

EOI “IGNACIO LUZÁN”
PROGRAMACIÓN DIDÁCTICA 2022-23
DEPARTAMENTO DE INGLÉS

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COMPETENCIAS Y OBJETIVOS LINGÜÍSTICOS

Las competencias por niveles corresponden a los descriptores contenidos en el [Marco Común Europeo de Referencia para las Lenguas \(2001\)](#) y en su última revisión, el Volumen Complementario del año 2018.

Los currículos están establecidos en la Orden ECD/1340/2018 y concretan, con un enfoque nociional-funcional, las competencias y objetivos de los niveles que se imparten en este departamento didáctico. Los currículos de los niveles Básico, Intermedio (B1 y B2) y Avanzado (C1 y C2) están descritos en la Orden y aparecen en los [anexos I, II y III](#) respectivamente.

METODOLOGÍA

En lo referente a la metodología y los materiales didácticos, el Departamento de Inglés tiene en cuenta las orientaciones metodológicas incluidas en el [anexo IV de la Orden ECD/1340/2018.](#)

La didáctica está basada en el enfoque comunicativo, al cual se integran el análisis sistemático y la práctica frecuente de estructuras morfosintácticas, en combinación con la incorporación de léxico organizado por áreas temáticas. Asimismo, se trabaja la fonología, no solamente para ejercer la habilidad motora de la correcta articulación del sonido, sino también para observar las innumerables peculiaridades de la ortografía en relación con la pronunciación. Estos conocimientos ayudan además en la comprensión oral.

El departamento didáctico programa los libros de texto y otros materiales teniendo en cuenta su adecuación a las buenas prácticas de aula, y entendido que el “método”, es decir el libro de texto, no equivale a la metodología. En definitiva, el profesorado ha de utilizar el contenido del libro de forma selectiva en función de las necesidades y condicionantes que se presentan a nivel de aula.

Resulta evidente que la comunicación se canaliza a través de las cuatro destrezas -leer, escuchar, escribir y hablar- pero éstas también pueden combinarse en actividades como la mediación lingüística, que cobra entidad propia como actividad de lengua evaluable a partir del nivel Intermedio B1. La mediación se refiere a la acción de procesar la información recibida para transmitirla dando respuesta a las necesidades del receptor, mostrando sensibilidad hacia su contexto sociocultural y sus capacidades de comprensión de la lengua común.

Las destrezas receptivas -es decir, las comprensiones escrita y oral- se desarrollan a través de diversas tareas, utilizando, a ser posible, textos auténticos o materiales adaptados desde fuentes auténticas. Al emplear las microdestrezas adecuadas para la comprensión global y/o la identificación de informaciones específicas, se refuerzan las habilidades en los dos sentidos: desde lo general, con la preparación de la temática a comprender y desde lo específico con la decodificación del lenguaje para construir el significado de los textos escritos u orales.

Las destrezas productivas, que comprenden las producciones y coproducciones escritas y orales, dependen de la práctica frecuente para conseguir progresar en la competencia comunicativa. A tal fin, entre las diversas técnicas para practicar las producciones, prevalecen aquellas que son más comunicativas por naturaleza. Para la práctica oral, las actividades dan lugar a una interacción comunicativa mediante técnicas que incluyen el intercambio y contraste de informaciones u opiniones, los juegos de rol, las situaciones simuladas, los debates, los mensajes encadenados, las actividades de “busca quien” etc. Por otra parte, las tareas de producción escrita se encomiendan con pautas que definen el contexto comunicativo y los escritos pueden elaborarse tomando como guía el lenguaje o textos estudiados en clase previamente.

A fin de favorecer el uso real del idioma, la comunicación es preferentemente en inglés durante la clase, lo cual no resta utilidad a las comparaciones con ejemplos del castellano u otras lenguas. En los grupos de Nivel Básico, según el caso, puede resultar más práctico recurrir al español para aclarar conceptos del uso de la lengua.

A partir de estas líneas básicas de didáctica, en el aula se explota una diversidad de actividades, procedimientos, técnicas, materiales y recursos con el fin de desarrollar eficazmente las competencias. Esto ocurrirá si el estudiante se implica en el proceso dedicándole su tiempo y esfuerzo, con una actitud positiva y el deseo de participar activamente. También es importante asumir que el proceso de aprendizaje requiere naturalmente la conciencia de los errores y fallos que surgen de la comunicación en general y de la interlengua en especial. Durante una clase se gestionan diversas actividades, buscando el tratamiento equilibrado de las actividades de lengua. Del mismo modo, se presentan técnicas de diversos tipos, desde los ubicuos ejercicios de llenar el hueco hasta las canciones, los juegos de mesa, etc. Estos últimos elementos no representan una mera distracción, sino que son de máxima utilidad, como que una canción puede ser una excelente manera de enseñar aspectos de la pronunciación, o una actividad en formato de juego de mesa proporciona un factor de espontaneidad en la interacción oral, lo que es esencial para adquirir la fluidez. Además, el formato de juego puede añadir un refuerzo positivo en la motivación, según las últimas teorías de la gamificación del aprendizaje.

El “homework” de tareas a realizar fuera del aula es un componente esencial de todos los cursos, y son muchos los beneficios de estudiar regularmente, como que favorece en especial la asimilación de la lengua en la memoria a largo plazo. Por supuesto se proponen las típicas actividades de lectura, del libro de ejercicios o de redacciones, pero además la plataforma educativa Google Classroom se utiliza con todos los grupos. Por un lado, estas aulas virtuales constituyen la vía de instrucción establecida para eventuales medidas de confinamiento detalladas en el plan de contingencia frente a la Covid-19. Por otro lado, en las circunstancias iniciales del curso actual, con presencialidad, la plataforma es una potente herramienta para aprovechar las posibilidades de e-learning, reforzando el trabajo del aula, según la teoría del aula invertida (flipped classroom). Los docentes guiarán el estudio fuera del aula con el objetivo de fomentar la autonomía de los alumnos. Por ejemplo, el uso del diccionario online, las páginas web de recursos interactivos etc. pueden ser instrumentos para capacitar a los alumnos a fin de que aprendan a aprender.

Con la voluntad de promover la convivencia entre el alumnado, un colectivo diverso e intergeneracional, las actitudes respetuosas en clase son fundamentales, especialmente cuando, por necesidad, se tratan temas de informaciones personales, opiniones, alguna temática controvertida etc. Desde luego, es esencial permitir la libre expresión, preservar la libertad ideológica con el derecho a no declararse en cuestiones de ideología o creencias y evitar provocar ninguna ofensa grave. Presuponiendo la madurez del alumnado en cuanto a su formación en valores en una sociedad libre, no procede censurar las expresiones culturales o periodísticas, porque es evidente que éstas no pueden influir negativamente en nuestros alumnos. Si se llevara a clase una obra que representara actos de violencia o actitudes discriminatorias por razón de sexo, étnica, religión, orientación sexual etc., no debería considerarse como un intento de inculcar posturas contrarias a los derechos individuales o leyes vigentes.

EVALUACIÓN

La evaluación sigue procesos un tanto distintos, dependiendo de si el curso es de promoción y certificación de nivel.

En el caso de los cursos de certificación A2, B1, B2.2, C1.2 y C2, la evaluación viene regulada por la Orden ECD/1777/2019, en su [Capítulo VI](#). En los cursos A1, B2.1, C1.1, es de aplicación el [Capítulo VII](#) de la Orden.

Como medida extraordinaria en el contexto de la pandemia de la Covid-19, para el curso escolar 2021-22, así como ocurrió en el curso anterior, se establece la flexibilización de los cursos de certificación, otorgando la certificación al alcanzar el 50% en cada parte, es decir que deja de aplicarse el umbral global del 65% (referencias de normativa: Real Decreto-ley 31/2020, de 29 de septiembre e Instrucciones de Inicio de Curso 2021-22).

La evaluación del aprendizaje de los alumnos se realizará de acuerdo con los objetivos, competencias y contenidos y criterios de evaluación de cada curso. Se realizarán pruebas de Comprensión de Textos Escritos, Comprensión de Textos Orales, Mediación Escrita y Oral, Producción y Coproducción de Textos Escritos, y Producción y Coproducción de Textos Orales (a excepción de los niveles A1 y A2, donde la Mediación no es una actividad de lengua evaluable).

Las calificaciones se expresarán en los siguientes términos: Apto y No Apto. Se llevarán a cabo tres tipos de evaluación:

1. Inicial, a comienzos del curso, para averiguar el grado de dominio del idioma del alumnado, y así poder tomar las decisiones pedagógicas más adecuadas.
2. Formativa, a lo largo del curso, a través de la entrega y presentación de distintas tareas, con carácter informativo y orientador. La evaluación de progreso comprende un examen simulacro, a realizar a finales del mes de enero, es de especial relevancia para que los alumnos adquieran conciencia de su evolución y necesidades en el aprendizaje de la lengua.
3. Sumativa, en mayo/junio (convocatoria ordinaria) y/o septiembre (convocatoria extraordinaria). En los cursos conducentes a certificación, las pruebas finales son las Pruebas de Certificación, mientras que en los demás se trata de pruebas con características similares a las de certificación.

Para este curso, se continuará con el examen parcial de Producción y Coproducción de Textos Escritos que se pilotó en el curso 2016-17 con óptimos resultados. Dicha prueba consiste en que los alumnos que cursan B2.1 y C1.1 tengan la posibilidad de hacer dos pruebas de Producción y Coproducción de Textos Escritos parciales. Se avisará con suficiente antelación la fecha de realización de dichas pruebas. Si la suma de dichas pruebas da la calificación de Apto, el alumno no tendrá que examinarse de esa parte en la convocatoria ordinaria. Si, por el contrario, la media de las dos tareas fuera No Apto, el alumno tiene a su disposición las convocatorias ordinaria y extraordinaria para superar dicha prueba.

PRUEBA DE CLASIFICACIÓN

La Prueba de Clasificación de este curso, a realizar online entre los días 1 y 17 de septiembre, y también durante el mes de octubre para las matrículas residuales, consistirá en un test de gramática y vocabulario y tres tests de comprensión oral. Sobre un máximo de 120 puntos, los candidatos quedarán clasificados según sus resultados en la prueba.

CONTENIDOS LINGÜÍSTICOS Y MATERIALES

CURSO A1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	Verb be (+,-,?)	I am, are you?, he isn't, etc
	Subject pronouns	I, you, he, she, it, etc.
	Possessive adjectives	my, your, his, her, its, etc.
2	Singular and plural nPresent simple or present continuous?	Book/ books, watch/watches
	Adjectives	White house, blue jeans, he's strong
	Imperatives, Let's	Open the door, don't worry, let's go
3	Present simple (+,-)	I speak English, he doesn't play the guitar
	Present simple (?)	Do you work?
	Word order in questions	Where are you from? What do you do?
4	Possessive 's, Whose?	He's Brad Pitt's brother, whose is this bag?
	Prepositions of time and place	at, in, on; at in to
	Position of adverbs, expressions of frequency	I always watch TV in the evening, I have English classes twice a week

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
5	Verb can / can't	I can sing but I can't dance
	Present continuous	It's raining, what are you doing?
	Present simple or present continuous?	It rains a lot here but it is not raining now.

6	Object pronouns	me, you, him, her, it, us, them
	Like + (verb + -ing)	I like going to the cinema
	be or do?	Are you doing homework? / Are you hungry?
7	Past simple verb BE	was/were
	Past simple: regular verbs	I worked yesterday, you didn't arrive, did he watch TV yesterday?
	Past simple: irregular verbs	bought / didn't buy, came/ didn't come
8	Past simple: regular and irregular	
	There is/ there are+some/any+plural nouns	There's a garage, there are some pictures on the wall
	There was/ there were	There was a big mirror, there wasn't a TV, was there a bathroom?

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	Days of the week, numbers 0-20, greetings	Monday, Tuesday, Wednesday,... Hello, hi, etc
	Countries, numbers 20-100	France - French, Spain - Spanish
	Classroom language	Open your books, please
2	Things Colours, adjectives, modifiers Feelings	Bag, coin, charger, etc Very, really, quite Happy, sad, depressed, etc
3	Verb phrases	cook dinner, etc
	Jobs	Builder, driver, teacher, etc
	Question words	What? Where? When?, etc
4	Family	Father, mother, son, daughter, etc
	daily routine	Get up, have breakfast, go to work, etc
	Months, adverbs and expressions of frequency	January, February, March, etc Always, never, sometimes, etc

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
5	Verb phrases	buy a newspaper, etc
	The weather and seasons	Spring, summer, autumn, winter. It's hot, it's windy, etc.
6	The date, ordinal numbers	30th September 2021
	Music	accordion, bass drum, guitar, etc Classical music, folk, jazz, etc
7	Word formation	write - writer
	Past time expressions	Yesterday morning, last week, etc
	Go, have and get	Go home, have a shower, get a taxi
8	Irregular verbs	Go - went, have - had, get - got, etc
	The house	Living room, bathroom, kitchen, etc
	Prepositions: place and movement	In front of, under, into, out of, etc

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia y ortografía	Ejemplos
The alphabet	A, B, C,...
Consonant sounds	chess, shower, jazz, etc
Vowel sounds	Fish, tree, cat, egg, train, bike, etc
Word stress	<u>goodbye</u> , <u>sorry</u> , <u>welcome</u>
Sentence stress	Can you play a musical instrument? Yes, I can
Final -s and -es	Books, keys, glasses
Linking	Good <u>idea</u>
Third person -s	Speaks, rains, watches
-ed endings	Called, talked, needed
Silent letters	Could, cupboard, friend, guest, half

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Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Christina Latham-Koenig, Clive Oxenden, Jerry Lambert and Paul Seligson	English File A1/A2. Student's Book and Workbook	Fourth	Oxford University Press	2019

Bibliografía			
	Autor/a	Título	Editorial
Gramática	R. Murphy	Essential grammar in use	CUP
	J. Eastwood	A basic English grammar	OUP
	Michael Vince	Elementary Language practice	Macmillan
Vocabulario	P. Watcyn-Jones	Start testing your vocabulary	Penguin
	P. Watcyn-Jones	Test your vocabulary	Penguin
Pronunciación	A. Baker	Tree or Three?	CUP
		Oxford pocket dictionary	Oxford
Lectura	Books adapted to the level.		

Recursos telemáticos	
URL	Tipo
classroom.google.com	plataforma educativa
https://english-e-reader.net	Ebooks online
https://www.cristinacabal.com/	Página para repasar todas las habilidades
https://www.esl-lab.com/easy/	Práctica de listening
https://learnwithnews.com/	Noticias adaptadas por niveles

CURSO A2

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	Word order in questions	Where do you work?
	Present Simple and Present Continuous	We often go to the cinema. / She's sitting at the table.
2	Past Simple and Past Continuous	We rented a villa. / Was it snowing when you left? / I was living in Brazil in 2009.
	Time Sequencers and Connectors	After that, when / because, so
3	Be going to (plans and predictions)	I'm going to visit Scotland in May. / It's going to rain soon.
	Present Continuous (future arrangements)	We're meeting in the café tomorrow at five.
	Defining relative clauses	He's the actor who/that played Batman.
4	Present Perfect + yet, just and already	The parcel hasn't arrived yet. / They've just got married. / I've already seen this film.
	Something, anything, nothing, etc.	I want something to eat.
5	Comparative adjectives and adverbs	Quieter, more quietly
	Superlatives	The biggest, the most expensive
	Quantifiers: too, not enough	Too hot, too much money, too many problems / not enough time, not big enough

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
6	will / won't (predictions, on-the-spot decisions, offers, promises)	I'm sure you'll pass the exam. I'll make you a cup of tea. I'll pay you back next month.
	Review of verb forms: present, past and future	Present simple / continuous, past simple / continuous, will and going to, present perfect.
7	Uses of the infinitive with to	Try to finish the job today. It's important to study verb forms. We took a taxi (in order) to save time.
	Uses of the gerund	Spending time with the family is a must. I hate cleaning the toilet. Jim left without saying goodbye.
	Have to / don't have to / must / mustn't	She has to get up early. You don't have to wear a face mask outdoors. I must remember to phone Cindy tonight. You mustn't touch the wet paint.
8	should / shouldn't	You should cook with olive oil. You shouldn't eat snacks all the time.
	First Conditional	If it rains, we'll visit the museum.
	Possessive pronouns	Whose phone is it? It's hers.
9	Second Conditional	If I didn't live in a flat, I'd get a big dog.
	Present perfect + for / since	I've lived here for six years.

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	Common verb phrases, spelling and numbers and time	To do sport, to listen to music / telephone numbers
	Describing people	Curly red hair, medium height and slim
	Clothes	Tights, trousers, coat, suit
	Prepositions of place	In Berlin, on a bus, at the station
2	Holidays	To go abroad, to go sightseeing
	Prepositions of time	At night, in June, on 23rd April
	Verb phrases	To wait for sb, to leave in a hurry
3	Airports	Departures, check in, gates
	Verb + preposition	To pay for, to spend money on, to belong to
	Expressions for paraphrasing	Like, for example, similar to
4	Housework, make vs. do	To lay ≠ to clear the table, to do the ironing, to make the bed, to make a mistake
	Shopping	Basket, till, receipt
	Adjectives ending -ed and -ing	Frightening ≠ frightened
5	Describing a town or city	Crowded, historic / department store, town hall
	Health and the body	Muscles, bones, heart disease, weight problems

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
6	Opposite verbs	To borrow ≠ to lend / to turn on ≠ off
	Verbs + back	To take back, to call back
	modifiers	a bit, quite, really
7	Verbs + infinitive	To try to, to forget to

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	Verbs + gerund	To hate, to enjoy
	Adjectives + prepositions	To be afraid of, to get angry with
8	Get	To get nervous, to get home, to get on with
	Confusing verbs	To say ≠ to tell, to win ≠ to earn
	Adverbs of manner	Seriously, angrily
9	Animals and insects	Deer, butterfly
	Phrases with for and since	Since I was a child / for a long time
	Biographies	Fall in love, get married

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
The alphabet	
Final -s / -es	Likes, dates / pays, meals / uses, glasses
/ə/ /ɜ:/	Trousers, picture, attractive / skirt, curly, first
Regular verbs: -ed endings	Booked / phoned / invited
Word and sentence stress	Recent, after / before, again / What's the <u>best holiday</u> you've ever <u>had</u> ?
The letters y and j	Yet ≠ jet / yours ≠ jaws
c and ch	Cat, kitty, city / China, machine, chemist's
/e/ /əʊ/ /ʌ/	Tell, anybody / know, nobody / some, nothing
/ə/	Faster, busier, unstressed “than” and “as”
/ʊ/ /u:/	Should, put / choose, truth
Homophones	Where, wear / weight, wait / war, wore

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Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Latham-Koenig et al.	<i>English File A2/B1 Student's Book and Workbook</i>	Fourth Edition (4 ^a edición)	Oxford	2019
Cuaderno de ejercicios	El libro de ejercicios está incluido en el mismo libro de texto.				

Bibliografía			
	Autor/a	Título	Editorial
Diccionario	VV.AA.	<i>Oxford Pocket Dictionary</i>	Oxford
Gramática	Murphy	<i>Essential Grammar in Use</i>	Cambridge
	Vince	<i>Elementary Language Practice</i>	Macmillan
	Thornbury	<i>Natural Grammar</i>	Oxford
Vocabulario	McCarthy & O'Dell	<i>English Vocabulary in Use Elementary</i>	Cambridge
(Uso del profesor/a)	Watcyn- Jones	<i>Vocabulary Games and Activities</i>	Penguin
Pronunciación	Marks et al.	<i>English Pronunciation in Use Elementary</i>	Cambridge
Lectura graduada	Doyle	<i>Sherlock Holmes Short Stories</i>	Oxford
	Duckworth	<i>Voodoo Island</i>	Oxford
	Naylor	<i>Two Lives</i>	Cambridge
	Smith	<i>The Ring</i>	Penguin

Recursos telemáticos	
URL	Tipo
classroom.google.com	Classroom: plataforma educativa
englishfile4e.oxfordonlinepractice.com	Web del libro de texto
learnenglish.britishcouncil.org	The British Council: práctica de gramática, vocabulario y destrezas
www.bbc.co.uk/learningenglish/english	BBC Learning English: diversos recursos
www.saberingles.com.ar	Saber Inglés: diversos recursos
www.cristinacabal.com	Blog de Cristina: diversos recursos
elllo.org	English Listening Lesson Library Online: práctica de comprensión oral
english-e-reader.net	English e-Reader: lectura graduada

CURSO B1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	Present simple	"I live in London." "She works in a restaurant."
	Present continuous	"Is she drinking a cup of coffee?" "They are playing badminton."
	Action and state verbs	"Play", "talk", "write", "eat" vs. "love", "know", "want", "belong"
	Future forms: be going to , will / won't	"My sister is going to adopt a child." "I will / won't tell her the truth."
2	Present perfect	"I have met your parents." "She has decided to study medicine."
	Past simple	"They got married last year." "She didn't have time."
	Present perfect continuous	"How long have you been learning English?"
	Since and For	"They have known each other for ten years / since last Christmas."
3	Comparatives and superlatives	"My car is older than yours." "London is more expensive than Paris." "He is the tallest player in the team."
	Articles. definite, indefinite, zero	"She is a lawyer." "The moon goes round the Earth." "Rhinos are dangerous"
4	Obligation and prohibition: must, have to and should	"You have to switch off the TV." "You must be on time." "You should do something about it."
	Ability and possibility: can, could, be able to	"I can speak three languages." "They couldn't wait any longer." "He will be able to play the violin."
5	Past simple	"We were in Mexico." "Did you buy those trousers?"
	Past continuous	"They were driving too fast." "It wasn't raining."

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	Past perfect	“The match had already finished.”
	Past and present habits and states	“I used to eat unhealthy food.” “Did they use to live in the city centre?” “I usually meet them on weekends.”

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
6	The passive voice (all tenses)	"A lot of films are shot on location." "This bill must be paid." "Gladiator was directed by Ridley Scott."
	Modals of deduction: might can't, must	"He might be on the plane now." "She can't earn much money." "They must be rich."
7	First conditional	"If she doesn't work hard, she won't pass her exams."
	Future time clauses + when, until	"We'll have dinner when he gets home." "I won't go to bed until you finish your homework."
	Second conditional	"If I had a job, I would get my own flat."
8	Gerunds and infinitives	"I'm not good at working in a team." "Shopping is my favourite chore." "My flat is easy to find." "She learned to drive in Madrid."
	Reported statements	"She said that she liked shopping."
	Reported questions	"She asked him if/whether he was married." "She asked me where I lived."
9	Third conditional	"If I had known you had a problem, I would have helped you."
	Quantifiers	A lot, loads, loads of, many, much, plenty of, a little, few, very little, very few, less, fewer, too, enough, any, no, none
10	Relative pronouns	Who, which, that, when, where, why, whose
	Defining and non-defining relative clauses	"She is the woman who/that wrote that famous book." "This painting, which was painted in 1897, is worth millions of pounds."
	Question tags	"It's cold today, isn't it?" "They won't tell anyone, will they?"

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	Food and cooking	Fish, meat, fruit, seafood, vegetables, eat out, etc.
	Family	Stepbrother, great-grandmother, siblings, half-sister, etc.
	Personality adjectives	Extroverted, talkative, generous, honest, reliable, etc.
	Negative prefixes	Unambitious, disorganised, immature, illegal, etc.
2	Money	Be worth, can't afford, charge, waste, raise, budget, mortgage, etc.
	Strong adjectives	Furious, starving, boiling, terrified, enormous, etc.
3	Transport	Lorry, tram, traffic jam, seat belt, set off, etc.
	Collocations: Verb/Adjectives + prepositions	Apologise for, argue with, remind of, fed up with, proud of, etc.
4	Phone language	Dial, text, cut off, put on hold, etc.
	-ed / -ing adjectives	Annoying vs. annoyed, disappointing vs. disappointed, etc.
5	Sport	Captain, referee, pitch, beat, win, warm up, etc.
	Relationships	Colleague, flatmate, get to know, break up, lose touch, etc.

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
6	Cinema	Action film, rom-com, thriller, audience, review, cast, shoot, etc.
	The body	Chin, knees, elbow, bite, whistle, stare, etc.
7	Education	Boarding, degree, nursery, grades, punishment, expel, etc.
	Houses	Outskirts, village, floor, suburb, basement, balcony, terrace, etc.
8	Work	Apply for, be made redundant, promote, resign, freelance, part-time, etc.
	Shopping	Trolley, debit card, refund, suit, try on, mall, etc.
9	Electronic devices	Charger, keyboard, speaker, printer, plug, switch, install, set, etc.
	Word formation: suffixes	Promote - promotion, employ - employment, explain - explanation, comfort - comfortable, use - useful, etc.
10	Compound nouns	Book cover, song writer, desk lamp, etc.
	Crime	Murder, evidence, witness, suspect, solve, etc.

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia y ortografía	Ejemplos
Short and long vowel sounds	“Fit”, “feet”, “cat”, “car”, “bull”, “boot”, etc.
Word stress	Re’liable, Un’friendly, ‘Anxious, etc.
/tʃ/ /dʒ/ and /ʃ/	Catch, jam, cash, etc.
/The/	“The other day” vs. “the biggest one”
The schwa: /ə/	“Important”, “accident”, etc.
Silent consonants	Calm, design, honest, talk, island, etc.
Rhythm and sentence stress	“I’d love to be able to ski”
/ɜ:/ and /ɔ:/	“Girl”, “ball”, etc.
The letter “s”	Used to, singer, sure, sport, parents, etc.
Regular and irregular past participles	Filmed, used, recorded, paid, given, known, etc.
Diphthongs	Wide, round, fair, narrow, etc.
The letter “u”	Education, put, result, true, etc.
The letters “ai”	Airline, bargain, claim, repair, etc.
The letter “c”	Castle, city, spacious, occasion, success, etc.
Weak and strong pronunciation of “have”	“I have four kids” vs. “I would have been happier”
“ough” and “augh”	Although, bought, daughter, laugh, etc.
Word stress in compound nouns	Song writer, book cover, etc.
Intonation in question tags	Are you?, haven’t you? etc.

EOI “IGNACIO LUZÁN” - PROGRAMACIÓN DIDÁCTICA 2022-23 - INGLÉS

Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Christina Latham-Koenig, Clive Oxenden and Jerry Lambert	English File B1	Fourth	Oxford University Press	2019
Cuaderno de ejercicios	Christina Latham-Koenig, Clive Oxenden and Jerry Lambert	English File B1	Fourth	Oxford University Press	2019
Observaciones El cuaderno de ejercicios está integrado dentro del libro de texto					

Bibliografía			
	Autor/a	Título	Editorial
Gramática	Michael Swan	Practical English Usage	Oxford University Press
Vocabulario	Michael McCarthy	English Vocabulary in Use	Cambridge University Press
Pronunciación	Gerald Kelly	How to Teach Pronunciation	Longman
Expresión Escrita	Virginia Evans	Successful Writing Upper-Intermediate	Express Publishing
Comprensión Oral	Cambridge	First Trainer 2	Cambridge University Press

Recursos telemáticos	
URL	Tipo
classroom.google.com	Plataforma educativa
https://wordwall.net/	Página web para crear recursos didácticos de gamificación para practicar cualquier área del lenguaje
https://agendaweb.org/	Página web con material y actividades para practicar la gramática, el vocabulario, etc.
https://ed.ted.com/ & https://www.youtube.com/teded	Páginas web de vídeos originales y educativos sobre los que trabajar las diferentes destrezas
https://quizizz.com/	Página web para crear material de repaso y aprendizaje
https://www.ego4u.com/	Página web con actividades para trabajar las diferentes habilidades o destrezas.
https://www.readworks.org/	Página web con textos de diferentes niveles para trabajar la comprensión lectora

CURSO B2.1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	Subject questions	Who said that?
	Indirect questions	Do you think you'll come to the party?
	Questions with prepositions	What are you talking about?
	Present perfect simple and continuous	She has written four books They've been playing for hours
2	Narrative tenses	When she opened the door, she pretended that we weren't there and she went to her room. After dinner I went into the living room and saw that she was crying. When she opened the door, he had already left.
	Past perfect continuous	We had been driving for less than an hour when the car broke down.
3	Talking about the future (all future forms: will/ going to/ present simple/present continuous/ future continuous/ future perfect)	The sun will shine tomorrow. We are going to fly to Leeds in summer. The train leaves at 6.45. I am going to a party tonight. They will be playing football on Sunday afternoon. She will have written the letter by tomorrow
4	Using the passive/ causative have and get:	I had my apartment valued I got someone to clean the carpets
5	Using verbs with -ing and infinitive:	I don't mind not having dessert; I'm watching my weight I'm tired of working here Have you got any plans to move abroad?
6	Uses of the articles	a/ an

		The No article
	Using determiners and quantifiers	far too much/ many, enough, few, all, both, each...

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
7	Present modal verbs	Might /needn't / should...
	Past modal of deduction	Must have/ can't have/ might have
8	Relative clauses	the bicycle you told me about was on offer
	Participle clauses	Having lived abroad since she was a child, Catherine has never really felt English.
9	Adjectives and adverbs	He's a remarkably successful writer
	Past and present habits	Used to vs. would Get used to/ be used to
10	Order of adjectives	He bought an exquisite 18th-century silver teapot at the auction.
	If and other conjunction clauses	if, unless, as long as, as soon as, whether, providing, provided...
11	Reported speech	He told me he'd arrived at 6 pm
	Reporting verbs	He warned me not to touch it
12	Unreal situations	If he'd left on time, he wouldn't have missed the flight.
	Using wish and if only	I wish I could run faster. If only I hadn't said anything.

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	conversation	Have a row, make small talk...
	Written communication	Handwriting, stationery...
	verb+preposition	Hear of, confuse with, prevent from...
	Dealing with problems on the phone	You're breaking up, the coverage is not too good here, bear with me...
2	Talking about travel and adventure	Scenery, wander, stunning...
	Adjectives of feeling	Anxious, bitter, puzzled
	North-American English	baggage-luggage/ trunk-boot...
3	Talking about learning, thinking and knowledge	Do your best, make the most of it, stick at it..
	Collocations with time and money	Have money/ time to spare, fritter away, set aside...
	Noun suffixes	Entrance, curiosity, jewellery...
4	How things work	Attach, design, monitor, treat...
	Describing your impressions	Conventional, innovative, inventive...
	Easily confused words	Specially- especially...
5	Talking about childhood memories	Vaguely, vividly, recollection...
	Emotions and behaviour	Bored to death, have enough of it, zone out...
	Phrasal verbs with UP and OUT	Work out, carry out, pop up...
6	Cultures and communities	custom/ costume, festival/ ceremony/ parade...
	Housing and living	Facilities, supported, growth, shift...
	High-frequency verb collocations	Do, get, give, have, make...

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
7	Crime and justice	Break in, smuggle, kidnap, finders keepers...
	Using verbs and prepositions	React to, insist on...
	The meaning of prefixes	Self-, bi-, inter-, mono-, semi-,...
8	Smart technology	Device, fault, broadband...
	Describing people	Stubborn, easy-going, responsible...
	Adjectives + dependent prepositions	Aware of, responsible for...
9	Different climates and lifestyles	Cosy, depressing, lively....
	Sleep patterns	Fast asleep, have a nap...
	Synonyms and antonyms	closer/ nearer, fake/ genuine...
10	Words for looking and seeing	Gaze, glance, glare...
	Rating performances	Annoying, childish, hilarious...
	Easily confused sense verbs	see/ look/ watch...
11	Television viewing habits	Binge- watching, couch potato....
	Talking about news	Disturbing, depressing, discouraging, uplifting...
	Adjective suffixes	Viral, drinkable, dominant...
12	Family and relationships	Sibling, spoilt, take after, look up to, brought up...
	Life events and choices	Career path, turn down, settling down...
	Compound adjectives	Clean-shaven, eco-friendly, old-fashioned...

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
Have and been as auxiliary verbs	I've been working very hard lately
Word stress: adjectives and nouns	Anxious, furious, relieved... Achievement, inheritance, civilization...
Phrase stress	I don't think that's an option/ We need to take that into consideration...
Sentence stress	I would have done things differently I might have given it a try...
Intonation: making exclamations	I'm not surprised! You must have been so embarrassed!...
Intonation: expressing certainty	I wouldn't be surprised if it happened I think it's bound to happen...
Intonation: softening language	Yes, but on the other hand No, but look,... Well, you've got a point, but..
Intonation: interrupting (polite)	I'd like to say something if I may Can I say something here?...
Weak forms: to be	TO BE in passive sentences
Weak sounds: of	Most of us Plenty of people...
Pronunciation of have in past modals /v/	They can't have worked such long hours They might have had a long lunch break
Dropped syllables	Comfortable, different, family, favourite...
Pronunciation of letter “l”	Light, life, lost, slow vs. will, caller, final, help..

EOI “IGNACIO LUZÁN” - PROGRAMACIÓN DIDÁCTICA 2022-23 - INGLÉS

Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Caroline Krantz and Rachel Roberts	Voyage B2		Oxford	2016
Cuaderno de ejercicios	Caroline Krantz and Rachel Roberts	Voyage B2		Oxford	2016
Observaciones					

Bibliografía			
	Autor/a	Título	Editorial
Gramática	Michael Swan	Practical English Usage	O.U.P
Vocabulario	Michael Mc Carthy Felicity O'Dell	English Vocabulary in Use Upper-intermediate	Cambridge
Pronunciación	Mark Hancock	English Pronunciation in Use Intermediate	Cambridge
Expresión Escrita	Virginia Evans	Successful writing upper-intermediate	Express Publishing
Comprensión Oral	Cambridge	First Trainer 2	Cambridge

Recursos telemáticos	
URL	Tipo
classroom.google.com	plataforma educativa
mmm English	canal de Youtube
ozdic.com	vocabulario/ collocations
english-e-reader.net	comprensión de lectura
test-english.com/	grammar- listening-writing- use of English-reading

CURSO B2.2

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	<ul style="list-style-type: none"> Present tenses (B2) be used to/get used to <i>Used to</i> and <i>would</i> 	<ul style="list-style-type: none"> I was sitting in the park, when all of a sudden, this dog jumps at me. Getting used to wearing the mask was hard. I would enjoy lollipops.
2	<ul style="list-style-type: none"> Extreme adjectives, evaluative adjectives Adverbs Gerunds and infinitives 	<ul style="list-style-type: none"> massive, hideous, hilarious, soaked. terribly, massively, hard, gently, in an easy way/manner. I happened to see Lewis.
3	<ul style="list-style-type: none"> Modifiers for comparison Perfect tenses Past time As and like 	<ul style="list-style-type: none"> more/less expensive, so difficult That's the first time I've ever eaten octopus. I knew almost everyone at the party. It seems like a good idea. As blind as a post.
4	<ul style="list-style-type: none"> Articles Narrative forms 	<ul style="list-style-type: none"> The unemployed need some support. Peter arrived after I (had) finished reading the email.
5	<ul style="list-style-type: none"> Expressions of quantity Subject/verb agreement Passive verbs/ passive reporting verbs 	<ul style="list-style-type: none"> I'll just have a small slice of cake. There are quite a few people coming. I was happy to have been selected for the team.
6	<ul style="list-style-type: none"> The future Future continuous and future perfect 	<ul style="list-style-type: none"> I think I'll have the day off. She'll be appearing in a performance.

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
7	<ul style="list-style-type: none"> Modal verbs 	<ul style="list-style-type: none"> The weather could be better

	<ul style="list-style-type: none"> Relative clauses <i>So, such</i> 	<ul style="list-style-type: none"> tomorrow. I can't imagine the reason why he would want to leave you. They had so much money that they couldn't spend it all.
8	<ul style="list-style-type: none"> Reporting functions Reporting statements and questions 	<ul style="list-style-type: none"> She admitted she had taken the money. The official told them not to walk on the grass.
9	<ul style="list-style-type: none"> Conditionals 0,1, 2, 3 	<ul style="list-style-type: none"> If Ruby had known the child needed help, she would have done something.
10	<ul style="list-style-type: none"> Conditional linking words Participles 	<ul style="list-style-type: none"> I'll pay you now, otherwise, I'll forget. People using online dating give different opinions about it.
11	<ul style="list-style-type: none"> Mixed conditionals Wishes and regrets 	<ul style="list-style-type: none"> If I had invested in that company ten years ago, I would be rich now. I wish they could come with us.
12	<ul style="list-style-type: none"> Modal verbs Obligation, prohibition and necessity Reflexive pronouns <i>Have/get something done</i> 	<ul style="list-style-type: none"> You needn't have gone to all that trouble. We booked the holiday ourselves. He had to have a kidney removed.

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	<ul style="list-style-type: none"> Free time activities Phrasal verbs (<i>take</i>) 	<ul style="list-style-type: none"> Clubbing, saty in, to be into. Take off, take over, take up.
2	<ul style="list-style-type: none"> Formation of adjectives Phrasal verbs 	<ul style="list-style-type: none"> Cautious, realistic, thoughtful. Work out, carry on, put SB off.
3	<ul style="list-style-type: none"> Money -ed adjectives +prepositions 	<ul style="list-style-type: none"> Waste, bargain, to be worth it, a good value. Excited about, annoyed by.
4	<ul style="list-style-type: none"> Compound words Negative prefixes Idioms: the body 	<ul style="list-style-type: none"> Breathtaking, far fetched, drawback. Untie, disappearance, illogical. Get cold feet, put your foot down.
5	<ul style="list-style-type: none"> Food Expressions of quantity 	<ul style="list-style-type: none"> Fresh food, well-balanced, low-salt. Hardly any, a small amount.
6	<ul style="list-style-type: none"> The arts Word formation Expressions with get 	<ul style="list-style-type: none"> Performers, busking, talent show. Approval, evidence, hopeless. Get around, get the time, get people to do something.

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
7	<ul style="list-style-type: none"> Phrasal verbs Describing the weather, towns, cities Travel collocations and phrasal verbs 	<ul style="list-style-type: none"> Get on well, take out, build up. Bustling, run-down, remote. Package, long-distance, put SB up.
8	<ul style="list-style-type: none"> Jobs Linking words Concrete and abstract nouns 	<ul style="list-style-type: none"> Counsellor, occupation, work around As well as, that's why, despite. Childhood, politics, advice.

9	<ul style="list-style-type: none"> ● Personal qualities ● Success and failure ● Chance, opportunity and certainty 	<ul style="list-style-type: none"> ● Talent, family support, confidence. ● Failure, successful, beat, achieve. ● A slight chance, no chance.
10	<ul style="list-style-type: none"> ● Compound adjectives ● Easily confused adjectives ● Phrasals with <i>come</i> 	<ul style="list-style-type: none"> ● Kind-hearted, mild-mannered, single-minded. ● Particular/individual/unique. ● Come up, come into, come across.
11	<ul style="list-style-type: none"> ● Prefixes that change meaning ● Collocations (adjectives and verbs with prepositions) ● Phrasal verbs with <i>off</i> 	<ul style="list-style-type: none"> ● Hyper-, inter- mis-. ● Complain about, deal with, rely on. ● Tell off, cut off, wear off.
12	<ul style="list-style-type: none"> ● Crime ● Shopping online ● Verbs 	<ul style="list-style-type: none"> ● Shop-lifting, community service, fine. ● Browser, strong password, payment. ● Bully, set aside, cling to.

Contenidos lingüísticos

Fonología y ortografía

Production of the tone, accent, rhythmic and intonation patterns commonly used in specific environments to express the contents of previous sections. Some examples below:

Elemento de fonética, prosodia u ortografía	Ejemplos
● Intonation in sentences	● (1) falling, (2) rising, (3) non-final, and (4) wavering intonation
● Sentence stress	● Helen: Have you seen the new film with Tom Cruise ?
● Word stress patterns (Stressed syllables: primary, secondary and unstressed syllables).	● amended ● climate
● Stress in compounds	● Waterfall, paperback
● Vowel sounds	● Short:/ɪ/-pit, /e/-pet, /æ/-pat, /ʌ/-cut, /ʊ/-put, /ɒ/-dog, /ə/-about. ● Long: /i:/ -week, /ɑ:/ -hard, /ɔ:/ -fork, /ɜ:/ -heard, /u:/ -boot. ● Diphthongs: /aʊ/ as in "Town", /aɪ/ as in "Light", /eɪ/ as in "Play", /eə/ as in "Pair", /ɪə/ as in "Deer", /oʊ/ as in "Slow", /ɔɪ/ as in "Toy" and /ʊə/ as in "Sure".
● Consonant sounds	● voiceless:/p/ /b/, /t/ /d/, /k/ /g/, /f/ /v/, /s/ /z/, /θ/ /ð/, /ʃ/ /ʒ/, /tʃ/ /dʒ/. ● voiced /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/.
● Voiced sounds. ● Voiceless sounds.	● travelled, gloves, shells. ● seats, dropped, carts.
● Aspiration	● pit /pʰɪt/, true /tʰru:/
● Assimilation and elision	● need to [neeto] ● sleep better [sleebetter] ● dark gray = [dargray] ● breath through = [breathrough] ● camera /'kæm̪ rə/

Materiales

	Autor/a	Título	Edición	Editorial	Año de

EOI “IGNACIO LUZÁN” - PROGRAMACIÓN DIDÁCTICA 2022-23 - INGLÉS

					publicación
Libro de texto	Jan Bell	<i>Gold B2 First:</i> Coursebook and MyEnglishLab pack.		Pearson	2018
Cuaderno de ejercicios	Se aconseja la adquisición del manual con <i>My EnglishLab</i> .				
Observaciones (ISBN: 9781292217765)					

Bibliografía			
Tarea de lengua	Autor/a	Título	Editorial
Gramática	Michael Swan	<i>Practical English Usage.</i>	O.U.P.
	George Yule	Oxford Practice Grammar.	Macmillan
Vocabulario	Barbara Thomas	Grammar and Vocabulary for First and First for Schools. Book with Answers and Audio.	Cambridge
	Mrs. A	Speaking And Vocabulary Practice For B1-B2: For Cambridge, TOEFL, EOI, IELTS.	Pearson
Pronunciación	Mark Hancock	<i>English Pronunciation in Use Intermediate.</i>	CUP
Lectura	Debra Daise	Q: Skills for Success 4. Reading and writing.	O.U.P.

Comprensión y expresión oral		Q: <i>Skills for Success</i> 4. Listening and speaking.	O.U.P.
Expresión escrita	Virginia Evans	<i>Successful Writing Upper-Intermediate.</i>	Express publishing.

Recursos telemáticos	
URL	Tipo
classroom.google.com	plataforma educativa (se proporcionará una cuenta corporativa a cada alumno/a).
https://english-e-reader.net/	Ebooks online
https://en.wikisource.org/wiki/Main_Page	comprensión de lectura
English with Lucy	canal de youtube
BBC English: 6 minute BBC English	canal de youtube
http://mestreacasa.gva.es/web/eoivalencia/puedo-ver-algun-modelo-de-examen	Muestras de examen de todas las Comunidades Autónomas.
www.cristinacabal.com/	Página para repasar todas las habilidades.
http://mythatsenglish.blogspot.com/	Página para repasar todas las habilidades.
https://www.examenglish.com/FCE/index.html	Práctica de examen online.
https://www.esl-lab.com/difficult/	Práctica de comprensión oral.

CURSO C1.1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero:

Unidad	Estructura o función gramatical	Ejemplos
1	The continuous aspect	<i>They've been waiting here for an hour.</i>
	Describing habits	<i>He'll always bring me flowers.</i>
	Speculating	<i>It looks to me as if someone has thrown paint at the canvas.</i>
2	Hypothetical conditional: past	<i>Supposing you'd met the president, what would you have said?</i>
	Verb patterns	<i>They were rumoured to have got married in secret.</i>
	Introducing opinions	<i>From what I can gather, not many people trust politicians.</i>
3	Noun phrases	<i>my shabby black leather biker jacket</i>
	Relative clauses	<i>She has four sisters, none of whom are married.</i>
	Making a proposal	<i>The long-term benefits include bringing jobs to the area.</i>
4	Introductory <i>it</i>	<i>Do you find it easy to get up early?</i>
	The perfect aspect	<i>Don't call the house, she'll have left for work by now.</i>
	Expressing hypothetical preferences	<i>If it was up to me, I'd sentence delinquents to community service.</i>
5	Modal verbs and related phrases	<i>We needn't have asked for directions.</i>
	The passive	<i>He is known to have been present during the crimes.</i>
	Making a point	<i>But that doesn't take account of the fact that you can just find the information on the internet.</i>

Temporalización febrero-mayo:

Unidad	Estructura o función gramatical	Ejemplos
6	Future forms	<i>I'll be seeing Jackie at college, so I'll give her the note.</i>
	Concession clauses	<i>While I'd like to be with you, I have to attend a meeting.</i>
	Describing cause and effect	<i>The invention of laptops brought about the term 'desktop computer'.</i>
7	Cleft sentences	<i>It was only when we offered him money that he decided to spill the beans.</i>
	Participle clauses	<i>The candidate running for president is an old friend.</i>
	Exchanging opinions	<i>I suppose you've got a point, but...</i>
8	Future in the past	<i>I got a job at Limo Company, where I would later become CEO.</i>
	Ellipsis and substitution	<i>Marisa has never tried Asian cooking, but I have.</i>
	Discussing ideas	<i>Having said that, I think it's better to discuss some things face-to-face.</i>
9	Tenses for unreal situations	<i>It's about time you found a job!</i>
	Adverbials	<i>She is undoubtedly right.</i>
	Ranting / raving	<i>It was the best concert ever.</i>
10	Inversion	<i>At no time did they stop to think about the consequences.</i>
	Comparative structures	<i>He's nothing like as obstinate as his brother.</i>

Contenidos lingüísticos

Léxico

Temporalización octubre-enero:

Unidad	Campo, categoría o función	Ejemplos
1	Phrases with <i>name</i>	<i>named after; live up to your name</i>
	Personality; idioms for people	<i>considerate; circumspect; tough cookie</i>
	Images	<i>evocative; provocative; iconic</i>
2	Learning and experience; metaphors	<i>learn the ropes; go with your gut feeling; join forces</i>
	Collocations: opinions	<i>opinionated; a matter of opinion</i>
	Idioms of opinion	<i>speak your mind; sit on the fence</i>
3	Landscapes	<i>picturesque; unspoilt</i>
	-y adjectives; prefixes	<i>shady; gloomy; bimonthly; outplay</i>
	City life	<i>amenities; congestion</i>
4	Crime collocations; lexical chunks	<i>drug-related offence; bring somebody to justice</i>
	Social issues	<i>gender inequality; ageism</i>
	Decisions	<i>be in a predicament; assess the situation</i>
5	Idioms: secrets	<i>behind closed doors; let it slip</i>
	Truth or myth; multi-word verbs	<i>debunk a myth; soldier on</i>
	Journalism	<i>whistle-blowing; scoop</i>

Temporalización febrero-mayo:

Unidad	Campo, categoría o función	Ejemplos
6	Predictions	<i>A global disaster may well have happened.</i>
	Language	<i>to talk at cross purposes; to talk shop</i>
	Trends	<i>a passing fad; become the latest thing</i>

7	Collocations	<i>search to no avail; presumed innocent</i>
	Idioms: relaxing	<i>to while away the afternoon</i>
	Risk	<i>unsupervised; risk-averse</i>
8	Time expressions; proverbs	<i>date back to; don't count your chickens</i>
	Memories	<i>spring to mind; I clean forgot</i>
	Collocations with time	<i>pushed for time; with time to spare</i>
9	Adjectives; the arts	<i>thought-provoking; offbeat</i>
	Ideas	<i>I don't have the faintest idea.</i>
	Express yourself	<i>go on a rant; rave about something</i>
10	Collocations	<i>off the beaten track</i>
	Ambition	<i>have a burning desire</i>

Contenidos lingüísticos

Fonología y ortografía:

Elemento de fonética, prosodia u ortografía	Ejemplos
Linking; elision	<i>Why don't we meet at about eight-ish?</i>
Double contractions	<i>If she had helped him back then, he'd've helped her.</i>
Shifting stress: suffixes	<i>regenerate > regeneration</i>
Intonation: adding emphasis	<i>That's <u>out</u> of the question.</i>
Connected speech: elision	<i>Tell him what (h)ad happened.</i>
Intonation: concession clauses	<i>Though we may find it hard to believe, the global language of the future might be Chinese or Arabic.</i>
Word stress: idioms	<i>take time <u>out</u> from work</i>
Word stress: phrases	<i>Anything to <u>add</u>?</i>
Positive / negative intonation	<i>It was absolutely fantastic. / It drives me up the wall.</i>
Intonation: emphasis	<i>My life would be <u>considerably</u> better if...</i>

Materiales:

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Antonia Clare, JJ Wilson	<i>Speakout Advanced</i>	2nd edition	Pearson	2016
Cuaderno de ejercicios	Antonia Clare, JJ Wilson, Lindsay White	<i>Speakout Advanced</i>	2nd edition	Pearson	2016
Observaciones: El pack incluye <i>Study Booster</i> con práctica extra y contenido específico para hispanohablantes. ISBN del pack: 9781292208947					

Bibliografía			
	Autor/a	Título	Editorial
Gramática	Martin Hewings	<i>Advanced Grammar in Use</i>	Cambridge
	George Yule	<i>Oxford Practice Grammar Advanced</i>	Oxford
Vocabulario	Michael McCarthy, Felicity O'Dell	<i>English Vocabulary in Use Upper-intermediate</i>	Cambridge
	Michael McCarthy, Felicity O'Dell	<i>English Vocabulary in Use Advanced</i>	Cambridge
Pronunciación	Martin Hewings	<i>English Pronunciation in Use Advanced</i>	Cambridge
Lectura	Roald Dahl	<i>Completely Unexpected Tales</i>	Penguin
	Eric Kraft	<i>Where Do You Stop?</i>	The Babington Press
	Arthur Conan Doyle	<i>The Adventures of Sherlock Holmes</i>	www.gutenberg.org
	O. Henry	<i>The Four Million</i>	www.gutenberg.org

Recursos telemáticos	
URL	Tipo

EOI “IGNACIO LUZÁN” - PROGRAMACIÓN DIDÁCTICA 2022-23 - INGLÉS

classroom.google.com	Plataforma educativa
https://www.oxfordlearnersdictionaries.com	Diccionario online Oxford
https://www.ldoceonline.com	Diccionario online Longman
https://learnersdictionary.com	Merriam-Webster Learner's Dictionary
https://www.bbc.com/news	Noticias online British Broadcasting Corporation
https://www.npr.org	Noticias online National Public Radio
https://www.abc.net.au	Noticias online Australian Broadcasting Corporation
https://www.ted.com/talks	Charlas TED Talks
https://britannica.com	Encyclopaedia Britannica
https://www.elllo.org	Actividades de comprensión oral
https://www.gutenberg.org	Libros electrónicos gratuitos

CURSO C1.2

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	Verbs in perfect and continuous forms	- <i>I have had my car for 5 years.</i> - <i>I have been working here for 20 years.</i>
	Stative verbs	- <i>This sauce tastes a bit strange.</i>
	Conjunctions: <i>nor, as, provided, as long as, whereas, whether</i>	- <i>Whereas most new PCs have several USB slots, older ones often only had one.</i>
2	Review of narrative tenses	- <i>The referee allowed Maradona's goal although he had scored it with his hand.</i>
	Defining and non-defining relative clauses	- <i>The book that I bought was entitled 'War and Peace'.</i> - <i>'War and Peace', which was written by Tolstoy, has over 1,000 pages.</i>
3	Future forms	- <i>Next week I'm flying to New York.</i>
	Introductory <i>it</i>	- <i>It was James who left the light turned on in the building, not me.</i>
4	Verbs patterns (use of the infinitive and the -ing form)	- <i>I learnt to swim at school.</i> - <i>The bank robbers admitted to stealing 10 million dollars.</i>
	Modal verbs	- <i>I might see Ruth later in the gym.</i>
5	Substitution and ellipsis	‘- Are you going to <u>come</u> to that meditation course?’ ‘- I'm not sure. I might <u>do</u> ’
	Hypothetical meaning	- <i>If only I had invested in bitcoin back in the day!</i>
6	Comparing	- <i>When I was younger museums were nowhere near as crowded as they are now.</i>
	Modifying adverbs	- <i>If you expect me to be knowledgeable about computers you'll be bitterly disappointed.</i>

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
7	Review of conditional	- <i>If I cannot move heaven, I will raise hell.</i>
	Conditionals; advanced features	- <i>Unless the weather improves, we won't be able to have the picnic.</i>

8	Reported speech	<i>- Peter said that we should visit the ukulele festival.</i>
	Verb patterns with reporting verbs	<i>-The unemployed man blamed the government for not providing enough jobs.</i>
	Impersonal reporting verbs	<i>- It is believed that there aren't enough opportunities for young people.</i>
9	Future in the past	<i>- I was sure my mum was going to be angry when I lost my phone but she was OK about it.</i>
	Future in the past advanced features	<i>- I was about to call you last night but then I realised I didn't have your number.</i>
10	Whoever, whatever, etc.	<i>- Whatever Cristina wears, she always looks great.</i>
	Participle clauses	<i>- Having told everybody it was his birthday, Tim received lots of messages and cards.</i>
11	Passive forms	<i>- An experiment was carried out recently which shows that...</i>
	Linking adverbials	<i>- Given the fact that a suit is universally recognized as the uniform of success,...</i>
12	Cohesion devices	(reference, substitution, ellipsis, conjunction and lexical cohesion)
	Emphasis with inversion	<i>- Not only was she the first woman to win the Nobel Prize, she was also the first person to win two Nobel Prizes.</i>

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	Expressions with ‘space’ and ‘room’	- I like cities with plenty of open space - It was such a popular event that there was standing room only by the time we got there
	Compound words	a run-down area, high-rise buildings
2	Communication collocations	a chat, a gossip, polite conversation
	Adjectives: ways of speaking	nasal, husky, high-pitched, lively
3	Stages of life	youth, over the hill, no spring chicken
4	Verb/Noun collocations	get inspiration, gain someone’s trust
5	Prefix ‘mis-’ and false opposites	a misrepresentation, disgruntled workers
	Sentence adverbs	Unfortunately, Ironically, Thankfully
6	Adjective/Noun collocations	a tailor-made trip, a distant relative
	Prefixes and suffixes	consumers’ changing attitudes, changeable weather

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
7	Collocations: sales and marketing	loyal customers, potential customers, advertising campaign
	Collocations with ‘go’	go bankrupt, go off, go deaf
8	Describing trends	remain relatively stable, reach a peak, overtake, a steep fall
9	Expressions with ‘brain’ and ‘mind’	mind-boggling, brain damaged, brainwashed
10	Expressions for describing compatibility	to fit in, unsuitable, to be on the same/different wavelength
11	Words to describe emotions	amusement, exhilaration, embarrassment
12	Multi-part verbs	carry out, look into, make clear, take issue with
	Expressions with ‘matter’	As a matter of fact, a matter of principle, a matter of life and death

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
Silent letters	<i>honest, heir, combing, bombing, salmon, muscle, badge, sandwich, island,</i>
Words with silent syllables	<i>family, chocolate, comfortable, vegetable, aspirin</i>
Pronunciation of adjectives ending in '-ed'	<i>learned friend, naked truth</i> Contrast: - All the young men went to fight in the war; and only the aged eɪdʒɪd and infirm remained behind. - My grandmother, aged 93, is very smart. eɪdʒɪd
Pronunciation of the sounds /v/ and /b/	- Vivacious Val vacuumed Violet's very vivid vehicle. - Betty loves the velvet vest best.
Word stress: shift between categories	<i>export, implant, insult, object, produce</i>
Connected speech; catenation	- pick it up – (pi ki tup) - what is it – (wo ti zit)
Connected speech; assimilation	- Nice to meet you → meet + you /mi:t ju:/ = /mi:tʃu:/ - would you like some tea? → would + you /wʊd ju:/ = /wʊdʒu:/ - it's just you = it's jus' you → /dʒʌs ju:/ = /dʒʌʃu:/ (in conversational English "just" often loses its final T and it sounds "jus", so S + Y = SH)
Connected speech; intrusion	- media event (/r/ sound intruding after 'media') - I always (/j/ sound intruding after 'I') - go away (/w/ sound intruding after 'go')
Spelling change linked to function	- advice (noun) / advise (verb) - practice (noun) / practise (verb)
Suffixes that affect word stress -eous -ic(al) -ious -ity -ee -eer -ese	- courage / courageous - alcohol / alcoholic -invincible / invincibility -employer / employee
Rhythm in speech: thought groups and pausing	- The only thing I'm interested in ☰ is completing this project on time. - First ☰ check to make sure that your seat belt is secure.
Intonation in cleft sentences	- It was <u>Joe</u> who ate the cake

Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Sally Burgess et al.	Gold C1 Advanced	New Edition	Pearson	2019
Cuaderno de ejercicios	Lynda Edwards et al.	Gold C1 Advanced Exam Maximiser	New Edition	Pearson	2018
Observaciones: El libro de ejercicios (Exam Maximiser) no es de uso obligatorio para las clases aunque puede resultar útil para la práctica fuera del aula según las necesidades del alumno/a.					

Bibliografía			
	Autor/a	Título	Editorial
Gramática	Raymond Murphy	English Grammar in Use (4th Edition)	Cambridge
	Michael Swan	Practical English Usage (4th Edition)	Oxford
Vocabulario	Michael McCarthy et al.	English Vocabulary in Use (Advanced)	Cambridge
Pronunciación	Hewings	English Pronunciation in Use (Advanced)	Cambridge
Lectura (títulos sugeridos)	George Orwell	1984	link
	Bear Grylls	Mud, Sweat and Tears: The Autobiography	Penguin
	Karen Blixen	Out of Africa	Penguin
	Truman Capote	Breakfast at Tiffany's	Penguin Full text

Recursos telemáticos	
URL	Tipo
classroom.google.com	plataforma educativa
https://www.learnenglishfeelgood.com/vocabulary/	ejercicios de vocabulario
https://www.youtube.com/watch?v=FSLCZSkU6qk	Matilda (Roald Dahl) comprensión de lectura y práctica de escucha
https://www.youtube.com/watch?v=GYIUqHpu-q0	Boy (Roald Dahl) comprensión de lectura y práctica de escucha
https://www.youtube.com/watch?v=4QIQvpjx0r4	Going Solo (Roald Dahl) comprensión de lectura y práctica de escucha
https://www.youtube.com/watch?v=qCuNSZjCKg8	Charlie and the Chocolate Factory (Roald Dahl) comprensión de lectura y práctica de escucha
https://elllo.org/	ejercicios de comprensión oral
https://www.esl-lab.com/	
https://learnenglish.britishcouncil.org/ http://mythatsenglish.blogspot.com/ www.esl-lounge.com/student/index.php	práctica de todas las áreas y destrezas
https://www.examenglish.com/examscomparison.php	práctica de ejercicios de examen
	Canal de YouTube “Marek Connell English” (para preparar los exámenes de expresión oral)

CURSO C2

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos / formas
1A	Past / Present verb forms (review)	Polly was always doodling at school. I've been meaning to invite you to our show.
	State verbs	I loathe doing household chores. She possesses the expertise to make sound investments.
1B	Future verb forms (review)	will vs. going to / present simple and continuous / future continuous / future perfect
	Future expressions	The film is soon to be shown in China. / to be about to / to be on the verge of / to be (un)likely to / to be bound to / to be due to
2A	Passive forms	It's only to be expected. The victim is believed to have been poisoned. The animals should not have been approached. Audrey had the groceries delivered to her doorstep. Billy got his head stuck in the park railings.
3A	Conditionals (review)	Should you encounter serious difficulty... If it hadn't been for your generous support, If possible, / If in doubt, / If necessary,
3B	Introductory and emphatic "it" and "there"	It was Pat who divulged the plan. There appears to be no solution.
	Inversion	Only when I got to the airport did I realise that ...
4A	Modals: obligation, necessity, advice, criticism	I really must be going! You needn't have paid for a parking ticket. I wouldn't do that if I were you. You might have told me before!
4B	Modals: ability, possibility, probability,	Liz was soon able to format the hard

	deduction	drive. You shouldn't have any difficulty finding our house. It could have been Joe who uninstalled the program. It couldn't have been an interesting article, as nobody left a comment.
5B	Cleft sentences	What I like about her is her honesty.
	Nominal relative clauses	I haven't given a minute's thought to where we could stay in Edinburgh.

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
6A	Present subjunctive Past subjunctive and unreal past	So be it. It's essential that she apply for a visa. So, you'd sooner I weren't with you when you meet the new manager.
6B	Emphatic phrases with “whether”, “however”, “whatever”, “no matter what/how”	Whether you like it or not, However strange it may seem, Whatever the case may be,
7A	Relative clauses Reduced relative clauses with participles and “to” infinitives Reduced non-defining descriptive clauses	at which point, by which time, in which case Anyone wishing to take part should sign up. / Anybody interested in attending the meeting... The exhibition, meticulously curated by Fiona Marshall, is an experience not to be missed.
7B	Clauses of time, reason, result, concession	Ever since she could remember... Your time is limited, in that you have to meet tomorrow's deadline. Overtourism is a blight on the city, hence the decision to restrict hotel licences. Difficult though Jeff's character could often be, he and David got on like a house on fire.
8A	-ing form	for the sake of preserving historic buildings to be prone to subsidizing to have no objection to modifying the plans She prided herself on keeping to a budget.
8B	Infinitive vs. –ing form	The purpose of the scheme is

		preventing / is to prevent the demolition of the stately home. to go to great lengths to reduce outgoings They are liable to make mistakes. It turned out to be a red herring.
9A	Sentence adverbials	Believe it or not, ...
	Modifying and intensifying gradable and ungradable adjectives	somewhat taken aback, appallingly ignorant, most kind virtually inconceivable, utterly astounding, quite staggering
10A	Reporting verbs Rephrasing and summarising Impersonal report structures	Mr Clarke forbade Jane to drink wine. Michaela blamed herself for making such a mistake. The manager reeled off a list of urgent tasks. Their divorce was officially announced yesterday.

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1A	The performing arts	audition, backstage, choreography, limelight
1B	Agreeing, disagreeing, weighing things up	I can't disagree with that. / I think we ought to take that into consideration. / We can't rule it out.
2A	Nouns ending in -ion formed from verbs	integration, degradation, colonisation, consumption
	Animal sounds - figurative use	to buzz with excitement, to howl with laughter, to chirp, to croak, to growl
	Phrasal verbs - environment	plant species die out / to use up water supplies / to cut down on carbon emissions
2B	Collocational phrases	to be in charge of / to meet the conditions of / to put plans into action / to take an interest in
	Prepositional phrases	in all likelihood / out of breath / with pleasure / whether by accident or design
3A	Prefixes: self- / inter / mis / non-	self-confidence, interplanetary, misinterpret, non-essential
	Suffixes: -ment / -tion / -ness / -sion	fulfilment, conception, resourcefulness, aversion, permission
4A	Collocations: ICT	download files / update your profile
	Words with multiple suffixes	compelled, compelling, compulsive, compulsory, compulsion
5A	Near synonyms, confusable words, homophones	rare ≠ scarce / historic ≠ historical / stationary ≠ stationery
5B	Noun collocations using "of"	the point of no return / a course of action

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
6A	Travel	travel sickness, a tourist trap, to be a sight to behold, in the back of beyond
	Phrasal verbs with “set”	to set aside some time / to set you back a week / to set about a task
7A	Collocations related to places	to be on familiar ground, to take pride of place, to have a sense of belonging
	Expressions with “place”, “intent” and “purpose”	to place great importance on, to be intent on, to do sth on purpose
8A	Architectural features	façade, bay window, skylight
	Collocations: adjective + noun	to take a fresh look at sth, to make a rash decision about sth
9A	Common adverb + adjective collocations	highly qualified, painfully shy, widely available
9B	Adjectives + prepositions Prepositional phrases Dependent prepositions	surrounded by, devoid of to be beyond a joke, in collaboration with a deficiency in, to provide sb with, to be crucial to
10B	General verb phrases Phrases with come, go, make and take Nouns from phrasal verbs	to put sth into practice to come to terms with sth It goes without saying to make allowances for sth to take sth into account the sudden outbreak of war

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
Correction of sounds/ phonemes affected by persistent pronunciation errors due to L1 influence	/v/ very ≠ /b/ berry typical error: *['embələʊp] envelope /ð/ those ≠ /d/ doze /ʃ/ she ≠ /s/ see error of intrusive [e] preceding /s/ + consonant: specially ≠ especially velar dark /l/ = [ɫ] → animals /'ænɪməɫz/
Unstressed syllables and schwa /ə/	ultra-conservatism /ˌʌltrəkənˈsɜːvətɪzəm/
Word stress: shift between categories	export, implant, insult, object, perfect
Collocations with many syllables, consonant clusters etc.	inextricably linked, prohibitively expensive, conspicuous consumption, relatively under-represented, spectacularly successful
Intonation and tone -tag questions: rising or falling -discourse markers -relative pronouns -responses in conversation etc.	You went on a Caribbean cruise, did you? ≠ You went on a Caribbean cruise, didn't you? Well, actually, ... / Basically, what it all boils down to is, at which point, ... / ..., which it was, ... It is indeed! / If only it were! / Seriously? Absolutely (not)!
Sentence stress: contrast and emphasis	The sunshine was gorgeous at the beach, though in the <i>mountains</i> it was a bit <i>blustery</i> .

Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Roderick et al.	<i>Proficiency Expert Coursebook</i>	with audio CDs	Pearson	2013
Libro de ejercicios	Roderick et al.	<i>Proficiency Expert Students' Resource Book</i>	with answers	Pearson	2013
Observaciones: El libro de ejercicios (Students' Resource Book) no es de uso obligatorio para las clases aunque puede resultar útil para la práctica fuera del aula según las necesidades del alumno/a.					

Bibliografía			
	Autor/a	Título	Editorial
Gramática	Swan	<i>Practical English Usage</i>	Oxford
	Carter et al.	<i>Cambridge Grammar of English: A Comprehensive Guide to Spoken and Written English Usage</i>	Cambridge
Gramática y vocabulario	Mann	<i>Destination C1 & C2 Grammar and Vocabulary.</i>	Macmillan
Vocabulario	O'Dell & McCarthy	<i>English Collocations in Use Advanced</i>	Cambridge
	O'Dell & McCarthy	<i>English Idioms in Use Advanced</i>	Cambridge
	Davidson (ed.)	<i>Roget's Thesaurus of English Words and Phrases</i>	Penguin
	VV.AA.	<i>Cambridge Advanced Learner's Dictionary</i>	Cambridge
Pronunciación	Hewings	<i>English Pronunciation in Use Advanced</i>	Cambridge
Exámenes	VV.AA. (serie)	<i>Cambridge English Proficiency</i>	Cambridge
	Harrison	<i>New Proficiency Testbuilder</i>	Macmillan
Lectura (novelas)	Austen, Jane	<i>Emma</i>	Project Gutenberg

EOI “IGNACIO LUZÁN” - PROGRAMACIÓN DIDÁCTICA 2022-23 - INGLÉS

sugeridas)	Brontë, Charlotte	<i>Jane Eyre</i>	Project Gutenberg
	Christie, Agatha	<i>The Mysterious Affair at Styles</i>	Project Gutenberg
	Greene, Graham	<i>Monsignor Quixote</i>	Penguin
	Huxley, Aldous	<i>Brave New World</i>	Vintage
	McEwan, Ian	<i>Sweet Tooth</i>	Penguin
	Wells, H.G.	<i>The War of the Worlds</i>	Project Gutenberg
	Woolf, Virginia	<i>Mrs Dalloway</i>	Standard Ebooks

Recursos telemáticos	
URL	Tipo
sites.google.com/view/eoisaragonmuestras_examenes	Muestras de exámenes de las EOI de Aragón
classroom.google.com	Plataforma educativa
dictionary.cambridge.org	Cambridge Dictionary, Grammar and Thesaurus
www.phrases.org.uk	The Phrase Finder: expressions and proverbs
theidioms.com	The Idioms: online dictionary of idioms
www.openculture.com/freeaudiobooks	Free Audio Books
bbc.com/news	BBC News
theguardian.com	The Guardian news
channel4.com/news	Channel 4 News
esl-lounge.com	ESL Lounge: assorted practice activities
onestopenglish.com	One-Stop English (by Macmillan)

IDIOMA APLICADO AL CANTO

Contenidos

- Comprensión global de mensajes escritos
- Reproducción de mensajes orales
- Entrenamiento de las destrezas fonéticas (articulación, emisión correcta, reconocimiento y diferenciación auditiva de los fonemas, pronunciación correcta, aplicación a la fonética cantada, conocimiento de las reglas del sistema fonético-fonológico).
- Utilización del repertorio individualizado para la adquisición y realización automatizada del sistema fonético-fonológico.

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
The alphabet The international phonetic alphabet (IPA)	A, B, C,...
Consonant sounds	chess, shower, jazz, etc
Vowel sounds	Fish, tree, cat, egg, train, bike, etc
Word stress	good <u>bye</u> , <u>sor</u> ry, <u>wel</u> come
Sentence stress	Can you play a musical instrument? Yes, I can
Final -s and -es	Books, keys, glasses
Linking	Good <u>-</u> idea
Third person -s	Speaks, rains, watches
-ed endings	Called, talked, needed
Silent letters	Could, cupboard, friend, guest, half

Materiales

Se trabajará con los textos poético-musicales y partituras vocales aportadas por los alumnos y por la profesora durante el curso, así como con lecturas y otros materiales didácticos. Se dará prioridad a las obras que estén trabajando los alumnos.

Bibliografía

	Autor/a	Título	Editorial
Gramática	R. Murphy	Essential grammar in use	CUP
	J. Eastwood	A basic English grammar	OUP
	Michael Vince	Elementary Language practice	Macmillan
Vocabulario	P. Watcyn-Jones	Start testing your vocabulary	Penguin
	P. Watcyn-Jones	Test your vocabulary	Penguin
Pronunciación	A. Baker	Tree or Three?	CUP
		Oxford pocket dictionary	Oxford
	F. Benedito	Manual de pronunciación inglesa comparada con la española	Colmares
	M. Hancock	English Pronunciation in Use	Cambridge

Recursos telemáticos

URL	Tipo
classroom.google.com	plataforma educativa
www.youtube.com	plataforma de vídeos para buscar canciones
https://es.lyricstraining.com/	Aprender cantando
https://forvo.com/	The pronunciation dictionary
https://es.younglish.com/	videos de las palabras usadas en contexto

REFUERZO DE ACTIVIDADES COMUNICATIVAS

- Para el desarrollo de la competencia comunicativa se han diseñado una serie de actividades encaminadas a practicar y reforzar las destrezas orales de mediación, exposición e interacción.
- Estas sesiones se impartirán una hora a la semana y están dirigidas a todos los alumnos de la escuela, desde el nivel A1 al C2. En el caso de los niveles básicos A1 y A2, dado que no hay mediación en la programación, solo se reforzarán las actividades de exposición e interacción.
- Los contenidos a trabajar en estas sesiones irán acorde a lo que se esté trabajando en cada nivel. Se centrarán principalmente en el léxico y expresiones, así como en la pronunciación y la entonación.
- Asimismo, el alumnado recibirá un acompañamiento que le dote de herramientas basadas en el refuerzo positivo y la mejora de la motivación intrínseca, con el objetivo de enfrentarse con actitud positiva a las pruebas unificadas.

Materiales:

Se utilizarán materiales parecidos a los que el alumno se encontrará en los exámenes finales adaptados a cada nivel

NIVEL BÁSICO A1

Ejemplos de exposición A1	Introducing yourself and others
	My routine in the present and the past
	My family and friends
	Free time
	Weather
	Music

Ejemplos de interacciones A1	Checking in a hotel
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	Going shopping
	Meeting someone
	Asking and answering questions with prompts

Ejemplos de interacciones A1	Checking in a hotel
	Going shopping
	Meeting someone
	Asking and answering questions with prompts

NIVEL INTERMEDIO B1

Ejemplos de exposición B1	Food and drink: healthy living
	technology
	school
	shopping
	Social media
	sports

Ejemplos de interacción B1	<ul style="list-style-type: none"> • Pedir y ofrecer información sobre temas cotidianos • Aconsejar y sugerir • Llegar a acuerdos
	(elegir una película, restaurante, libro/ planear un viaje/ una fiesta/ un regalo...)

<p>Ejemplos de mediación B1</p>	<p>Transmitir oralmente a otro/ otros la idea general de un texto escrito en español a un hablante que no entiende nuestro idioma pero sí habla inglés.</p> <p>Estos textos serán sobre temas cotidianos (como en las exposiciones) y en un lenguaje no especializado</p> <p>(comida/restaurantes- amigos- tiempo libre- compras- redes sociales- deportes...)</p>
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NIVEL INTERMEDIO B2

<p>Ejemplos de exposición B2</p>	advertising
	family/relationships
	houses
	education
	environment
	Trips and travel

<p>Ejemplos de interacción B2</p>	<ul style="list-style-type: none"> ● Pedir y ofrecer información ● Aconsejar y sugerir ● Dar opiniones y puntos de vista ● persuadir/ recomendar ● Llegar a acuerdos
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<p>Ejemplos de mediación B2</p>	<p>Transmitir oralmente a terceros, en forma resumida o adaptada, el sentido general, la información esencial, los puntos principales contenidos en textos escritos sobre aspectos, tanto abstractos como concretos, de temas generales</p>
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	Instrucciones- salud- tecnología- medio ambiente- turismo- riesgos...
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NIVEL AVANZADO C1

Ejemplos de exposición C1	appearance
	Climate change
	Food issues
	Gender issues
	health
	technology

Ejemplos de interacción C1	advertising
	Crime and punishment
	cybercrime
	fashion
	Technological gadgets
	tourism

Ejemplos de mediación C1	Mediar con fluidez y eficacia entre hablantes sobre temas diversos teniendo en cuenta las diferencias y las implicaciones sociolingüísticas y socioculturales transmitiendo, de manera clara y concisa, información significativa
	(cualquier tema relevante y parecido a los temas de las exposiciones)

NIVEL AVANZADO C2

Ejemplos de exposición C2	tourism
	work
	literature
	Fake news
	consumerism
	Artificial intelligence

Ejemplos de interacción C2	Global issues
	migration
	politics
	violence
	Food issues
	education/ jobs

Ejemplos de mediación C2	Trasladar oralmente con precisión la información esencial ,las opiniones y actitudes, así como las posibles implicaciones, de textos orales o escritos de alta complejidad estructural o conceptual, o que presenten rasgos idiosincrásicos (regionalismos, lenguaje literario, léxico especializado, etc.)
	(cualquier tema relevante y parecido a los temas de las exposiciones)