

**EOI “IGNACIO LUZÁN”
PROGRAMACIÓN DIDÁCTICA 2024-25
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 nocional-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](#).

Tanto en el formato presencial como en el formato online (implantado en el curso 2023-2024) la didáctica está basada en un 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. Para atender a las necesidades del alumnado online se incorporan recursos, apps y herramientas digitales (videollamadas, Classroom Screen, padlet, google workspace...) que le permitirán adquirir las distintas destrezas comunicativas tanto síncrona como asíncronamente.

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. El uso de salas en la versión online permitirá romper las barreras de lugar y conectar en tiempo real a los distintos alumnos fomentando al máximo la comunicación en lengua inglesa. 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 rellenar 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. La versión online requerirá de un diseño cuidadoso de la temporalización de las sesiones para mantener intacta la motivación del alumnado. En este sentido, el uso de cuestionarios online, padlets y pizarras online colaborativos y el uso de salas se combinará con la adquisición de las destrezas comunicativas a través de medios habituales como textos, audios y libro de texto.

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 constituyeron 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 el curso actual, con presencialidad y cursos online, 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, además de la ORDEN ECD/839/2024, de 24 de julio, por la que se modifica la Orden ECD/1777/2019, de 11 de diciembre, por la que se regula la evaluación y obtención de los certificados de los distintos niveles de las enseñanzas de idiomas de régimen especial que se imparten en las escuelas oficiales de idiomas de la Comunidad Autónoma de Aragón [modificación 07/24](#).

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 28 de agosto al 21 de septiembre, y también durante el primer trimestre 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	good <u>bye</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>u</u> idea
Third person -s	Speaks, rains, watches
-ed endings	Called, talked, needed
Silent letters	Could, cupboard, friend, guest, half

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://www.cristinacabal.com/	Página para repasar todas las habilidades
https://www.esl-lab.com/easy/	Práctica de listening
https://www.newsinlevels.com/	Noticias adaptadas por niveles
https://test-english.com/	Destrezas, gramática y vocabulario

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 get up early on holiday. 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
	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	Be born, 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

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 (4ª 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	Books adapted to the level.		

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
ello.org	English Listening Lesson Library Online: práctica de comprensión oral
https://www.esl-lab.com/easy/	Práctica de listening
https://www.newsinlevels.com/	Noticias adaptadas por niveles
https://test-english.com/	Destrezas, gramática y vocabulario

CURSO B1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero:

Unidad	Estructura o función gramatical	Ejemplos
1	Present simple	<i>She works in a restaurant.</i>
	Present continuous	<i>The phone's ringing.</i>
	Action and non-action verbs	Actions: <i>cook, make</i> States/feelings: <i>know, want</i>
	Future forms: present continuous, be going to, will / won't	<i>They are getting married on July 4th.</i> <i>My sister is going to adopt a child.</i> <i>I'll carry that bag for you.</i>
2	Present perfect	<i>I've already seen that film twice.</i>
	Past simple	<i>I bought this computer yesterday.</i>
	Present perfect continuous	<i>How long have you been learning English?</i>
	Since / For	<i>They've known each other for ten years / since 2013.</i>
3	Comparatives and superlatives	<i>My car is older than yours.</i> <i>London is more expensive than Paris.</i> <i>He is the tallest player in the team.</i>
	Articles: definite, indefinite, no article	<i>The moon goes round the Earth.</i> <i>She is a lawyer.</i> <i>Love is in the air.</i>
4	Obligation and prohibition: have to, must, should	<i>You have to switch off your phone.</i> <i>You must be on time tomorrow.</i> <i>You shouldn't drink so much coffee.</i>
	Ability and possibility: can, could, be able to	<i>Laura can speak three languages.</i> <i>I couldn't do my homework yesterday.</i> <i>He'd like to be able to play the violin.</i>
5	Past simple	<i>We were in Mexico last summer.</i> <i>The plane didn't arrive on time.</i>
	Past continuous	<i>While I was doing the housework, the children were playing in the garden.</i>
	Past perfect	<i>When they turned on the TV, the match had already finished.</i>

	Past and present habits and states	<i>We used to play football on Fridays. Jim and Joe used to be close friends. Do you normally walk to work? English houses usually have gardens.</i>
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Temporalización febrero-mayo:

Unidad	Estructura o función gramatical	Ejemplos
6	The passive voice (all tenses)	<i>A lot of films are shot on location. Gladiator was directed by Ridley Scott. This bill must be paid tomorrow.</i>
	Modals of deduction: might, can't, must	<i>He might be on the plane now. She can't be Jack's wife. Your sister must have a lot of money.</i>
7	First conditional	<i>If I don't get good results, I won't be able to go to university.</i>
	Future time clauses + when, until, etc.	<i>We'll have dinner when he gets home. I won't go to bed until you come home.</i>
	Second conditional	<i>If I had a job, I would get my own flat.</i>
8	Gerunds and infinitives	<i>I'm not very good at working in a team. Shopping is my favourite thing to do. My flat is very easy to find. He's saving money to buy a new car.</i>
	Reported statements	<i>She said that she liked shopping.</i>
	Reported questions	<i>She asked him if / whether he wanted a drink.</i>
9	Third conditional	<i>If I had known you had a problem, I would have helped you.</i>
	Quantifiers	<i>She has lots of clothes. My town only has a few cinemas. This city is too noisy. The buses aren't frequent enough.</i>
10	Relative clauses: defining and non-defining	<i>He is the author who wrote War and Peace. This painting, which was painted in 1897, is worth millions of pounds.</i>
	Question tags	<i>It's cold today, isn't it?</i>

Contenidos lingüísticos

Léxico

Temporalización octubre-enero:

Unidad	Campo, categoría o función	Ejemplos
1	Food and cooking	<i>fish, meat, fruit, seafood, vegetables, eat out, cut down on, etc.</i>
	Family	<i>stepbrother, great-grandmother, siblings, half-sister, etc.</i>
	Adjectives of personality	<i>extroverted, talkative, generous, honest, reliable, etc.</i>
	Negative prefixes	<i>unfriendly, dishonest, immature, etc.</i>
2	Money	<i>be worth, can't afford, charge, waste, raise, budget, mortgage, etc.</i>
	Strong adjectives	<i>fascinating, delighted, hilarious, etc.</i>
3	Transport	<i>lorry, tram, traffic jam, set off, etc.</i>
	Collocation: verbs / adjectives + prepositions	<i>apologise for, argue with, arrive at/in, be fed up with, be proud of, etc.</i>
4	Phone language	<i>to dial, to text, to hang up, to call back, to swipe, phone network, etc.</i>
	-ed / -ing adjectives	<i>boring / bored, tiring / tired etc.</i>
5	Sport	<i>referee, pitch, beat, win, warm up, etc.</i>
	Relationships	<i>colleague, flatmate, get to know, break up, lose touch, etc.</i>

Temporalización febrero-mayo:

Unidad	Campo, categoría o función	Ejemplos
6	Cinema	<i>action film, rom-com, thriller, audience, review, cast, be set in, dubbed, etc.</i>
	The body	<i>chin, knees, elbow, toes, to bite, to clap, to whistle, to stare, etc.</i>
7	Education	<i>boarding school, degree, grades, be expelled, be punished, etc.</i>
	Houses	<i>outskirts, village, floor, suburb, basement, balcony, terrace, etc.</i>
8	Work	<i>apply for, promote, resign, freelance, part-time, application, promotion etc.</i>
	Shopping	<i>basket, trolley, debit card, receipt, refund, bargain, etc.</i>
	Making nouns from verbs	<i>achieve / achievement, demonstrate / demonstration, treat / treatment, etc.</i>
9	Electronic devices	<i>charger, keyboard, speaker, printer, plug, switch, install, etc.</i>
	Making adjectives and adverbs	<i>lucky / luckily, comfortable / comfortably, careful / carefully, etc.</i>
10	Compound nouns	<i>book cover, songwriter, desk lamp, etc.</i>
	Crime	<i>detective, murder, evidence, witness, suspect, solve, etc.</i>

Contenidos lingüísticos

Fonología y ortografía:

Elemento de fonética, prosodia y ortografía	Ejemplos
Short and long vowel sounds	<i>fish, tree, cat, car, clock, horse, bull, boot, etc.</i>
Sentence stress	<i>I'm going to <u>look</u> for a <u>job</u>.</i>
Word stress	<i><u>generous</u>, <u>sociable</u>, <u>insecure</u>, etc.</i>
O and OR	<i>done /ʌ/, borrow /ɒ/, clothes /əʊ/, etc.</i>
/tʃ/, /dʒ/ and /ʃ/	<i>catch, jam, crash, etc.</i>
The: two pronunciations	<i>the other day vs. the moon</i>
/ə/	<i>important, person, etc.</i>
Silent consonants	<i>calm, design, dishonest, talk, island, etc.</i>
/ɜ:/ and /ɔ:/	<i>bird, horse, etc.</i>
The letter S: /s/, /z/, /ʃ/, /ʒ/	<i>used to, use, sugar, usually, etc.</i>
Regular and irregular past participles	<i>filmed, used, recorded, paid, given, known, etc.</i>
Diphthongs	<i>wide, taste, round, fair, narrow, etc.</i>
The letter U	<i>education, put, result, true, etc.</i>
The letter C	<i>castle, city, spacious, occasion, success, etc.</i>
The letters AI	<i>airline, bargain, claim, etc.</i>
Weak pronunciation of <i>have</i>	<i>I would have come to see you.</i>
OUGH and AUGH	<i>although, bought, daughter, laugh, etc.</i>
Word stress in compound nouns	<i>songwriter, book cover, etc.</i>
Intonation in question tags	<i>are you?, haven't you? etc.</i>

Materiales:

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

Bibliografía			
	Autor/a	Título	Editorial
Gramática	Raymond Murphy	<i>English Grammar in Use</i>	Cambridge University Press
Vocabulario	Stuart Redman	<i>English Vocabulary in Use Pre-intermediate and Intermediate</i>	Cambridge University Press
Pronunciación	Mark Hancock	<i>English Pronunciation in Use Intermediate</i>	Cambridge University Press
Expresión Escrita	Virginia Evans	<i>Successful Writing Intermediate</i>	Express Publishing
Comprensión Escrita y Oral	OUP	<i>Oxford Preparation and Practice B1 Exam Trainer with Key</i>	Oxford University Press

Recursos telemáticos	
URL	Tipo
classroom.google.com	Plataforma educativa
englishfile4e.oxfordonlinepractice.com/	Página web de <i>English File</i> (OUP)
learnenglish.britishcouncil.org/	British Council. Práctica por destrezas y niveles (B1)
www.bbc.co.uk/learningenglish/english/	BBC Learning English. Práctica por destrezas y niveles (Medium / Intermediate)
www.cambridgeenglish.org/learning-english/activities-for-learners/	Cambridge Learning English. Práctica por destrezas y niveles (Independent)
ello.org/	ELLLO. Práctica de comprensión oral por niveles (Level 4 / Intermediate B1)
www.esl-lab.com/intermediate/	Randall's ESL Cyber Listening Lab. Práctica de comprensión oral por niveles (Intermediate)
www.collinsdictionary.com/	Diccionario online Collins
dictionary.cambridge.org/	Diccionario online Cambridge

CURSO B2.1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos
1	Pronouns	I am a student. (subject pronouns) I asked him about the exam. (object pronouns)
	Possessive adjectives	This is my car. (possessive adjectives) No, this is mine. (possessive pronouns)
	Direct and indirect pronouns	He bought me a rose. He bought it for me. They showed it to us.
	Adjectives	Tall - taller- the tallest Good – better – the best I've lost my suitcase. It's a big blue one. (adjective + one/ ones) It's a bit cloudier today than yesterday. / The airport is much busier than it was a few years ago. (a bit and much + comparative adjectives)
2	Present tenses	She goes abroad a lot. He's working today. Do you have any sunscreen? Ella isn't going out tonight. She's staying in.

		The train leaves at 6.30 p.m. in the morning.
	Possessives 's (Saxon genitive) and of	That's Mark's jacket. I asked Chris' advice/ Chris's advice. That's the children's bedroom We spent the weekend at Paul's. Is that Kate and David's house? They sat at the back of the bus. That man over there is a friend of mine.
	Own for possession	I'd love to have my own business.
3	Past tenses (past simple/ past continuous/ used to)	When I was young, I loved playing outside. We didn't live in a big city. Where did you go to school? I was watching TV when you arrived. She wasn't studying when I called her. What were you doing at 9.00 this morning? I used to be very shy when I was a child.

	Prepositions of place and dependent prepositions	<p>There's a box under your bed.</p> <p>We waited for the film to start.</p> <p>I asked Jack a question.</p>
4	Future forms: will/ shall and be going to	<p>Who do you think will win tomorrow's game?</p> <p>I'll be at work tomorrow.</p> <p>Do you want coffee or tea? I'll have a coffee, please.</p> <p>The battery's almost run down. Sorry, I promise I won't do it again.</p>
	First and second conditionals	<p>If I have time, I'll write my CV tonight.</p> <p>I won't go unless you go, too.</p> <p>If I had more money, I wouldn't need to work overtime.</p>
5	Present perfect simple	<p>I've used Netflix, but I haven't used Amazon Prime.</p> <p>He's just sent me a text.</p> <p>I haven't talked to her yet.</p> <p>Have you started painting the kitchen? Yes, I've already finished it.</p> <p>Sally's known him for 20 years.</p> <p>We've only had a smart TV since last month.</p> <p>I've been out all morning.</p>

	Present perfect continuous	<p>What have you been doing lately? I've been studying for my exams.</p> <p>You look tired. I've been working in the garden.</p> <p>How long have you been looking for a new job?</p>
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Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
6	Modal verbs: obligation, necessity, prohibition, advice	Have to/ must/ need to/ don't have to/ needn't/ mustn't/ should/ shouldn't/ ought to/ oughtn't to
	Modal verbs: ability, possibility and permission	Can/ can't/ could/ couldn't/ be able to/
7	<p>Phrasal verbs with no object</p> <p>Phrasal verbs with an object - separable</p> <p>Phrasal verbs with an object - inseparable</p>	<p>I get up at 6.00</p> <p>Can you fill this bank form in? Can you fill in this bank form?</p> <p>My sister and I both take after our father.</p>
	Verb patterns (infinitive with or without "to" and gerund)	<p>Mandy agreed to come with me.</p> <p>We can't buy the tickets till tomorrow.</p> <p>They enjoy watching films at home.</p> <p>I'm looking forward to hearing from you.</p>

8	Have something done	How often do you have your car serviced? I'm having my hair cut tomorrow. You ought to have your roof repaired.
	The passive	The site is visited by thousands of people every year.
9	Reported speech	He told me (that) he wasn't leaving.
	Third conditional and other uses of the past perfect	If I'd known his number, I would have called him. When we arrived at the departure gate, the flight had already closed.
10	Be, do, and have: auxiliary and main verbs	Where is my bag? They aren't coming to the party. I did my homework last night. She doesn't speak English. I have two brothers and a sister. They've bought a new car.
	Revision of verb forms	I will carry it for you.

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	Names	Full name, maiden name...
	Describing people (adjective suffixes)	Sociable, passionate...
	Describing places and things (adjective suffixes)	Recognizable, easy...
	Colours	Turquoise, scarlet, reddish brown...
	Reporting lost luggage	My suitcase hasn't arrived. I'll take your details
2	Packing	Adaptor, sunscreen, travel insurance...
	Shops and services	Baker's, market stall, sell out...
3	Stages of life	Baby, teenager, early forties, retired..
	Moods	Being forgetful/ cheeky/ settling down...
	Photography	In the background/ opposite/ zoom in...
	Renting a car	Have you hired from us before? Automatic or manual.
4	Rubbish and recycling	Bin, waste paper basket, pot, reuse...
	Study and work	Postgraduates, dissertation, experience, skills...
	Easily confused words	Attend - assist; apprenticeship -internship...

5	Television	Advert, period drama, series, turn on...
	The country	Field, stream, well, barn, lambs, harvest...
	Making a police report	Can you describe Mr. Walker? / When did you last see him?

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
6	At a restaurant	Corkscrew, jug, lay the table...
	DIY and repairs, paraphrasing	Brick, padlock, fuse, drill, mend, apply...
7	Cash machines	Insert, select, withdraw...
	Phrasal verbs	Set up, take apart, throw away...
	Live entertainment	Performance, crowd, stage, row...
	Talking about house rules	It's a non-smoking house.
8	Looking after yourself	Bunches, plaits, bleached, have a treatment, manicure, yoga mat....
	Wars and battles, historic buildings	Defeat, fleet, evacuate, Buckingham, St Paul's, pit ...
9	Word building	Memory/ memorable/ memorably...
	Weddings	Bride, best man, veil, engage...
	Giving directions in a building	You should see some stairs on your left/ Turn right and carry on...

10	British and American English	Cell phone = mobile phone....
	Exams	Fail, multiple-choice, pass, retake, essay...

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
Vowel sounds	Bill /bill/
Word stress on adjective forms with suffixes	Rely – reli <u>a</u> ble - unreli <u>a</u> ble
/s/, /z/, and /ɪz/	Slippers, scissors, brushes
r and final -r	It's her shop/ It's her own shop
-ed endings, sentence rhythm	I used /t/ to be shy. / I've changed /d/ a lot./ I started /ɪd/ university.
Word stress	<u>Photo</u> / <u>photo</u> graph/ <u>photo</u> grapher...
/aɪ/ and /eɪ/	Supply, waste
Word stress	<u>Attend</u> , dissert <u>a</u> tion...
/w/, /v/ and /b/	We, over, be...
Vowel sounds, sentence rhythm	Leaf/ wheat, bush/ mud...
Word pairs with and	Fish and chips

Consonant clusters	Spring, sunglasses, pounds...
Linking	Take it out/ Put it in...
Homographs	Live/live, fans/fans...
Sentence stress	I had my hair cut last week./ I hate having my photo taken.
Silent consonants	Aisle, castle, column...
Word stress	<u>Memory</u> , <u>memorable</u> , <u>memorably</u> ...
Sentence stress	He said that he hadn't seen her for ages.
Stress on <i>be</i> , <i>do</i> , and <i>have</i>	When are your friends arriving? Where does your sister live?
Revision of sounds	Revises, marks, work...

Materiales

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto	Christina Latham-Koenig, Clive Oxenden, Kate Chomaki	English File Fourth Edition B2.1: Student's Book and Workbook with Key pack	Fourth	Oxford	2020

Cuaderno de ejercicios	Christina Latham-Koenig, Clive Oxenden, Kate Chomaki	English File Fourth Edition B2.1: Student's Book and Workbook with Key pack	Fourth	Oxford	2020
Observaciones: El cuaderno de ejercicios está integrado dentro del libro.					

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

mmmEnglish	canal de Youtube
ozdic.com	vocabulario/ collocations
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 - <i>be used to / get used to</i> - <i>Used to / would</i> 	<ul style="list-style-type: none"> - <i>I'm staying at this hotel for three nights.</i> - <i>It took me a while to get used to living here.</i> - <i>Every Friday I would go to that music shop when I lived in Melbourne.</i>
2	<ul style="list-style-type: none"> - Adverbs and adjectives - Extreme adjectives, modifiers and intensifiers - Gerunds and infinitives 	<ul style="list-style-type: none"> - <i>hard, hardly, cowardly</i> - <i>boiling, freezing, superb, absolutely disastrous</i> - <i>Would you prefer me to stay?</i>
3	<ul style="list-style-type: none"> - Modifiers for comparison - Present perfect and past simple - <i>as and like</i> 	<ul style="list-style-type: none"> - <i>far cheaper than</i> - <i>That's the first time I've ever eaten octopus.</i> - <i>It seems like a good idea.</i>
4	<ul style="list-style-type: none"> - Articles - Narrative forms 	<ul style="list-style-type: none"> - <i>The unemployed need more support.</i> - <i>Peter arrived after I (had) finished reading the email.</i>
5	<ul style="list-style-type: none"> - Expressions of quantity - Subject/Verb agreement - The passive 	<ul style="list-style-type: none"> - <i>I'll just have a small slice of cake.</i> - <i>There are quite a few people coming to the party.</i> - <i>I was happy to have been selected for the team.</i>
6	<ul style="list-style-type: none"> - The future - Future perfect and continuous 	<ul style="list-style-type: none"> - <i>I'll see her as soon as she's free.</i> - <i>She'll be appearing in a performance of Romeo and Juliet next month.</i>

Temporalización febrero-mayo:

Unidad	Estructura o función gramatical	Ejemplos
7	<ul style="list-style-type: none"> - Modal verbs - Relative clauses - <i>So, such, too, enough, very</i> 	<ul style="list-style-type: none"> - <i>They must have touched up the photograph.</i> - <i>John, who I bought my car from, has gone abroad.</i> - <i>They had so much money that they couldn't spend it all.</i>
8	<ul style="list-style-type: none"> - Reporting verbs - Reporting statements, questions and imperatives 	<ul style="list-style-type: none"> - <i>She admitted she had taken the money.</i> - <i>The official told them not to walk on the grass.</i>
9	<ul style="list-style-type: none"> - Conditional forms 	<ul style="list-style-type: none"> - <i>If Ruby had known the child needed help, she would have done something.</i>
10	<ul style="list-style-type: none"> - Conditional linking words - Participles (<i>-ing</i> and <i>-ed</i>) 	<ul style="list-style-type: none"> - <i>I'll pay you now, otherwise, I'll forget.</i> - <i>People using dating sites give mixed opinions about them.</i>
11	<ul style="list-style-type: none"> - Mixed conditionals - Wishes and regrets 	<ul style="list-style-type: none"> - <i>If we had invested in that company five years ago, we would be rich now.</i> - <i>I wish they could come with us.</i>
12	<ul style="list-style-type: none"> - Obligation, prohibition and necessity - Reflexive pronouns - <i>Have / get something done</i> 	<ul style="list-style-type: none"> - <i>You needn't have gone to all that trouble.</i> - <i>We booked the holiday ourselves.</i> - <i>He had to have a kidney removed.</i>

Contenidos lingüísticos

Léxico

Temporalización octubre-enero:

Unidad	Campo, categoría o función	Ejemplos
1	- Free-time activities - Phrasal verbs (<i>take</i>)	- <i>clubbing, stay in, to be into</i> - <i>take off, take over, take up</i>
2	- Formation of adjectives - Phrasal verbs	- <i>cautious, realistic, thoughtful</i> - <i>work out, carry on, put somebody off</i>
3	- Money - -ed adjectives + prepositions	- <i>waste, bargain, to be worth it, a good value</i> - <i>excited about, annoyed by</i>
4	- Compound words - Negative prefixes - Idioms: the body	- <i>brehtaking, far-fetched, drawback</i> - <i>untie, disappearance, illogical</i> - <i>get cold feet, put your foot down</i>
5	- Food - Expressions of quantity	- <i>fresh food, well-balanced, low-salt</i> - <i>hardly any, a small amount</i>
6	- The arts - Word formation - Expressions with <i>get</i>	- <i>performers, busking, talent show</i> - <i>approval, evidence, hopeless</i> - <i>get around, get the time, get people to do something</i>

Temporalización febrero-mayo:

Unidad	Campo, categoría o función	Ejemplos
7	- Phrasal verbs - Describing the weather, towns, cities - Travel collocations and phrasal verbs	- <i>get on well, take out, build up</i> - <i>bustling, run-down, remote</i> - <i>package, long-distance, put somebody up</i>

8	<ul style="list-style-type: none"> - Collocations and phrasal verbs with <i>work</i> - Linking words - Concrete and abstract nouns 	<ul style="list-style-type: none"> - <i>the medical profession, work out, work around</i> - <i>as well as, that's why, despite</i> - <i>childhood, politics, advice</i>
9	<ul style="list-style-type: none"> - Personal qualities - Success and failure - Chance, opportunity and possibility 	<ul style="list-style-type: none"> - <i>talented, competitive, creative</i> - <i>failure, successful, beat, achieve</i> - <i>a slight chance, no chance</i>
10	<ul style="list-style-type: none"> - Compound adjectives - Easily confused adjectives - Phrasal verbs with <i>come</i> 	<ul style="list-style-type: none"> - <i>kind-hearted, mild-mannered, single-minded</i> - <i>particular / individual / unique</i> - <i>come up, come into, come across</i>
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"> - <i>hyper-, inter- mis-</i> - <i>complain about, deal with, rely on</i> - <i>tell off, cut off, wear off</i>
12	<ul style="list-style-type: none"> - Crime - Shopping online - Verbs 	<ul style="list-style-type: none"> - <i>shop-lifting, community service, fine</i> - <i>browser, password, payment</i> - <i>stalk, brandish, bully</i>

Contenidos lingüísticos

Fonología y ortografía

Elemento de fonética, prosodia u ortografía	Ejemplos
Emphatic stress: modifiers	<i>at all, absolutely, quite</i>
Basic intonation patterns: <i>falling, rising, falling-rising, rising-falling</i>	<i>Do you like being in a large group or would you rather be with a few close friends?</i>
<i>Used to /'ju:st tu: /</i>	<i>She used to work for that company.</i>
Stress: adjectives with suffixes	<i>comfortable, sociable, cautious</i>
Intonation: agreement and polite disagreement	<i>I see what you mean, but...</i>

Contracted forms (revision)	<i>I've, I'd, she'll</i>
Stress: compound words	<i><u>breath</u>taking, far-<u>fetch</u>ed</i>
Stress changes in word families	<i><u>sci</u>ence / <u>scien</u>tific; <u>pro</u>ject / <u>proj</u>ect</i>
Weak form of <i>have</i> in past modal verbs: /həv/, /əv/	<i>She must have missed the bus.</i>
Stress: adjectives with prefixes	<i>sup<u>er</u>natural, <u>su</u>perhero</i>
Intrusive /r/, linking /r/	<i>law and order, war and peace</i>
Elision of /ə/	<i>interesting, different</i>

Materiales:

Libro de texto	Autor/a	Título	Edición	Editorial	Año de publicación
	Jan Bell, Amanda Thomas	<i>Gold B2 First: Coursebook</i>		Pearson	2018
Observaciones: ISBN 9781292396354					

Bibliografía			
Tarea de lengua	Autor/a	Título	Editorial
Gramática	Raymond Murphy	<i>English Grammar in Use</i>	Cambridge
Vocabulario	Michael McCarthy, Felicity O'Dell	<i>English Vocabulary in Use Upper-intermediate</i>	Cambridge
Pronunciación	Mark Hancock	<i>English Pronunciation in Use Intermediate</i>	Cambridge
Lectura	Debra Daise, Charl Norloff	<i>Q: Skills for Success 4. Reading and writing</i>	Oxford
Comprensión y expresión oral	Robert Freire, Tamara Jones	<i>Q: Skills for Success 4. Listening and speaking</i>	Oxford
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://www.youtube.com/@bbclearningenglish	BBC Learning English (YouTube)
General Listening Quizzes - Intermediate - Randall's ESL Cyber Listening Lab (esl-lab.com)	Práctica de comprensión oral (Intermedio)
https://www.gutenberg.org/	Project Gutenberg: libros gratuitos
Cambridge Dictionary English Dictionary. Translations & Thesaurus	Cambridge Dictionary
Longman Dictionary of Contemporary English LDOCE (ldoceonline.com)	Longman Dictionary

CURSO C1.1

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero:

Unidad	Estructura o función gramatical	Ejemplos
1	HAVE (GOT): lexical and grammatical uses	<i>We're going to <u>have</u> our house repainted. I've <u>got</u> to get going now. You're <u>having</u> me on!</i>
	Discourse markers - linkers	<i>Therefore Seeing as So as (not) to Nevertheless</i>
2	The past: habitual events and specific incidents	<i>Before I went to bed, I <u>had been</u> reading a book. When we got home from school, our dad <u>would/used to</u> make us jam sandwiches.</i>

	Pronouns: generic, reflexive, reciprocal Empty subject: it / there	<i>If anyone calls, tell <u>them</u> I'm out. We really enjoyed <u>ourselves</u> at the fair. <u>It's</u> been nice talking to you. <u>There</u> hasn't been a great deal of interest so far.</i>
3	GET: phrases, change, agency	<i>Why do I always <u>get</u> the blame? Betty's <u>getting</u> nervous about the test. Meg's going to <u>get</u> her nails done. We can never <u>get</u> Jack to tidy up.</i>
	Discourse markers - adverbs/ adverbials	<i>Incidentally, Actually, Obviously, Otherwise,</i>
4	Inversion (emphasis)	<i><u>Not only</u> does an octopus have three hearts, but it also has nine brains. <u>No sooner</u> had they arrived at the garden party than it started to rain.</i>
	Speculation and deduction: use of modal verbs Speculation: adjectives and adverbs	<i>He <u>might not</u> have heard the message. She <u>must still</u> be working on the plans. May's the expert, she's <u>bound</u> to know.</i>
5	Distancing	<i>There <u>appears to</u> be a mistake with the bill. The Prime Minister <u>is expected to</u> issue a statement before noon. Apparently, ____</i>
	Unreal uses of past tenses	<i>I wish <u>I'd realised</u> sooner how deceitful he was. If only I <u>had</u> your intelligence! It's high time you <u>told</u> the truth. I'd rather you <u>didn't smoke</u> in here.</i>

Temporalización febrero-mayo:

Unidad	Estructura o función gramatical	Ejemplos
6	Verb + object + infinitive/ gerund Verb + object + infinitive without <i>to</i> Verb + object + gerund	<i>She advised him <u>not to travel</u> by train. They made us wear a uniform. Don't keep us waiting too long!</i>
	Conditional sentences: real/unreal, mixed, using alternatives to "if"	<i><u>Unless</u> it snows tomorrow, they'll set off to climb the mountain. If Shakespeare had owned a smartphone, he would have posted sonnets on social media. Jane would have gone out last night if she didn't have an exam tomorrow. <u>Supposing</u> you won the lottery, how</i>

		<i>much money would you give me?</i>
7	Permission, obligation and necessity	<i>We <u>should have taken</u> a taxi, because we <u>had to</u> walk such a long way. Mustn't ≠ don't have to We <u>needn't have brought</u> sandwiches, as the hotel's laying on a free buffet. It is <u>not permitted</u> to use dictionaries during the exam.</i>
	Perception and sensation	<i>See / look / watch Hear / sound / listen to Smell Feel / touch Taste Seem</i>
8	Advanced gerunds and infinitives: - passive, perfect, and continuous forms - uses of gerund and infinitive with verbs, nouns, adjectives, etc.	<i><u>Having been bombarded</u> by the enemy, the army eventually surrendered. It's no good <u>asking</u> Tim - he hasn't the faintest idea about Thai cuisine. Let's find somewhere quiet <u>to have</u> a nap.</i>
	Expressing future plans and arrangements	<i><u>Will we be having</u> dinner at the usual time? My sister is <u>due to</u> arrive at 7.30. Be quiet. The performance is <u>about to</u> start. The Prime Minister <u>is to</u> visit South Africa next month.</i>
9	Ellipsis	<i>We can buy a flat or (we can) rent a house. I know you've never learnt to drive, but you should have. (learnt) Are your obnoxious neighbours at home? I'm afraid <u>so</u>. - (#) Wasn't such a great film, was it? - (!) Suppose <u>not</u>. (has-a) Good soundtrack, though.</i>
	Nouns: compound and possessive forms	<i>She's got ten <u>years'</u> teaching experience. Jack is a friend of my <u>brother's</u>. A glass of wine ≠ a wine glass A boathouse ≠ a houseboat A green house ≠ a greenhouse</i>
10	Relative clauses: defining and non-defining	<i>The football club <u>whose</u> nickname is the Magpies is Newcastle United. <u>What</u> I like most about London is the parks. They've got three children, <u>all of whom</u></i>

		<p><i>are good at sport.</i> <i>The villagers, <u>many of whose</u> gardens face the main road, often complain about visitors dropping litter.</i></p>
	<p>Cleft sentences (emphasis)</p>	<p><i><u>The reason I called</u> was to ask about any special offers they had.</i> <i><u>What I can't stand</u> is people using mobiles while riding electric scooters.</i> <i><u>It's you who</u> has to clean the toilet.</i></p>

Contenidos lingüísticos

Léxico

Temporalización octubre-enero:

Unidad	Campo, categoría o función	Ejemplos
1	Personality Idioms for people	<i>Conscientious; bright; sympathetic ≠ amiable</i> <i>The life and soul of the party; a soft touch</i>
	Work	<i>A dead-end job; to climb up the career ladder; to get the sack vs. to be made redundant</i>
2	Abstract nouns	<i>Generosity, relationship, adulthood</i>
	Lexical areas	<ul style="list-style-type: none"> - Collocations - Phrasal verbs - Synonyms and register - Idioms
3	Get: expressions, idioms, phrasal verbs	<i>I <u>get the impression</u> you're not a fan of Ed Sheeran.</i> <i>She always <u>gets her own way</u> - the boss only listens to her.</i> <i>Don't even think about cheating in an exam - you'd never <u>get away with</u> it.</i>
	Conflict and warfare	<i>The <u>wounded</u> were rushed to hospital.</i> <i>A <u>ceasefire</u> was declared for Christmas Day.</i> <i>Following the failed <u>coup</u>, <u>civil war</u> broke out.</i> <i>The new princess has <u>captured</u> the public's imagination.</i>
4	Describing books and films	<i>Gripping, fast-paced, moving</i>
	Sounds and the human voice	<i>The fridge was quietly <u>humming</u>.</i> <i>I was in such pain I couldn't speak, only <u>groan</u>.</i> <i>Time can never mend the careless <u>whispers</u> of a good friend.</i>
5	Time: verbs, prepositional phrases, expressions	<i>Granny does crosswords to <u>kill time</u> waiting for the doctor.</i> <i>I've never watched that game show - it must have been <u>before my time</u>.</i> <i>I've got <u>time on my hands</u> since I retired.</i>

	Money	<i>To receive a grant, to charge a fee, to put down a deposit To buy (to sell) shares, the exchange rate fluctuates, to go bankrupt</i>
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Temporalización febrero-mayo:

Unidad	Campo, categoría o función	Ejemplos
6	Compound adjectives	<i>Old-fashioned, self-conscious, high-risk</i>
	Phones and technology Adjectives and prepositions	<i>Broadband, a touch screen, to get cut off Addicted to, unsuitable for, sick of</i>
7	Prefixes	<i>Negative: inappropriate, unattractive, impersonal To outgrow, to downgrade, to oversleep, to underestimate</i>
	Art Colour idioms	<i>Still life, portrait, sculpture A white elephant, a red herring, a black sheep</i>
8	Health and medicine Similes	<i>Bruise, rash, sprain As fit as a fiddle, as tough as old boots</i>
	Travel: places, verb phrases	<i>Picturesque, unimposing, off the beaten track To chill out, to get away from it all, to set off on a trip</i>
9	Animals: their young, homes, noises, body parts, issues	<i>Calf-calves, cub, puppy Hive, nest, burrow bark, neigh, roar Beak, claw, horns Endangered species, in captivity</i>
	Preparing food	<i>Chopped parsley, mashed potatoes, roast lamb Baking tray, saucepan, scales</i>
10	Word building: adjectives, nouns and verbs	<i>Strong → strength → strengthen</i>
	Words that are often confused	<i>Achieve, succeed, reach</i>

Contenidos lingüísticos

Fonología y ortografía:

Elemento de fonética, prosodia u ortografía	Ejemplos
Using a dictionary	Syllable stress and phonetic transcription
The rhythm of English	Intonation in sentences
Word stress with suffixes	<u>C</u> urious → curi <u>o</u> sity
Sound-spelling relationships	Spelling w+o: vowel /ɜ:/
Identifying attitudes	Pitch and intonation denoting sarcasm
Stress in word families	<u>R</u> ebel → reb <u>e</u> llious
Foreign words	Coup, cliché, Schadenfreude
Consonant clusters	<u>S</u> cream, <u>s</u> plash, <u>c</u> risps, <u>c</u> runched
Linking in short phrases	We need_to make_up for lost_time
Silent consonants	De <u>b</u> t, mort <u>g</u> age, clim <u>b</u> , is <u>l</u> and
Main and secondary stress	<u>S</u> elf- <u>c</u> onscious / ,self' kɒnʃəs/
/æ/ and /ʌ/	Crashed vs. crushed
Intonation and linking in exclamations	What an amazing coincidence! How weird!
-ure	Nature, picture, leisure, obscure
Schwa /ə/	Unstressed words: to, as, that
Homophones	Whether / weather. Sweet / suite.
Auxiliary verbs and to	<u>D</u> o you like dogs? / No. / Neither <u>d</u> o I.
Words with silent syllables	Vegetables, chocolate, literature
Homographs	Row, tear, wound
Intonation in cleft sentences	<u>I</u> t's the <u>c</u> ommuting ↘ that I find so tiring.

Materiales:

	Autor/a	Título	Edición	Editorial	Año de publicación
Libro de texto y cuaderno de ejercicios	Latham-Koenig et al.	<i>English File C1.1 Student's Book and Workbook</i>	4th edition	Oxford	2020
Observaciones: El cuaderno de ejercicios (<i>Workbook</i>) viene encuadernado en el mismo libro de texto (<i>Student's Book</i>) en blanco y negro.					

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
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.ello.org	Actividades de comprensión oral
https://www.gutenberg.org	Libros electrónicos gratuitos
https://www.examenenglish.com/CAE/cae_listening1.htm	Práctica de examen online
https://www.youtube.com/channel/UCzxHbqh9Pvk9sV4W66jIbjA	YouTube Channel: To the point-English with Ben.

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	'- <i>Are you going to <u>come</u> to that meditation course?'</i> '- <i>I'm not sure. I might <u>do</u>'</i>
	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	<i>(reference, substitution, ellipsis, conjunction and lexical cohesion)</i>
	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>- 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</i>
	Compound words	<i>a run-down area, high-rise buildings</i>
2	Communication collocations	<i>have a chat, give a presentation, hold a debate</i>
	Adjectives: ways of speaking	<i>nasal, husky, high-pitched, lively</i>
3	Stages of life	<i>youth, over the hill, no spring chicken</i>
4	Verb/Noun collocations	<i>get inspiration, gain someone's trust</i>
5	Prefix 'mis-' and false opposites	<i>a misrepresentation, disgruntled workers</i>
	Sentence adverbs	<i>unfortunately, ironically, thankfully</i>
6	Adjective/Noun collocations	<i>a tailor-made trip, a distant relative</i>
	Prefixes and suffixes	<i>consumers' changing attitudes, changeable weather</i>

Temporalización febrero-mayo

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

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

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	<i>English Grammar in Use (4th Edition)</i>	Cambridge
	Michael Swan	<i>Practical English Usage (4th Edition)</i>	Oxford
Vocabulario	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 (títulos sugeridos)	George Orwell	<i>1984</i>	link
	Bear Grylls	<i>Mud, Sweat and Tears: The Autobiography</i>	Penguin
	Karen Blixen	<i>Out of Africa</i>	Penguin
	Truman Capote	<i>Breakfast at Tiffany's</i>	Penguin Full text

Recursos telemáticos	
URL	Tipo
classroom.google.com	plataforma educativa
sites.google.com/view/eoisaragonmuestras/examenes	Muestras de exámenes de las EOI de Aragón
https://www.examenglish.com/examscomparison.php	práctica de ejercicios de examen
https://www.learnenglishfeelgood.com/vocabulary/	ejercicios de vocabulario
https://ello.org/ https://www.esl-lab.com/	ejercicios de comprensión oral
https://learnenglish.britishcouncil.org/ www.esl-lounge.com/student/index.php	práctica de todas las áreas y destrezas
https://www.gutenberg.org	Libros digitales
dictionary.cambridge.org https://www.oxfordlearnersdictionaries.com https://www.merriam-webster.com/ https://www.ldoceonline.com www.phrases.org.uk (The Phrase Finder: expressions and proverbs) theidioms.com (The Idioms: online dictionary of idioms)	Diccionarios
https://www.bbc.com/news (British Broadcasting Corporation) channel4.com/news theguardian.com https://www.rte.ie/news/ (Ireland's National Public Service Media) https://www.npr.org (National Public Radio - USA) https://www.abc.net.au (Australian Broadcasting Corporation)	Noticias
https://www.ted.com/talks	Charlas TED

https://britannica.com	Encyclopedia Britannica
Veritasium Arnel's Everyday English To The Point - English with Ben Pronunciation with Emma English with Lewis	Canales de YouTube

CURSO C2

Contenidos lingüísticos

Morfología y sintaxis

Temporalización octubre-enero

Unidad	Estructura o función gramatical	Ejemplos / formas
1	Past / Present verb forms (review)	Polly was always doodling at school. I've been meaning to invite you to our show.
	Used to / would / auxiliaries	She used not to like social gatherings. They would have deep conversations. I love sports, as do my children.
2	Future verb forms (review)	will v. 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
3	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.
4	Modals: obligation, necessity, advice, criticism	I really must be going! You needn't have paid for a parking ticket. You might have told me before!
	Modals: ability, possibility, probability, deduction Dare / need	Liz was soon able to download the software. You shouldn't have any difficulty finding our house. It could have been Joe who set up the database. I dare say ... / Need I say more?

5	Conditionals	Should you encounter serious difficulty..., If it hadn't been for your generous support, If she weren't going to apply for promotion, she wouldn't have worked so hard. If you would please be quiet.
6	Inversion	Only when I got to the airport did I realise that ...
	Unreal past / would rather	I'd rather you didn't smoke. Tom acts as if he hadn't lost all his money.

Temporalización febrero-mayo

Unidad	Estructura o función gramatical	Ejemplos
7	Gradable + ungradable adjectives	She's quite stunning. ≠ She's quite attractive.
	Modifying adverbs	Hardly, barely, virtually, practically somewhat taken aback, appallingly ignorant
8	Reporting verb patterns Reporting verb + gerund Reporting questions	Mr Clarke forbade Jane to drink wine. Michaela blamed herself for making such a mistake. She was wondering whether she had passed. You insisted on her attending.
9	Relative clauses: defining vs non-defining Reduced relative clauses with participles and "to" infinitives Reduced non-defining clauses	The tenants who ≠ The tenants, who 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.
	Clauses of reason, result, concession	Your time is limited, in that you have to meet tomorrow's deadline. What with rising fuel prices, we decided the heating must be turned down low.
10	Countable / uncountable nouns	The data reveal... / the information reveals...
	Pronouns: indefinite, reflexive	Someone has left their umbrella. They were looking at themselves. v. at each other.
11	-ing form	for the sake of preserving historic buildings to be prone to subsiding She prided herself on keeping to a budget.
12	Introductory and emphatic "it" and "there" Cleft sentences	It was Pat who divulged the plan. There appears to be no solution. What I like about her is her honesty.

Contenidos lingüísticos

Léxico

Temporalización octubre-enero

Unidad	Campo, categoría o función	Ejemplos
1	Personality, feelings, relationships	Misanthrope, obnoxious, have a chip on one's shoulder, be on the same wavelength
2	Science and technology	To emit, emission Compute, calculate, estimate Artificial intelligence, security breach Wear and tear, safe and sound
3	Society and politics	Persecuted v. prosecuted Face up to, do away with, run up against Jump on the bandwagon, fall on deaf ears
4	Social communication	Entourage, tribe, mob On speaking terms, a nodding acquaintance, a one-sided relationship Get together, drop in, tag along
5	Hopes and dreams	Dash one's hopes, dampen one's spirits, a rude awakening Pluck up courage, pick up the pieces, throw in the towel
6	Money	Blackmail, bribery, miser in the red, in a tight spot, a nest egg, the bottom line

Temporalización febrero-mayo

Unidad	Campo, categoría o función	Ejemplos
7	Travel and culture	A decisive factor, an educated guess, a sharp contrast Stumble upon, wipe out, dawn on On a whim, play it by ear, on the spur of the moment
8	Education	An intimate knowledge of, a formidable intellect, within the scope of Read between the lines, go by the book, know the ropes
9	Work	Put down a deposit, tender one's resignation, meet the deadline Of your own accord, as you see fit, to be thrown in at the deep end
10	Consumerism	Market share, merchandising, telemarketing Charismatic, manipulative, fraudulent
11	Media	A credible source, a government leak, a libel case Full of himself, to make a comeback, seek stardom
12	Culture	Heritage, artefacts, cultural diversity A rich legacy, a family heirloom, trace your ancestry

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 /'ænim ^ə lɪz/
Unstressed syllables and schwa /ə/	ultra-conservatism / ,ʌltrəkən'sɜ:vətɪzəm/
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	Bandis et al.	<i>Close-up</i>	with Spark platform	National Geographic	2018
Libro de ejercicios digital	Bandis et al.	<i>Close-up Spark platform</i>	eltcloseup.com		
Observaciones: El libro de ejercicios digital (Spark platform) 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 sugeridas)	Austen, Jane	<i>Emma</i>	Project Gutenberg
	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
eltcloseup.com	Web del libro de texto
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)	<i>A, B, C,...</i>
Consonant sounds	<i>chess, shower, jazz, etc</i>
Vowel sounds	<i>Fish, tree, cat, egg, train, bike, etc</i>
Word stress	<i>good<u>bye</u>, <u>sorry</u>, <u>welcome</u></i>
Sentence stress	<i>Can you play a musical instrument? Yes, I can</i>
Final -s and -es	<i>Books, keys, glasses</i>
Linking	<i>Good<u>~</u>idea</i>
Third person -s	<i>Speaks, rains, watches</i>
-ed endings	<i>Called, talked, needed</i>
Silent letters	<i>Could, cupboard, friend, guest, half</i>

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	<i>Essential Grammar in Use</i>	CUP
	J. Eastwood	<i>A Basic English Grammar</i>	OUP
	Michael Vince	<i>Elementary Language Practice</i>	Macmillan
Vocabulario	P. Watcyn-Jones	<i>Start Testing Your Vocabulary</i>	Penguin
	P. Watcyn-Jones	<i>Test Your Vocabulary</i>	Penguin
Pronunciación	A. Baker	<i>Tree or Three?</i>	CUP
		<i>Oxford Pocket Dictionary</i>	Oxford
	F. Benedito	<i>Manual de pronunciación inglesa comparada con la española</i>	Colmares
	M. Hancock	<i>English Pronunciation in Use</i>	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.youghlish.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 A2

Ejemplos de exposición A2	Introducing yourself and others
	My routine in the present and the past
	My house and my city
	Talking about my family and friends
	Free time
	Holidays
	Weather
	Music

Ejemplos de interacciones A2	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 <p>(Elegir una película, restaurante, libro/ planear un viaje/ una fiesta/ un regalo...)</p>
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Ejemplos de mediación B1	<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

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

Ejemplos de interacción B2	<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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Ejemplos de mediación B2	<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> <p>Instrucciones, salud, tecnología, medio ambiente, turismo, riesgos...</p>
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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	<p>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</p> <p>(cualquier tema relevante y parecido a los temas de las exposiciones)</p>
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