

PROGRAMA ANALÍTICO DEL CURSO DE INGLÉS DE 3º VESPERTINO

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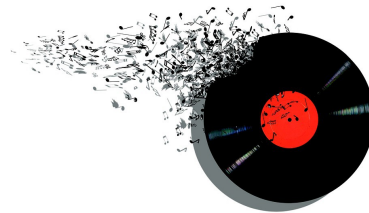


Unidad introductoria



- ❖ Hablar y escribir sobre uno mismo en presente y pasado simple
- ❖ Adjetivos de la personalidad
- ❖ Descripciones físicas
- ❖ Miembros de la familia y ocupaciones
- ❖ Gustos e intereses personales (*What makes you happy?*)
- ❖ Rutinas y hábitos
- ❖ Adverbios de frecuencia (*never, rarely, sometimes, often, usually, always*)
- ❖ Responder y escribir preguntas utilizando los distintos pronombres interrogativos (*When, What, Who, Where, Which, Why, etc*)
- ❖ Pronombres personales (*I, you, he, she, it, we, you, they*) y adjetivos de posesión (*My, your, his, her, its, our, their*)

Música:



Puntos lingüísticos:

- ❖ Expresar preferencias: like, don't like, hate, love, keen on, fond of { + verb(ing)}
- ❖ Presente simple: rutinas, hábitos e información factual
E.g: *I go to high school from Monday to Saturday; She lives in Malvín.*
- ❖ Presente continuo: acciones en progreso, situaciones temporales.
E.g: *They are playing computer games now; I'm looking for a job.*
- ❖ Pasado simple: was, were- regular and irregular verbs
E.g: *He was born in 1989; I played football yesterday; She went to La Paloma last summer.*
- ❖ Question words: who, what, where, why, how, which, when, etc.
- ❖ Adverbios de frecuencia: never, rarely, often, usually, sometimes, always
- ❖ Frases de frecuencia: once a week, twice a month, three times a month
- ❖ Conectores de secuencia: then, after that, next, later, before, finally
- ❖ Coordinators: and, but, also, too, because
- ❖ Expresar opiniones: In my opinion, from my point of view, as far as I'm concerned, I believe, I think, As I see it.
- ❖ Reconocer sustantivos (nouns), adjetivos (adjectives), verbos (verbs)

Vocabulario: Music styles/kinds/types/sorts (gospel, rock and roll, blues, jazz, etc), band, musical instrument, types of musical instruments (string, woodwind, brass, percussion), drums, guitar, bass, hit/ success, solo career, lyrics, melody, song, singer, dancer, songwriter, musicians, award, top ten lists, album, record, choir, concert, to release, to record.

Comprensión auditiva: géneros musicales, biografías de músicos, canciones.

Comprensión lectora: Biografías, historia de los géneros musicales

Escritura: Escribir rutinas, escribir biografías en párrafos con subtítulos (*intoduction, early life, childhood, teenage years, adulthood, becoming famous, life at present/later life*) de músicos famosos.

Oralidad: Presentar la biografía de un músico famoso, utilizando expresiones para presentaciones.

Comida y hábitos alimenticios:



Puntos lingüísticos:

- ❖ Presente simple
- ❖ Sustantivos contables e incontables (a, an, some, any)
E.g: an orange, a banana; Have you got any bread at home? Yes, I've some.
- ❖ Would para ofertas, pedidos e invitaciones.
E.g: Would you like a cup of coffee? ; I'd like some coke; Would you like coming to the party with us?
- ❖ Can- Can't aplicado a distintas dietas
- ❖ Imperativo: Eat some.... Don't eat any.....
- ❖ Must- Mustn't
- ❖ Should- Shouldn't

Vocabulario:

- ❖ Food, meal, dish
- ❖ Vegetables (lettuce, carrot, potato, onion, beans, eggplant, cucumber, etc.)
- ❖ Fruits (oranges, apple, lemon, melon, peach, strawberry, plum, etc.)
- ❖ Dairy products (milk, yoghurt, cheese, butter)
- ❖ Meat, poultry and fish (beef, ham, chicken, fish, pork, tuna)
- ❖ Bread, cereals and grains (toast)
- ❖ Sweets: cake, biscuits, doughnut, chocolate, marmalade, etc.
- ❖ Drinks: Orangejuice, coffee, soft drink, water, etc.
- ❖ Other: pizza, sandwich, chips, french fries, roast beef, mashed potatoes, etc.
- ❖ Healthy, unhealthy, junk food, fast food

- ❖ Restaurant language. *E.g: Are you ready to order?; Table for two, please.*
- ❖ Waiter/waitress, menu, main course, meal, dessert, bill/check, customer
- ❖ Food adjectives: tasty, tasteless, spicy, stale, frozen, fried, raw, sour, bitter, sweet, fresh, mouth watering, awful, disgusting.
- ❖ Objects: knife, fork, glass, spoon, chair, table, napkin
- ❖ Fast service, clean toilets, polite and friendly staff, accessible prices, etc.
- ❖ Advertising: Slogan, logo, target audience

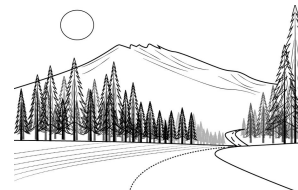
Escritura: Crear un restaurante y describirlo. Crear una publicidad. Escribir un diálogo en un restaurante, escribir una dieta inventada.

Comprensión lectora: Un menú y sus partes, diálogo en un restaurante

Comprensión auditiva: dietas, diálogos en restaurantes

Oralidad: Presentación actuada de un diálogo en un restaurante

Maravillas naturales:



Puntos lingüísticos:

- ❖ Futuro: *going to* (planes e intenciones, predicciones con evidencia visible) *will* (predicciones simples, decisiones del momento)
- ❖ Adjetivos para describir lugares y personas
- ❖ Comparativos y superlativos de adjetivos cortos, cortos irregulares y largos.
- ❖ *E.g: Mt. Everest is the highest mountain in the world, María is taller than Diego, The Croatian National team is better than the Spanish one.*
- ❖ *Preguntar sobre lugares turísticos (What's the weather like?/What's the food like?/ How much are the tickets?)*

Escritura: Completar fact files (location, climate, landscape, natural features, people, food, free time activities).

Comprensión auditiva: Lugares, destinos vacacionales

Comprensión lectora: Lugares, maravillas naturales del mundo

Oralidad: Representar un diálogo entre un turista y un agente de viajes.

Vocabulario: Nature reserve, national park, endangered species, holidays, island, landscape.

Natural features: coastlines, mountains, waterfalls, white sandy beaches, rainforest, river, lake, wildlife, volcano, desert, etc.

Activities: go camping, go white-water rafting, go scuba-diving, go snorkeling, go hiking, go riding, go parachuting, go hang-gliding, go climbing, etc.

Adjectives: great, wonderful, spectacular, marvelous, magnificent, awesome, huge, popular, etc.

El mundo del cine:



Puntos lingüísticos:

- ❖ Simple past para biografías
- ❖ Passive voice (was made, was filmed, was written, was released, was directed, was produced)
- ❖ Sugerencias e invitaciones: Why don't we.... Let's.... What about....? Would you like...?
- ❖ Preguntar detalles de películas: *What's on? Who is in it? What time is it on? ,etc.*

Vocabulario:

Characters, main character, actors, actor/actress, star, blockbuster, director, producer, synopsis, trailer, script, stunt actor, plot, setting, costume designer, soundtrack, acting, ending, scene, etc.

Movie genres: horror, romance, drama, animation, action, sci-fi, fantasy, documentary, musical, western, thriller, etc.

Escritura: Escribir reseñas de películas (film reviews), diálogos invitando a alguien al cine, completar fichas (fact files) y biografías.

Comprensión auditiva: Diálogos de invitación al cine

Oralidad: Diálogos, hablar sobre gustos relacionados a películas y actores

Comprensión lectora: Reseñas, fichas, diálogos, biografías

Importante: Para la instancia de evaluación oral del examen es necesario preparar alguna de las composiciones trabajadas durante el año como por ejemplo el proyecto del restaurante "My restaurant", la biografía de un músico o actor "My favorite artist's biography" , una reseña de película " A film review" y " A natural tourist attraction"