivo es que los alumnos alcancen el **Nivel B2 (*FCE for Schools*) de la escala CEFR** que implica tener el dominio del idioma necesario para comunicarse en forma oral y escrita en diversas situaciones de la vida diaria.

*Las habilidades típicas a desarrollar son:*

* En comprensión lectora y redacción, se buscará lograr que los alumnos puedan:
* Expresar en forma escrita puntos de vista, sentimientos y opiniones de modo efectivo.
* Escribir emails, cartas con distinto grado de formalidad según se requiera.
* Describir eventos y experiencias en forma detallada y comprensible para el lector.
* Escribir ensayos en los cuales haya que argumentar u opinar acerca de determinados temas, pudiendo justificar los argumentos planteados.
* Encontrar información relevante en textos.
* Leer y comprender textos fácticos, sobre temas con los que pueden estar familiarizados o no.
* En comprensión auditiva y conversación, se buscará lograr que los alumnos puedan:
* Identificar cuando una persona expresa sentimientos y actitudes tales como crítica, desaprobación, aprobación, etc.
* Comenzar, mantener y finalizar una conversación sobre temas con los cuales está familiarizado.
* Entender el argumento de novelas, libros y programas de TV y debatir acerca de ellos.
* Solicitar información, aclaración o pedir mayor información acerca de un determinado tema y comprender la respuesta.

DESCRIPCIÓN

**Reading and Use of English**:

* Part 1: Multiple-choice cloze
* Pat 2: Open cloze
* Part 3: Word formation
* Part 4: Key word transformation
* Part 5. Multiple choice
* Part 6: Gapped text
* Part 7: Multiple matching

**Writing**:

* An article
* An email
* An essay
* A letter
* A review
* A story
* Capital letters
* Linking words
* Organization
* Informal and formal writing
* Punctuation and spelling

**Listening comprehension:**

* Part 1: Multiple choice
* Part 2: Sentence completion
* Part 3: Multiple matching
* Part 4: Multiple choice

**Speaking:**

* Part 1: Interview
* Part 2: Production of an extended piece of discourse
* Part 3: Collaborative task
* Part 4: Discussion about a topic (related to part 3)

**CONTENTS**

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| --- | --- | --- | --- |
| FUNCTIONAL | LEXICAL | SRUCTURAL | DISCURSIVE |
| Functions 1  Asking for and giving advice  Agreeing and disagreeing  Apologizing, complaining,  Ending a conversation  Asking for and giving directions  Greeting  Asking how someone is  Asking for information  Introducing ourselves and others  Inviting, accepting and declining invitations  Offering something  Offering to do something  Functions 2  Things to say on special occasions or at special moments  Asking for and giving an opinion  Pausing to think  Asking for permission, giving and refusing permission  Expressing preferences  Promising, reassuring, recommending  Refusing to do something  Making and responding to a request  Suggesting  Thanking | Word formation  Adjectives  Adverbs  Prefixes  Nouns for people  Word families  Collocations  Adverb + preposition  Verb + preposition  Verb + noun + preposition  Noun + verb  Verb + noun  Adjective + noun  Adverb + adj  Adverb + verb  Phrases with IN / ON / OUT / OUT OF / OF  Prepositional phrases  Phrasal verbs  Understanding phrasal verbs  Verbs with two particles, verbs with one particle: transitive and inseparable  Phrasal verbs 2  Verbs with one particle: transitive and separable  Verbs with one particle: intransitive | Grammar and structures  Comparison  So and such  The -ing form  The infinitive  The infinitive or the -ing form  Modal verbs  Past tenses  The present perfect  Reported and indirect speech  Conditionals: wishes and regrets  The passive  Uncountable nouns  The use and non-use of A, AN and THE | Writing  An article  An email  An essay  A letter  A review  A story   * Capital letters * Linking words * Organization * Informal and formal writing * Punctuation and spelling |

Bibliography:

* Thomas, B. et al. (2014), Complete First for Schools, (Students’ Book & Workbook), U.K.: Cambridge University Press
* Dymond, S. et al (2013), *First for Schools – Trainer,* U.K.: Cambridge University Press.
* Vince, M. (2009), *First Certificate Language Practice*, 4th Edition, Oxford: Macmillan Education.
* Flower, J. (1996), First Certificate Organizer, Exam Preparation, UK: Heinle Cengage Learning.