

EXTRACTOS Programación de Inglés Curso 2020/2021

1 Lengua propia del país: Inglés: 1º y 2º ESO grupos L1

El currículo que se aplica es el de key stage 3 del National curriculum en Inglaterra que establece que el alumnado deberá desarrollar su habilidad en los siguientes aspectos:

Reading

Pupils will be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
 - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature
 - choosing and reading books independently for challenge, interest and enjoyment
 - rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
- understand increasingly challenging texts through:
 - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - making inferences and referring to evidence in the text
 - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
 - checking their understanding to make sure that what they have read makes sense
- read critically through:
 - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
 - recognising a range of poetic conventions and understanding how these have been used
 - studying setting, plot, and characterisation, and the effects of these
 - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
 - making critical comparisons across texts
 - studying a range of authors, including at least 2 authors in depth each year

Writing

Pupils will be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
 - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
 - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proofread through:
 - considering how their writing reflects the audiences and purposes for which it was intended

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- o amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- o paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf).

Grammar and vocabulary

Pupils will be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
 - o extending and applying the grammatical knowledge set out in English appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
 - o studying the effectiveness and impact of the grammatical features of the texts they read
 - o drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 - o knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
 - o using Standard English confidently in their own writing and speech
 - o discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology*

Spoken English

Pupils will be taught to:

- speak confidently and effectively, including through:
 - o using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - o giving short speeches and presentations, expressing their own ideas and keeping to the point
 - o participating in formal debates and structured discussions, summarising and/or building on what has been said
 - o improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

EXTRACTOS Programación de Inglés Curso 2020/2021

2 Lengua propia del país: inglés 3º y 4º ESO grupos L1

El currículo que se aplica es el de key stage 4 del National curriculum en Inglaterra que establece que el alumnado deberá desarrollar su habilidad en los siguientes aspectos:

Reading

Pupils will be taught to:

- read and appreciate the depth and power of the English literary heritage through:
 - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
 - at least one play by Shakespeare
 - works from the 19th, 20th and 21st centuries
 - poetry since 1789, including representative Romantic poetry
 - re-reading literature and other writing as a basis for making comparisons
 - choosing and reading books independently for challenge, interest and enjoyment
- understand and critically evaluate texts through:
 - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
 - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
 - identifying and interpreting themes, ideas and information
 - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
 - seeking evidence in the text to support a point of view, including justifying inferences with evidence
 - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
 - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
 - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these

Writing

Pupils will be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
 - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
 - selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
- revise, edit and proof-read through:
 - reflecting on whether their draft achieves the intended impact
 - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
 - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling

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Grammar and vocabulary

Pupils will be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
 - studying their effectiveness and impact in the texts they read
 - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
 - using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language

Spoken English

Pupils will be taught to:

- speak confidently, audibly and effectively, including through:
 - using Standard English when the context and audience require it
 - working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
 - listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
 - planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
 - listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation

improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Lengua propia del país: Inglés 1º ESO EFL

Secuenciación de los contenidos.

UNIDAD 1-secuenciar semanas			
Contenidos	Criterios de evaluación	Estándares de aprendizaje	
Aspectos socioculturales y sociolingüísticos:	Are you?Can you?Do you? Did you?	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Common verb phrases Describing people Clothes, prepositions or place		
Contenidos sintáctico-discursivos	Word order in questions Present Simple Present Continuous		
Funciones comunicativas	Exchanging information Describing a person, a picture, preferences. Understanding personal information Identifying the person being described Write a description about yourself		
UNIDAD 2			
Contenidos	Criterios de evaluación	Estándares de aprendizaje	
Aspectos socioculturales y sociolingüísticos:	OMG! Where is my Passport? That's me in the picture! One dark October evening	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción.

		CE.3.B4.7	EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Holidays Prepositions of time and place: at,in,on Verb phrases		
Contenidos sintáctico-discursivos	Past simple: regular and irregular verbs Time sequencers and connectos		
Funciones comunicativas	Talking about your last holiday Talking about preferences Retelling/writing a story Understanding the key events in a story Listening/reading for gist and detailed information Listening/Reading for specific information Write a description about a photo		

UNIDAD 3 –

Contenidos	Criterios de evaluación	Estándares de aprendizaje	
Aspectos socioculturales y sociolingüísticos:	Trip Aside Put it in your calendar Word games At a restaurant	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Airports Verbs+prepositions Paraphrasing Restaurants		
Contenidos sintáctico-discursivos	Be going to (plans and predictions) Present Continuous(future arrangements) Defining relative clauses		
Funciones comunicativas	Planning a tour Making arrangements Describing and paraphrasing Listening for specific information Understanding times, dates and appointments Guessing words from definitions Write an informail email		

UNIDAD 4

Contenidos	Criterios de evaluación	Estándares de aprendizaje	
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Aspectos socioculturales y sociolingüísticos:	Who does what? In your basket Greatweekend	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Housework, make or do? Shopping Adjectives ending –ed and -ing		
Contenidos sintáctico-discursivos	Present perfect + yet,just,already Present Perfect or past simple? Something,anything,nothing etc.		
Funciones comunicativas	Talking and writing about housework, shopping experiences. Describing your weekend Checking hypotheses using background knowledge Understanding a theory Understanding historical information Understanding opinions Checking and correcting information Write about your last weekend and invent something to make it more exciting		

UNIDAD 5

Contenidos	Criterios de evaluación	Estándares de aprendizaje	
Aspectos socioculturales y sociolingüísticos:	I want it NOW Twelve lost wallets How much is enough? Shopping	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4,

			EE.3.B4.5, EE.3.B4.6
Léxico	Types of numbers Describing a town or city Health and the body		
Contenidos sintáctico-discursivos	Comparative adjectives and adverbs, as...as Superlatives (+ever+present perfect) Quantifiers, too, (not) enough		
Funciones comunicativas	Comparing habits, present and past Talking about memorable experiences Talking about your lifestyle Understanding advice Scanning for data Identifying pros and cons Write a description of where you live.		

UNIDAD 6

Contenidos	Criterios de evaluación	Estándares de aprendizaje	
Aspectos socioculturales y sociolingüísticos:	Think positive or negative? I will always love you The meaning of dreaming	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Opposite verbs Verb+back Modifiers		
Contenidos sintáctico-discursivos	Will/won't (predictions) Will/won't/shall (other uses) Review of verb forms: present, past, and future		
Funciones comunicativas	Making predictions Giving examples and reasons Talking about the past, present, and future. Write about a dream you had.		

UNIDAD 7

Contenidos	Criterios de evaluación	Estándares de aprendizaje	
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Aspectos socioculturales y sociolingüísticos:	First day nerves Happiness is Could you pass the test?	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Verbs+infinitive Verbs+gerund Adjectives+prepositions		
Contenidos sintáctico-discursivos	Uses of the infinitive with to Uses of the gerund (verb+-ing) Have to/dont have to, must, mustn,t		
Funciones comunicativas	Retelling an article Describing feelings Talking about language learning Understanding a problem Understanding how soment;thing works Understanding the events in a story Write a formal email		

UNIDAD 8

Contenidos	Criterios de evaluación	Estándares de aprendizaje	
Aspectos socioculturales y sociolingüísticos:	Should I stay or should I go? Murphy's Law Who is Vivienne?	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción. EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción. EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6
Léxico	Get Confusing verbs Adverbs of manner		

Contenidos sintáctico-discursivos		Should First Conditional Possessive Pronouns		
Funciones comunicativas		Discussing habits and preferences Using the right word in conversation Reacting to a story Understanding opinions Understanding an anecdote Using information to interpret a story Scanning for specific information Understanding a short story Write about how to survive 3 different situations.		
UNIDAD 9 –				
Contenidos		Criterios de evaluación		Estándares de aprendizaje
Aspectos socioculturales y sociolingüísticos :	Beware of the dog Fearof.net Scream queens	Bloque 1: Comprensión de textos orales. CE.3.B1.1, CE.3.B1.2, CE.3.B1.3, CE.3.B1.4, CE.3.B1.5, CE.3.B1.6 CE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción.	Bloque 1: Comprensión de textos orales. EE.3.B1.1, EE.3.B1.2, EE.3.B1.3, EE.3.B1.4, EE.3.B1.5, EE.3.B1.6, EE.3.B1.7 Bloque 2: Producción de textos orales: expresión e interacción.	
Léxico	Animals and insects Words related to fear, phrases with for and since Biographies	CE.3.B2.1, CE.3.B2.2, CE.3.B2.3, CE.3.B2.4, CE.3.B2.5, CE.3.B2.6, CE.3.B2.7, CE.3.B2.8, CE.3.B2.9 Bloque 3: Comprensión de textos escritos CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción	EE.3.B2.1, EE.3.B2.2, EE.3.B2.3, EE.3.B2.4 Bloque 3: Comprensión de textos escritos. EE.3.B3.1, EE.3.B3.2, EE.3.B3.3, EE.3.B3.4, EE.3.B3.5, EE.3.B3.6, EE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción.	
Contenidos sintáctico-discursivos	Second Conditional Present Perfect (for and since)	CE.3.B3.1, CE.3.B3.2, CE.3.B3.3, CE.3.B3.4, CE.3.B3.5, CE.3.B3.6 CE.3.B3.7 Bloque 4: Producción de textos escritos: expresión e interacción	EE.3.B4.1, EE.3.B4.2, EE.3.B4.3, EE.3.B4.4, EE.3.B4.5, EE.3.B4.6	
Funciones comunicativas	Would you know what to do? How long? Talking and writing about life events Understanding facts Taking notes Understanding biographical information Understanding specific information Write about a phobia.	CE.3.B4.1, CE.3.B4.2, CE.3.B4.3, CE.3.B4.4, CE.3.B4.5, CE.3.B4.6 CE.3.B4.7		

3 Lengua propia del país: Inglés. 1º BACH L1/EFL

Los contenidos del curso se organizan en 10 unidades, las que aparecen en el libro de texto, con la siguiente temporalización: 1º evaluación: 1-3; 2º evaluación: 4-7; 3ª evaluación: 8-10.

Evaluación	Grammar	Vocabulary	Writing	Speaking
1ª Unidades 1-3	<ul style="list-style-type: none"> - Question Formation - Auxiliary verbs, the..., the... +comparatives - Present Perfect Simple and continuous - Using adjectives as nouns - Adjective Order - Narrative tenses, past and perfect continuous - So/such..that - The position of adverbs and adverbial phrases - 	<p>Working out meaning from context</p> <p>Compound Adjectives, modifiers</p> <p>Illnesses and injuries</p> <p>Clothes and fashion</p> <p>Air travel</p> <p>Adverbs and adverbial phrases</p>	<p>An informal email</p> <p>A short story</p> <p>For and Against</p>	<ul style="list-style-type: none"> - Politely refusing to answer a questions, reacting to what someone says, tough questions - Reacting to a story about something strange, You're a psychic, aren't you? - Doctor, doctor, health - The joy of the age-gap friendship, managing discussions, politely disagreeing - Flight stories, telling an anecdote - Reading habits
2ª Unidades 4-7	<p>Future perfect and future continuous</p> <p>Zero and first conditionals, future time clauses</p> <p>Unreal conditionals</p> <p>Wish for present/future, wish for past regrets</p> <p>Used to, be used to, get used to</p> <p>Gerunds and infinitives</p> <p>Past modals: must have, etc, would rather</p> <p>Verbs of the senses</p>	<p>The environment, weather</p> <p>Expressions with take</p> <p>Feelings</p> <p>Expressing feelings with verbs or -ed/-ing</p> <p>adjectives</p> <p>Sleep</p> <p>Music</p> <p>Verbs often confused</p> <p>The body</p>	<p>A Blog Post</p> <p>Describing a photo</p> <p>Opinion Essay</p> <p>A report</p>	<p>The environment, climate change</p> <p>Risk-taking+emergency situations</p> <p>Ways of talking, about how we feel, wishes</p> <p>Sleep</p> <p>Music</p> <p>Role-playing an argument</p> <p>Guess what it is, describing photos</p>
3ª Unidades 8-10	<p>The Passive (all forms); have something done; it is said that..., he is thought to..., etc</p> <p>Reporting verbs</p> <p>Clauses of contrast and purpose</p> <p>Uncountable and plural nouns</p> <p>Quantifiers: all, every, both, etc. articles</p>	<p>Crime and punishment</p> <p>The media</p> <p>Advertising, business</p> <p>Word building: `refixes and suffixes</p> <p>Science</p> <p>Collocation: word pairs</p> <p>-</p>	<p>Advantages and Disadvantages</p> <p>Describing</p> <p>A scene from a film or a book</p> <p>Argumentative essay</p> <p>Opinion Essay</p>	<p>Beat the burglar, crime</p> <p>Strange but true, the media</p> <p>Misleading ads, advertising, business</p> <p>Cities</p> <p>Science, talking about future possibilities</p> <p>Public speaking</p>

Libros de lectura

Primera Evaluación: *Frozen Pizza and Other Slices*. A. Moses

Segunda Evaluación: *The Joy Luck Club*. Amy Tan. / *An Inspector calls and other plays*. JB Priestley

También se leerán artículos relevantes que vayan apareciendo en los principales periódicos británicos, así como ensayos.

4 Lengua propia del país: Inglés 2º BACH L1/EFL

Los contenidos del curso se organizan en 10 unidades, las que aparecen en el libro de texto, con la siguiente temporalización: 1º evaluación: 1-3; 2º evaluación: 4-7; 3ª evaluación: 8-10.

Evaluación	Grammar	Vocabulary	Writing	Speaking
1ª Unidades 1-3	Have: auxiliary or main verb? Discourse markers: Linkers: result, reason, purpose, contrast. Pronouns Phrasal Verbs with get Idioms The past: habitual events and specific incidents. Adverbs and adverbial expressions.	<ul style="list-style-type: none"> - Personality - Work - Family - learning languages - word building. - Abstract nouns - phrases with get - conflict and warfare - Colloquial English: Talking about History. - Topics that have appeared in the news and we have read and worked about together in class: - Don't press send. The new rules for good writing in the 21st century. - Biographies of important writers, painters. - 	Formal letters. Informal letters Review. Argumentative essay. Writing in past tense. Specific incidents in your childhood. Describing a scene from a film or a book	Speaking Topics: Think about people you know who either hate or really love their jobs. What I'm really thinking. Things you used to be afraid of. Places we would go to for family holidays. Have you ever been on a blind date? Look at the images of a film; what historical inaccuracies do you see?
2ª Unidades 4-7	All the previous ones plus: speculation and deduction adding emphasis: inversion Distancing Unreal uses of past tenses Verb plus object plus infinitive or gerund Conditional sentences Permission, obligation and necessity Verbs of the senses	<ul style="list-style-type: none"> - Sounds and the human voice - Describing books and films - Expressions of time. - Money. - Compound adjectives - Phones and technology: adjectives plus prepositions. - Word formation: prefixes. - Art: colour idioms - Topics that have appeared in the news and we have read and worked about together in class. - Relationships. 	All the previous ones plus: Writing stories for the website. Giving advice, reasons for the advice. A discursive essay. A balanced argument. A report.	Speaking Topics: Would you ever read the last page of a book first or ask a friend how a film or sports match ends? Why? Do you ever re-read books or watch films or sports matches again? Which ones? Why? When you are working or studying, do you tend to do one task at a time and concentrate on it, or do you multitask? Are you currently more stressed at work or at home? Why? Questions and answers about stress. Think of a 30 day

		<ul style="list-style-type: none"> - Intelligence and ability. - Biographies - - - 		<p>challenge that you would like to do. What is the challenge? Why you have chosen it? Etc. What is the difference between being addicted to or hooked on something, and being obsessed with something or someone?</p> <p>Imagine that some new rules or laws have been proposed for your country. Rules about the road, at home, public health, society. Would you be in favour or against?</p>
<p>3^a</p> <p>Unidades 8-10</p>	<p>All the previous ones plus: Gerunds and Infinitives Expressing future plans and arrangements Ellipsis</p> <p>Nouns: compound and possessive forms Adding emphasis: cleft sentences Relative clauses.</p>	<ul style="list-style-type: none"> - Health and medicine: similes - Travel and tourism - Animal matters - Preparing food; food adjectives with -y - Words that are often confused - Word buildings: adjectives, nouns and verbs nouns and verbs . - Topics that have appeared in the news and that we have discussed together in class. - One of the main chefs in the world : Ferran Adrià. 	<p>All the previous ones plus: A discursive essay: taking sides</p> <p>Letters of complaint Job application</p>	<p>Speaking Topics:</p> <p>Types of alternative medicine: acupuncture, aromatherapy, chiropractic, homeopathy, phototherapy, osteopathy. Do you know what any of them involve?</p> <p>Think about a bad journey you've had. Tell the experience. Discuss the pros and cons of zoos, vegan eating, living in a big town or a village, etc. How do you feel about insects in general? Would you be prepared to eat insects? Is there anywhere you would particularly like to go to see animals or the natural world?</p>

Se leerán artículos relevantes que vayan apareciendo en los principales periódicos británicos, así como ensayos.

5 Procedimiento e instrumentos de evaluación del aprendizaje.

Book y/o News reports

Observación y registro de la actitud, participación y actividad semanal del alumnado en el aula.

Revisión de los trabajos escritos semanales con indicación de los errores para la corrección de los mismos por parte del alumnado. Estos trabajos se recogen en el cuaderno. Debido a la situación de excepcionalidad, se utilizará la plataforma digital Classroom para el envío y corrección de trabajos.

Revisión de los diarios de lectura y visionado (Reading/Listening log)

Comprobación en los exámenes escritos del rendimiento académico de la evaluación

Evaluación del desempeño a lo largo de los proyectos de preparación y de la presentación de exposiciones orales/escritas.

6 Criterios de calificación

Evaluación	Examen 45%	Otras pruebas 55%
1 ^a	(Use of English, Reading comprehension, Writing)	News log/book reports 1 Watching log/film review Class writings Test(s)
2 ^a	(Use of English, Reading comprehension, Writing)	News log/book reports 1 Watching log/film review Class writings Test(s)
3 ^a	(Use of English, Reading comprehension, Writing)	News log/book reports 1 Watching log/film review Class writings Test(s)

El peso en la calificación de los aspectos del aprendizaje evaluados sea el siguiente:

20% Expresión e interacción oral, consistentes en debates y presentaciones individuales o en grupo.

35% Expresión e interacción escrita, consistentes en producción de ensayos, informes, y comentarios de libros, extractos, poemas, películas y artículos de prensa.

45% Pruebas consistentes en ejercicios de: Comprensión oral, comprensión e interacción escrita, contenidos sintáctico-discursivos y léxico, expresión escrita.

Cuando se detecte fraude en una prueba, se calificará con 0, sin perjuicio de las medidas disciplinarias pertinentes.

Medidas y Actividades de recuperación

Por ser materia progresiva, el alumnado que apruebe la segunda evaluación del curso actual recupera el curso anterior. En el caso de no aprobar tendrá que presentarse a un examen de recuperación de la materia pendiente que se realizará en el mes de

junio y se ajustará al calendario del centro. El alumnado será orientado en los contenidos que debe preparar, así como sobre el material para la preparación del mismo.

En el caso de alumnado cuyo nivel de competencia lingüística se distancia excesivamente del resto del alumnado de su grupo de referencia, el profesorado encargado de su grupo prepara una adaptación inicial consensuada con el Departamento. Esta adaptación consiste en una secuenciación de los contenidos mínimos imprescindibles no alcanzados por el alumno o alumna, pero sí por su grupo de referencia. Se propone al alumnado actividades de refuerzo y se espera que dicho alumnado trabaje de manera intensiva para alcanzar el nivel del resto del grupo.

Por las características de nuestro centro no se realizan adaptaciones curriculares significativas y los criterios y estándares de evaluación son los mismos para todo el alumnado

7 Libros de texto

ALUMNADO

	TÍTULO	AUTOR	EDITORIAL	ISBN
1º ESO EFL	-	-	-	-
1º ESO L1	Collins KS3 Revision and Practice - New 2014 Curriculum - KS3 English: All-in-One Revision and Practice	Collins KS3	Collins	9780007562817
2º ESO	NO BOOK			
3º ESO	GCSE English Language for AQA Progress Student Book (GCSE English Language AQA)	McNab, L. et al.	Cambridge	9781107453135
4º ESO	GCSE English Language for AQA Progress Plus Student Book (GCSE English Language AQA)	McNab, L. et al.	Cambridge	9781107452978
1º BACH	English File 4th Edition B2.2.	Varios autores	Oxford	9780194039437
2º BACH	English File 4th Edition C1.1	Varios autores	Oxford	9780194037914

Libros de lectura

ALUMNADO

1º ESO L1 y EFL

Trimestre	TÍTULO	AUTOR	EDITORIAL	ISBN
1	The Curious Incident of the Dog in the Night-time	Mark Haddon	Cualquier edición	
2	My Family and Other Animals	Gerald Durrell	Cualquier edición	

3	The Old Man and the Sea	Ernest Hemingway	Cualquier edición
4	Just So Stories	Rudyard Kipling	Wordsworth Editions 9781853261022

2º ESO

Trimestre	TÍTULO	AUTOR	EDITORIAL	ISBN
1	The Picture of Dorian Gray	Oscar Wilde	Wordsworth Editions	9781853260155
2	Selected Tales (Oxford World's Classics)	Edgar Allan Poe	OUP Oxford	
3	Life of Pi	Yann Martel	Canongate Books	9780857865533
4	Lord of the Flies	William Golding	Faber & Faber	9780571191475

3º ESO

Trimestre	TÍTULO	AUTOR	EDITORIAL	ISBN
1	To Kill a Mockingbird	Harper Lee	Cualquier edición	
2	The snows of Kilimanjaro and other stories	Hemingway	Cualquier edición	
3	The Great Gatsby	S.Fitzgerald	Cualquier edición	

4º ESO

Trimestre	TÍTULO	AUTOR	EDITORIAL	ISBN
1	A thousand splendid suns	Khaled Hosseini	Bloomsbury	9780747585893
2	Attonement	Ian McEwan	Vintage	9780099429791
3	The Woman in Black	Susan Hill	Vintage	9780099288473

1º BACHILLERATO

Trimestre	TÍTULO	AUTOR	EDITORIAL	ISBN
1	Frozen Pizza and Other Slices of Life	Antoinette Moses	Cambridge English Readers Level 6	9780521750783
2	An Inspector Calls and Other Plays	Priestley, J.B.	Cualquier edición, incluso pdf descargado	9780099429791
	The Joy Luck Club	Amy Tan	Oxford Bookworms Library	9780194792639

2º BACHILLERATO

1	1984	G.Orwell	Cualquier edición, incluso pdf descargado	9780099288473
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Se pone a la disposición del alumnado los fondos bibliográficos de la biblioteca del centro y del departamento, asimismo, puede sugerir otras lecturas que le interese leer. Se utilizará el material existente en los fondos de la biblioteca, además de otro material que sea de fácil acceso en canales comerciales para que el alumnado pueda visionarlo tanto dentro como fuera del centro.

Otros recursos:

Padlet.com
Twinkle.co.uk
British Council

