

INGLÉS - PROGRAMACIÓN DIDÁCTICA DEL NIVEL AVANZADO 2

La programación didáctica tiene como principales objetivos establecer un vínculo entre el desarrollo curricular vigente y las programaciones de aula, servir de guía para el desarrollo del proceso de enseñanza, aprendizaje y evaluación y establecer unas pautas para la coordinación entre los miembros del departamento didáctico y entre los distintos departamentos didácticos.

1. OBJETIVOS GENERALES Y ESPECÍFICOS POR DESTREZAS

2. CONTENIDOS GENERALES

- 2.1. Contenidos discursivos y productos textuales
- 2.2. Contenidos funcionales
- 2.3. Saberes y comportamientos socio-culturales e interculturales
- 2.4. Contenidos léxico-semánticos
- 2.5. Contenidos gramaticales
- 2.6. Contenidos fonéticos, fonológicos y ortográficos

3. EVALUACIÓN

- 3.1. Criterios de evaluación
 - 3.1.1. Generales
 - 3.1.2. Por destrezas
- 3.2. Procedimientos de evaluación

4. METODOLOGÍA APLICADA

5. MATERIALES Y RECURSOS DIDÁCTICOS DEL NIVEL

1. OBJETIVOS GENERALES Y ESPECÍFICOS POR DESTREZAS

Comprensión oral:

Ver Proyecto Curricular del Centro

Expresión e interacción oral:

Ver Proyecto Curricular del Centro

Comprensión lectora:

Ver Proyecto Curricular del Centro

Expresión e interacción escrita:

Ver Proyecto Curricular del Centro

2. CONTENIDOS GENERALES

La consideración principal es que el resultado fundamental buscado en todo momento es que el alumnado logre un dominio práctico y comunicativo del idioma.

La presentación de contenidos, su aprendizaje y práctica, son cíclicos, y se integran en los caudales anteriores, los que naturalmente hacen acto de presencia en los quehaceres escolares presentes.

2.1 Contenidos discursivos

- **Coherencia textual:** adecuación del texto al contexto comunicativo:
 - **Tipos de textos:** cartas, artículos periodísticos, diálogos, relatos breves, mensajes, mensajes electrónicos, poemas, chistes, “texting”
 - **Variedad de lengua:** inglés británico y norteamericano en su mayoría
 - **Registro:** formal e informal
 - **Tema**
 - Selección léxica y de contenido
 - Selección de estructuras sintácticas
 - **Contexto espacio-temporal**
 - Uso de adverbios expresiones espaciales
 - Uso de los tiempos verbales, adverbios y expresiones temporales.
 - **Lenguaje oral:** esquemas de interacción y transacción (turnos de palabra, esquemas de situaciones convencionales).
- **Cohesión textual:** organización interna del texto, inicio, desarrollo y conclusión:
 - Inicio del discurso - Mecanismos iniciadores - Introducción del tema
- **Desarrollo del discurso**
 - Mantenimiento del tema
 - Co-referencia: uso del artículo, pronombres, demostrativos, concordancia de tiempos verbales, anáfora y catáfora
 - -Sustitución – Elipsis - Repetición - Eco léxico - Sinónimos - Antónimos - Hiperónimos - Hipónimos - Campos léxicos - Reformulación - Énfasis - Paralelismos - Expansión - Secuenciación - Ejemplificación – Contraste - Cambio temático - Digresión y recuperación del tema
 - **Conclusión del discurso** - resumen, recapitulación y cierre textual
 - **Mantenimiento y seguimiento del discurso oral**
 - Toma del turno de palabra - Demostración de entendimiento
 - Petición de aclaración - Comprobar que se ha entendido el mensaje
 - La **entonación** como recurso de cohesión
 - La **puntuación** como recurso de cohesión del texto escrito.
 - Uso de los signos de puntuación
 - Uso de partículas conectoras (conjunciones, adverbios)

2.2. Contenidos funcionales

Funciones del lenguaje

En el uso de la lengua estas funciones no se excluyen mutuamente, sino que pueden actuar simultáneamente; no obstante, en determinados textos puede haber predominio de algunas de ellas.

- **Afirmar**

GCSEs - General Exams of Secondary Education are exams 16-year-olds take in the UK.

- Women like simple things. - Like men.

"On the Internet, nobody knows you're a dog."

(A dog, sitting at a computer terminal, talking to another dog.)

Cartoon. Published in The New Yorker 7/5/1993 by Peter Steiner

<http://www.cartoonbank.com/1993/On-the-Internet-nobody-knows-youre-a-dog/invt/106197>

"Hey—I'd write a book, too, if I could find the time."

(Two women talking in a hot tub.) Cartoon. Published in The New Yorker 11/17/2003 by Marisa Acocella Marchetto

<http://www.cartoonbank.com/2003/hey-id-write-a-book-too-if-i-could-find-the-time/invt/126824/>

- **Negar**

Although antibiotics are released naturally into the soil by bacteria and fungi, they did not come into worldwide prominence until the introduction of penicillin in 1941.

"Antibiotics". The Encyclopaedia Britannica: Micropaedia

"I'm sorry, Ms. Greer, but I can't function under this kind of scrutiny."

(Unhappy-looking child says to teacher.) Cartoon. Published in The New Yorker 9/4/1995 by Robert Weber

<http://www.cartoonbank.com/1995/Im-sorry-Ms-Greer-but-I-cant-function-under-this-kind-of-scrutiny/invt/106298>

Alice couldn't help laughing, as she said "I don't want you to hire me – and I don't care for jam." "It's very good jam," said the Queen. "Well, I don't want any today, at any rate." "You couldn't have it if you did want it," the Queen said. "The rule is, jam tomorrow and jam yesterday – but never jam today." "It must come sometimes to "jam today", Alice objected. "No, it can't," said the Queen. "It's jam every other day: today isn't every other day, you know."

(Lewis Carroll: *Alice in Wonderland*)

- **Clasificar**

Butterfly: any of several thousand species of insects belonging to about six families or more, constituting the subfamily of Papilionoidea. ("Butterflies". The Encyclopaedia Britannica: Micropaedia.)

'James Joyce's Refrigerator'

(A list on refrigerator says: To Do

1. Call bank

2. Dry cleaner

3. Forge in the smithy of my soul the uncreated conscience of my race

4. Call mom)

Cartoon. Published in The New Yorker 9/25/1989 by David Jacobson

<http://www.cartoonbank.com/1989/James-Joyces-Refrigerator/inv/113810>

- **Conjeturar**

If you have a major passion for something then you might want to consider setting up your own project — it's hard work and I appreciate we're not in the best financial climate, but having a real passion and drive for something is half the battle.

Kerry Ann Eustice. "Charity Begins at Home". *The Guardian*.

<http://careers.guardian.co.uk/best-of-the-forums-sectors-industry-roles>

...Stress Awareness Day this Wednesday offers a free, downloadable relaxation session which might help you switch off if you are having problems.

Sarah Wray. "If you only do one thing this week, learn to manage stress." *The Guardian*.

<http://www.guardian.co.uk/money/2009/nov/02/work-related-stress-careers>

...has attacked government plans for a £6-a-year broadband tax, arguing it could force 100,000 low-income households to give up their internet connections.

Katie Allen. "TalkTalk attacks government scheme to levy broadband tax." *The Guardian*.

<http://www.guardian.co.uk/business/2009/nov/02/talktalk-attacks-broadband-tax>

- **Corregir**

"It's not just height, Billy. Where's your control? You're not concentrating!"

British Council. Resources for secondary level. Billy Elliot.

<http://www.teachingenglish.org.uk/try/britlit/billy-elliott>

"This has merit, but could you go back through and add more like's and 'you know's?"

(An editor talking to an author about the manuscript on desk.)
Cartoon. Published in The New Yorker 6/22/1998 by W.B. Park
<http://www.cartoonbank.com/1998/This-has-merit-but-could-you-go-back-through-and-add-more-likes-and-you-knows/invt/117432>

- **Describir**

"The house on Mango Street is small and red with tight steps in front."
(Sandra Cisneros: *The House on Mango Street*)

"It doesn't work as a novel. But we're willing to publish it as a desk calendar."

(Publisher to writer in his office.)

Cartoon. Published in The New Yorker 12/23/1996 by Mischa Richter
<http://www.cartoonbank.com/1996/It-doesnt-work-as-a-novel-But-were-willing-to-publish-it-as-a-desk-calendar/invt/113074>

"This has merit, but could you go back through and add more 'like's and 'you know's'?"

(An editor talking to an author about the manuscript on desk.)

Cartoon. Published in The New Yorker 6/22/1998 by W.B. Park
<http://www.cartoonbank.com/1998/This-has-merit-but-could-you-go-back-through-and-add-more-likes-and-you-knows/invt/117432>

- **Narrar**

"We had to leave the flat quick. The water pipes broke and the landlord wouldn't fix them."

(Sandra Cisneros: *The House on Mango Street*)

"I've got an idea for a story: Gus and Ethel live on Long Island, on the North Shore. He works sixteen hours a day writing fiction. Ethel never goes out, never does anything except fix Gus sandwiches and in the end she becomes a nympho-lesbo-killer-whore. Here's your sandwich."
(Wife handing sandwich to husband at typewriter.)

Cartoon. Published in The New Yorker 8/8/1970 by George Booth
<http://www.cartoonbank.com/1970/Ive-got-an-idea-for-a-story-Gus-and-Ethel-live-on-Long-Island-on-the-North-Shore-He-works-si/invt/118940>

"I ate my homework."

(Ghoulish, fanged student talking to his teacher.)

Cartoon. Published in The New Yorker 5/20/2002 by Tom Cheney
<http://www.cartoonbank.com/2002/I-ate-my-homework/invt/125235>

- **Expresar acuerdo/desacuerdo**

"Finish it? Why would I want to finish it?"

(Man speaking to wife sitting at his typewriter amidst many piles of manuscripts.)
Cartoon. Published in The New Yorker 7/29/1985 by

W.B. Park. <http://www.cartoonbank.com/1985/Finish-it-Why-would-I-want-to-finish-it/inv/121362>

"We're still pretty far apart. I'm looking for a six-figure advance and they're refusing to read the manuscript."

(Writer to friend.)

Cartoon. Published in The New Yorker 3/30/1987 by Robert Mankoff /Bios/

<http://www.cartoonbank.com/1987/Were-still-pretty-far-apart-Im-looking-for-a-six-figure-advance-and-theyre-refusing-to-read/inv/115455>

- **Expresar certeza**

If anything just cannot go wrong, it will anyway.

Nothing is as easy as it looks.

Whenever you set out to do something, something else must be done first.

Murphy's Laws

Scarlett O'Hara: Rhett, Rhett... Rhett, if you go, where shall I go? What shall I do?

Rhett Butler: Frankly, my dear, I don't give a damn.

Gone with the Wind.

http://www.scarlettonline.com/Gone_with_the_Wind_script.htm

What percentage of the world's population would have heard the name Barack Obama? – No more than 100%

Guardian Weekly Notes and Queries. 23 Oct. 2009

- **Expresar conocimiento/desconocimiento**

I don't have a clue where she lives.

What percentage of the world's population would have heard the name Barack Obama? – Who?

Guardian Weekly Notes and Queries. 23 Oct. 2009

"I want to write what I know, but all I know is writing workshops."

(Woman talking to a teacher in classroom.)

Cartoon. Published in The New Yorker 11/19/2001 by Barbara Smaller

<http://www.cartoonbank.com/2001/I-want-to-write-what-I-know-but-all-I-know-is-writing-workshops/inv/121287>

- **Expresar (falta de) habilidad/capacidad para hacer algo**

"Oh let not Time deceive you, / You cannot conquer Time."

(W. H. Auden: "As I Walked Out One Evening")

"I've never written anything, but I think I have a good ear for dialogue."
(Two parrots talking.) David Fickling Books (September 12, 2006)
Cartoon. Published in The New Yorker 9/21/1998 by Leo Cullum
<http://www.cartoonbank.com/1998/Ive-never-written-anything-but-I-think-I-have-a-good-ear-for-dialogue/invt/117687>

- **Expresar que algo se ha olvidado**

"I'm sorry, Mr. Landis, would you repeat the question? I was lost in prayer."
(Boy in a classroom asks the teacher to repeat the question.)
Cartoon. Published in The New Yorker 12/19/1994 by Robert Weber
<http://www.cartoonbank.com/1994/Im-sorry-Mr-Landis-would-you-repeat-the-question-I-was-lost-in-prayer/invt/108365>

- **Expresar duda**

"No, I don't think it is the countryside, said Bruno."
(John Boyne: *The Boy in the Striped Pyjamas*)

"I wish you would make up your mind, Mr. Dickens. Was it the best of times or was it the worst of times? It could scarcely have been both."
(Publisher to Charles Dickens.)
Cartoon. Published in The New Yorker 3/9/1987 by J.B. Handelsman
<http://www.cartoonbank.com/1987/I-wish-you-would-make-up-your-mind-Mr-Dickens-Was-it-the-best-of-times-or-was-it-the-worst-o/invt/115405>

- **Expresar escepticismo**

"For the time being, says Mama. Temporary, says Papa. But I know how those things go."
(Sandra Cisneros: *The House on Mango Street*.)

'Also by the Author'
(Hard times of an author whose books don't sell, captured in books that don't sell. Their titles are: "*Out of Print, Naturally*"; "*Unadvertised, Ignored, and Forgotten*"; "*Why did I bother?*"; "*The Book with the Lousy Cover*"; "*No One Bought This One, Either*")
Cartoon. Published in The New Yorker 12/27/1999 by Roz Chast
<http://www.cartoonbank.com/1999/Also-by-the-Author/invt/119240>

- **Expresar una opinion**

Victoria Beckham:

On alcohol:

Drink whatever you like. Just as long as it coordinates with your nail varnish (2003)

On the fountain in Piazza Repubblica in Rome:

Right, I want that for my front garden. That would look amazing at Beckingham Palace (2007)

On being named one of the 10 most fascinating people by Barbara Walters:

That's amazing, because I'm so boring (2007)

On pets:

The dogs eat better than David and me. They have dinner from Marks & Spencer every night (2005)

The Guardian Life and Style series Did I Say That?

<http://www.guardian.co.uk/lifeandstyle/2009/sep/20/victoria-beckham-did-say-that>

Muhammad Ali:

On his Parkinson's disease:

It wasn't the boxing, it was the autographs. (2003)

On Floyd Patterson:

I'll beat him so bad he'll need a shoehorn to put his hat on. (1965)

On fame:

I'm the most recognised and loved man that ever lived. (1963)

The Guardian Life and Style series Did I Say That?

<http://www.guardian.co.uk/lifeandstyle/2009/aug/23/muhammad-ali-words>

- **Expresar probabilidad/posibilidad**

He might get there in time, but I can't be sure.

Scarlet O'Hara: "...Tara!...Home. I'll go home, and I'll think of some way to get him back! After all, tomorrow is another day!"

Gone with the Wind. <http://www.filmsite.org/greatlastlines.html>

- **Expresar obligación y necesidad**

All visitors must report to reception.

Fish in aquarium thinks, 'Fish got to swim'; bird in cage thinks, 'Birds got to fly'; dog thinks, 'I got to love one man till I die.'

Cartoon. Published in The New Yorker 8/26/1991 by Mort Gerberg

<http://www.cartoonbank.com/1991/Fish-in-aquarium-thinks-Fish-got-to-swim-bird-in-cage-thinks-Birds-got-to-fly-dog-thinks/inv1/111369>

- **Expresar falta de obligación y necesidad**

He needn't have bothered; He didn't need to go to hospital, but he went just to reassure himself; You don't have to / you don't need to go into all the details

- **Formular hipótesis**

He has been driving all day – he must be tired; She said she might have to do some shopping on the way home, so that could be why she's not here yet.

"He appears to have eaten some homework."

(Veterinarian speaks to couple about their dog as he points to X-ray of dog's midsection which contains scraps of paper.)

Cartoon. Published in *The New Yorker* 5/26/1997 by Arnie Levin

<http://www.cartoonbank.com/1997/He-appears-to-have-eaten-some-homework/invt/109550>

- **Expresar intención o voluntad**

Oh no, not I

I will survive

as long as I know how to love

I know I will stay alive

I've got all my life to live

I've got all my love to give

and I'll survive

I will survive

<http://lyrics.doheth.co.uk/songs/gloria-gaynor/gloria-gaynor/i-will-survive.php>

- **Ofrecer** (ej. ayuda):

Dear Sally, We'll be over your way next Sunday. Could we pop in at lunch time? Don't worry, we'll bring a picnic lunch and some wine...; Dear Christine,... You must be rushed off your feet with them both to take care of. Come over one day in the week of 10-15 but give us a call first. ...

(Alan Maley: *Short and Sweet. Short texts and how to use them.*

Penguin)

"It's not in stock, but I can have it written."

(Book clerk to woman.)

Cartoon. Published in *The New Yorker* 8/14/1995 by Danny Shanahan

<http://www.cartoonbank.com/1995/Its-not-in-stock-but-I-can-have-it-written/invt/112194>

- **Ofrecerse o negarse a hacer algo**

"Hold on. I'm going to have to call for backup."

(Muse speaks to despairing middle-aged writer slumped over his computer.)

Cartoon. Published in *The New Yorker* 12/22/1997 by Frank Modell

<http://www.cartoonbank.com/1997/Hold-on-Im-going-to-have-to-call-for-backup/invt/116596>

"Mommy, Becky says she's not going to put me in her memoirs!"

(Child complains to mother about sister's threat.)

Cartoon. Published in *The New Yorker* 6/19/2000 by Liza Donnelly

<http://www.cartoonbank.com/2000/Mommy-Becky-says-shes-not-going-to-put-me-in-her-memoirs/invt/119710>

- **Prometer**

"We are going to stand up to hate crime again and again and again until we put an end to it."

(Strudwick, Patrick. "Standing strong against hate". *The Guardian*. <http://www.guardian.co.uk/commentisfree/2009/nov/02/baynham-homophobia-hate-crime-vigil>)

*Dear Magda and Franz, ...I'll write a proper letter soon; Dear Jan, ...will write a real letter eventually;
Dear Maggie and Simon, ...and I promise to write again before long;
Dear Sam and Susie, ...Shall write to you nearer the time.*
(Maley, Allan. *Short and Sweet. Short texts and how to use them.* Volumen 2. Penguin.)

*"I'll love you, dear, I'll love you
Till China and Africa meet,
And the river jumps over the mountain
And the salmon sing in the street,
I'll love you till the ocean
Is folded and hung up to dry
And the seven stars go squawking
Like geese about the sky.*

(W. H. Auden: "As I Walked Out One Evening")

- **Aconsejar**

*Keep a poem in your pocket
and a picture in your head
and you'll never feel lonely
at night when you're in bed.*

(Beatrice Schenk de Regniers: "Keep a Poem in Your Pocket". <http://www.nyc.gov/html/misc/html/poem/poem1.html>)

"Go do something, honey. Then you can write in your journal."

(Woman to her husband as he sits at his desk.)

Published in *The New Yorker* 5/6/2002 by Victoria Roberts

<http://www.cartoonbank.com/2002/Go-do-something-honey-Then-you-can-write-in-your-journal/invt/125203>

- **Advertir (alertar, amenazar)**

Watch out, watch out, there's a hole in the floor!

(Graham Carolyn: *Jazz Chants*. Oxford U.P.)

For the very best results, hand wash your china in warm water using a grease-fighting dishwashing liquid and a soft, non-abrasive sponge. It

is essential to protect your Limoges while washing it. Fitted rubber sink liners are fabulous, but a large rubber dishpan works too. In an emergency, submerge a thick white or colorfast towel at the bottom of your sink.

http://www.ehow.com/how_2281586_safely-wash-antique-china.html

Whatever you do, don't overcrowd your greenhouse.

Seymour, John. *The Complete Book of Self-Sufficiency*. Corgi Books.

<http://www.slideshare.net/mrhempAHotmailDOTcom/the-complete-book-of-self-sufficiency>

While washing and rinsing, avoid making contact with the faucet, the sink or the other dishes. Sadly, far too many cracks and chips get their start at the kitchen sink!

eHow. How to Do Just About Everything.

http://www.ehow.com/how_2281586_safely-wash-antique-china.html

- **Animar o desanimar a realizar una acción**

- You should start to think about which books you'll take on holiday... You'll need to be quite selective... Remember you'll have to carry them...

Why don't you take those "Horrible Histories" books? Danny loved them. He read them all twice... - I don't read anything twice...

(Michael Holden. Michael Holden's All Ears series.

<http://www.guardian.co.uk/culture/2009/oct/31/michael-holdens-all-ears>)

*When you feel down, try positive thinking,
That's what I told them and said,
Don't wear a frown, try positive thinking,
Laugh at your troubles instead.
You've got to look on the bright side,
On hope so much depends,
With your confidence sinking, positive thinking,
Helps you on the way my friend.*

(Morecambe and Wise. Morecambe & Wise Songs.

http://www.morecambeandwise.com/morecambeandwise_songlyrics.aspx?s=4)

- **Comprobar si se ha entendido el mensaje**

Do you see what I mean? Is that clear?; All right so far?; Are you with me?; OK so far?; Have you got it?

(Keller, Eric and Silvia Warner. *Conversation Gambits. Real English Conversation Practices*. Heinle.)

"OK, OK, Karen interrupted quickly. "You've made your point, John."

(Moses, Antoinette. *Frozen Pizza and Other Slices of Life*. Cambridge English Readers.)

- **Dar instrucciones y órdenes**

Trim the mushroom stalks..., put the mushrooms into a sieve, rinse and drain thoroughly. Cut into thin slices, put into a bowl and sprinkle with lemon juice. Add the gherkins and tomatoes and mix well.

...beat the garlic with the parsley, salt and pepper to taste, sugar and oil. Pour over the mushroom salad and toss well to combine. Leave to marinate in the fridge for 10-15 minutes to allow the flavours to develop. Serve lightly chilled.

(The Green Box Company. Organically grown fruit & vegetables.

<http://www.thegreenboxcompany.co.uk/recipes/mushrooms.shtml>)

"Pick up your leg, Billy. Swing it! Swing two three, round two three, up two three. What do you call that? Let's have a bit of grace, Billy Elliot!"

(British Council. BBC. Teaching English. Billy Elliot.

<http://www.teachingenglish.org.uk/try/britlit/billy-elliott>)

Would you mind possibly moving your car? It's parked right in front of mine.

<http://www.english-at-home.com/speaking/giving-orders-and-instructions/>

"Stop all the clocks, cut off the telephone,/ Prevent the dog from barking with a juicy bone,/ Silence the pianos and with muffled drum/ Bring out the coffin, let the mourners come."

(W. H. Auden: "Funeral Blues")

- **Pedir algo, ayuda, consejo, información, un favor**

Would you sign this for me?; Could I use your computer for a moment?; I've never been to Bruges - what's it like?; I was wondering if I could ask you to do me a favour?; Could you do me a really big/ a huge/ a massive favour?

The King asked

The Queen, and

The Queen asked

The Dairymaid:

"Could we have some butter for

The Royal slice of bread?"

The Queen asked the Dairymaid,

The Dairymaid

Said, "Certainly,

I'll go and tell the cow

Now

Before she goes to bed."

The Dairymaid

*She curtsied,
And went and told the Alderney:
"Don't forget the butter for
The Royal slice of bread."*

(A. Milne: "The King's Breakfast")

<http://www.poemhunter.com/poem/the-king-s-breakfast/>)

- **Preguntar por sentimientos, intenciones, necesidad, preferencias**

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

...

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

...

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

...

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

...

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

...

(Maya Angelou: "I Rise".

<http://www.poetryfoundation.org/archive/poem.html?id=175742>)

- **Pedir permiso**

*Would it be OK if I used your phone charger?; Would it be alright if I
asked you to help me?*

*"Jessica has an idea about going to the beach that she'd like to pitch
you."*

(A father writing at computer at summer house. Mother stands beside
small daughter who's holding pail and shovel wanting him to take her to
the beach.) Cartoon. Published in The New Yorker 8/17/1998 by Mort
Gerberg

<http://www.cartoonbank.com/1998/Jessica-has-an-idea-about-going-to-the-beach-that-she-like-to-pitch-you/inv117585>

"Could you read the part where Stephen envisions life outside Dublin again?"

(Father reading Ulysses to small son at bedside.)

Cartoon. Published in The New Yorker 12/28/1998 by Harry Bliss

<http://www.cartoonbank.com/1998/Could-you-read-the-part-where-Stephen-envisions-life-outside-Dublin-again/inv/117966>

- **Sugerir**

*WE SHOULD CELEBR8 / NOT DISCRIMIN8 /
LEARN TO APPRECIATE / DON'T PLAYER HATE / BECAUSE
THERE'S ROOM FOR YOU/ AND THERE'S SPACE FOR ME /
LIVING IN THIS WORLD OF DIVERSITY / LET'S CELEBR8
DIVERSITY.*

(Levi Tafari: "Celebr8. British Council BritLit

<http://www.teachingenglish.org.uk/try/britlit/celebr8-levi-tafari>
[celebr8.mp3 http://www.teachingenglish.org.uk/try/britlit/celebr8-levi-tafari](http://www.teachingenglish.org.uk/try/britlit/celebr8-levi-tafari))

- **Proponer**

*...so lets respect our elders / to lift their spirits higher /
as every day we're getting older / like them we'll all retire...*

(Levi Tafari: "CELEBR8". British Council Britlit.

<http://www.teachingenglish.org.uk/try/britlit/celebr8-levi-tafari>)

When things look black, try positive thinking,
Treat every season as spring,
No glancing back, try positive thinking,
Trust what tomorrow may bring.

This crazy world that we live in,
Will keep on spinning round,
But with good, strong, positive thinking,
We'll get together and life won't let us down.

(Morecambe and Wise. Morecambe & Wise Songs.

http://www.morecambeandwise.com/morecambeandwise_songlyrics.aspx?s=4)

- **Declinar una invitación:** formal, informal:

I'd like to but ...I'm meeting a friend. I'd love to but ...I'm really busy this weekend. Ah, no ... sorry ...I've got to meet a friend.

- **Saludar y responder:** formal, informal:

How are you? How you doing? How you going? How's it going? You alright? Good, thanks! Fine, thanks! Not bad, not bad! Alright, thanks! I'm OK!

(Keller, Eric and Sylvia T. Warner. *Conversation Gambits. Real English Conversation Practices*. Heinle. 2002.)

lo (hello); *hig* (how's it going); *howru* (how are you); *hbtu* (happy birthday to you); *gr8* (great); *hand* (have a nice day); *sup* (what's up)
(David Crystal: *Txtng. The gr8 db8*. Oxford University Press 2008)

- **Despedirse:** formal, informal:

Well anyway, it's lovely talking to you, but I must get on...

brb (be right back); *h2cus* (hope to see you soon); *kit* (keep in touch);
sit

(*stay in touch*); *ttul*, *ttyl*, *ttul8r*, *ttyl8r* (talk to you later)

(Crystal, David. *Txtng. The gr8 db8*. Oxford University Press 2008)

2.3. Saberes y comportamientos socio-culturales e interculturales

- Actividades de ocio: medios de comunicación, deportes, aficiones, espectáculos
- Horarios y costumbres relacionadas con el trabajo y el estudio
- Viviendas: características, tipos
- Salud pública y centros de asistencia sanitaria
- Servicios sociales básicos
- Compras y hábitos de consumo
- Viajes: transporte, hábitos turísticos
- Mundo laboral: aspectos relevantes
- Composición de la población: aspectos básicos
- Relaciones entre distintos grupos sociales
- Referentes artístico-culturales significativos
- Sentido del humor

2.4. Contenidos léxico-semánticos

- De índole personal – entre otros: ocupación, estudios, personalidad, etc.
- Vivienda y entorno – entre otros: mobiliario, aparatos eléctricos, animales domésticos
- Actividades cotidianas - entre otras: en el trabajo doméstico y en su ocupación u oficio; en el centro educativo
- Ocio – entre otros: aficiones e intereses, tiempo libre, deportes, prensa, radio, televisión, Internet, aficiones artísticas o intelectuales
- Viajes – entre otros: transporte público o privado, tráfico, vacaciones, objetos y documentos de viaje, equipajes, etc.
- Relaciones sociales – vida social, invitaciones, correspondencia (tradicional y electrónica), gobierno y política

- Salud y cuidados físicos – farmacia y medicamentos, consultas médicas, especialidades médicas, estado físico y anímico, enfermedades y síntomas, etc.
- Educación – entre otros: instituciones educativas, asignaturas, estudios y titulaciones, exámenes, cursos, etc.
- Actividades comerciales – establecimientos comerciales, compras, formas de pago, productos a comprar, etc.
- Alimentación – alimentos y bebidas, recetas e ingredientes, utensilios, dieta y nutrición
- Bienes y servicios – correo, teléfono, servicios sanitarios, bancarios, de viajes, etc.
- Lengua y comunicación – idiomas, términos lingüísticos, lenguaje para usar en la clase
- Medio físico y clima – problemas medio-ambientales, el reciclaje, el clima y el tiempo atmosférico, etc.
- Ciencia y tecnología – léxico de divulgación corriente: informática y nuevas tecnologías, Internet, correo electrónico; nociones superficiales de algunas disciplinas

2. 5. Contenidos gramaticales

La oración simple y compuesta

Tipos, elementos, posición

- **(D) Oración declarativa**

Spain is a democracy organised in the form of a parliamentary government under a constitutional monarchy.

- **(D) Oración interrogativa**

Con y sin verbo auxiliar

Totales/ Yes-No questions:

Does money grow on trees?

Parciales/ Wh-questions (subject / object questions):

Who can read this book and not be moved?

How many roads must a man walk down / Before you call him a man?

- **(D) Oración exclamativa**

What + SN:

What a wonderful world! What a crazy idea!

What a beautiful Pussy you are, / You are, / You are! / What a beautiful pussy you are!

(Edward Lear: "The Owl and the Pussy Cat")

How + S Adj:

How beautiful this garden is!;

How wrong we both were / about each other, / and how happy we have been.
(Linda Pastan: "I Married You")

- **(D) Oración imperativa**

Don't leave your luggage unattended; Let's be realistic; Let's not argue.

- **(D) Oraciones subordinadas**

- sustantivas: *that, to infinitive*, forma – *ing*
- adjetiva o de relativo – defining; non-defining
- adverbiales
- relativas
- comparativas
-

- **(D) Fenómenos de concordancia**

People want peace everywhere around the world. People who have made a purchase by Visa debit card... Everybody knows J K Rowling.

- **(D) Expresión de las relaciones lógicas**

- **Conjunción**

My car had a puncture, and I was late for work. I mowed the lawn and I trimmed the edges. He acts like a child, and people think he is cute.

- **Disyunción**

Either he goes, or I go.

- **Oposición**

"A man may die, nations may rise and fall, but an idea lives on."

(John F. Kennedy)

"I have opinions of my own, strong opinions, but I don't always agree with them."

(George H. W. Bush)

- **Concesión**

Although I have healthy eating habits and work out every day, my cholesterol never goes down.

Inflation is over 5%, more than double the official target, yet the Bank of England is expected not to raise, but cut, interest rates today.

I want to lose weight, yet I eat chocolate daily.

- **Comparación**

He achieved a lot more than they had expected.

- **Condición**

If you can't understand the instructions, you'll never be able to assemble the wardrobe.

If you've finished the work I gave you, you may go home now.

If he were ill, I'd look after him.' If he'd taken the medication as prescribed, he wouldn't still be lying sick in bed.

- Causa

He acts like a child, so we treat him like one.

I like to read mystery novels, for I love suspense.

- Finalidad

I deliberately didn't have lunch so (that) I would be hungry tonight.

Leave the keys out so (that) I remember to take them with me.

- Resultado

My knee started hurting so I stopped running. I was lost so I bought a street map.

- **(D) Relaciones temporales**

- Anterioridad

We all went home before a fight broke out.

We had pumpkin twice last week, as a soup, before the frost sets in.

- Posterioridad

She went to bed after she put the cat out.

- Simultaneidad

The children go to the crèche while Mum goes to work. He washes his new car whenever it gets mucky.

El sintagma nominal

Núcleo

Sustantivo

- **(D) Clases**

Propios comunes contables incontables y ambos

- **(D) Género**

No marcado morfológicamente: *aunt, uncle*. Marcado: *waiter, waitress*. Dual: *artist architect*

- **(D) Número**

Singular, plural, regulares, irregulares. Summation plurals – *scissors, glasses*

- Pluralia Tantum (terminados en s; sólo ocurren en el plural): *clothes, congratulations, credentials, funds, goods, letters (meaning literature), manners (meaning social behaviour), outskirts*
- Plurales sin marcación: *people, police, cattle*
- Pronunciación de plurales regulares: *-sts: dentists, tests, enthusiasts*
- Singulares invariables: *news: News is always singular*
- Plurales irregulares: *sheep-sheep; basis-bases; crisis-crises*

- Nombres frasales: *breakdown, turnout, close-up, roundup, blackout, outbreak, layout, outlook ...*

- **(D) Caso**

- Genitivo: *girl's*; singular: *A girl's own story. girls'*; plural: *Help uproot Islamist jihadists seeking to reconquer Afghanistan to close down every girls' school.* Genitivo local: *She's staying at her friend's* (residencia), *St Paul's* (Cathedral) (instituciones), *the chemist's* (sitios de comercio o negocio)
- Post-genitivo: *Some friends of Michael's.*

(D) Pronombres

-Personales, posesivos, reflexivos, demostrativos, indefinidos, relativos y interrogativos/exclamativos

(D/C/A) Determinantes

-(D/C/A) Artículos

- **the**: situación inmediata: *The flowers are beautiful*; situación más extensa, conocimiento general: *the Prime Minister*

Referencia anafórica: *She bought a hairdryer and a DAB radio, but found that she couldn't use the radio when she came to Spain.*

Referencia anafórica: *The height of the Everest.*

Con referencia a partes del cuerpo: *The doctor diagnosed a fracture of the tibiae and fibulae.*

- **a**: con partes del cuerpo, como en *She broke an ankle*

- **the** genérico: *Most authorities regard the wheel as one of the oldest and most important inventions, which originated in ancient Mesopotamia in the 5th millennium BC.*

- con nombres plurales: nacionalidades: *the English: the people of England (sometimes wrongly used to mean the British, including the Scots, the Welsh and the Northern Irish).*

- con adjetivos como núcleo: *the unemployed, the blind, the rich: It's a favourite resort for the rich and famous*

- otros: *A Susan Jackson called. (a person called called Susan Jackson). A: I used to know John Lennon. B: Surely you can't mean THE /ði:/ John Lennon?*

- **omisión** / artículo zero/ :

- con plurales contables e incontables: *Have you ever eaten cashew nuts? Nuts are very good for you*

- sustantivos en el sentido de "instituciones" de la vida humana y la sociedad: "zero article": con *in, at, on*: *be in /go to bed/hospital/prison/class; be at/ go to school; go to college; be at/ in church. cf lie down on the bed; visit the school; the gates of the college; redecorate the hospital*

- medios de transporte y comunicación: *travel/ come/ go/ leave by car. cf prefer the car/ be on the bus/ take (a)(the) train/ be on the plane*

- horas del día y la noche *at dawn, at sunrise, by night, (by) day and night, day by day, all day/night/week/year (long); cf during the day, in the afternoon, in the daytime, wake up in the night, in the evening, all through the night.*

- estaciones del año: *the*: no siempre omitido: *in (the) spring/ summer*; con referencia a una estación en particular: *the autumn before last was unusually wet.*

- las comidas como institución: *What are we having for dinner tonight? cf The dinner at Sophie's was wonderful.*

- enfermedades: *anaemia, appendicitis, pneumonia*

- *the*: con algunas enfermedades infecciosas: *(the) flu, (the) mumps, (the) chicken pox. (the) hiccups. (Note: a terrible cold, a temperature, a splitting headache).*

- estructuras paralelas: *arm in arm, face to face, side by side*

- con preposiciones: *at home, by hand, on foot, in turn*

-(D/C) Cuantificadores

Numerales cardinales y ordinales; *some, any, much, many, every, a lot (of), little, few, other, another, both, all, too, enough*

Medidas básicas de sistema métrico

Expresiones partitivas (*a piece of, a bar of*),

- (D) Modificación mediante sintagma, frase de relativo u oración

Mediante SN: *fire brigade, coffee table, cookie jar, hair conditioner.*

Mediante SAdj: *"the great train robbery"*

Mediante SPrep: *"The House on Mango Street"*

Mediante oraciones de relativo: *Guiding a Person who is Blind or Visually Impaired; Ray Bradbury's "The Town Where No One Got Off"; Thousands of holiday homes in the glitzy southern Spanish resort of Marbella have been saved from the bulldozer by an amnesty on illegal buildings in a town whose name has become a byword for corruption on Spain's costas.*

El sintagma adjetival

(D/C) Núcleo: adjetivo

- Grado

Absoluto o positivo, comparativo- superioridad, inferioridad, igualdad; superlativo

- Colocación

Orden en pre-modificación: *Bright copper kettles and warm woolen mittens, Cream colored ponies and crisp apple streudels*

- Complementación adjetival: *pretty good, much better*
- Sufijos: **-al, -less, -ish, -ous**
- Prefijos **un-, non-, dis-, over-, super-**, etc.
- Funciones sintácticas del sintagma: atributiva, predicativa
Sólo predicativa: *afraid, asleep, alive; ill; well*
Adjetivos con **a**: *ashamed, aware, awake, alive, alone*
Sólo atributivamente: pre-modificación del sustantivo: *former wife; live /laiv/*
(antónimo de *dead*); *sports car; tennis racket*
- Uso de **and**: predicativo: *He was tall, dark and handsome*
sin **and** atributivamente: *a tall, dark, handsome teenager*
- Sustantivos atributivos: *city council, child welfare, arms production, the Bush administration*
- Como núcleo de SN: *the innocent, the Dutch*
- Expresiones fijas: *court martial, secretary general*
- **-ed, -ing** adjectives: *surprising views, unexpected results*
- Pronunciación **-ed /id/**: *beloved, crooked, naked, wicked, wretched*
- *go, get, turn + adjetivo*
- Adjetivos que rigen preposición: *aware of, famous for, sick of, disappointed in (by, with), terrified of (by)...*

(D/C) El sintagma verbal **Verbo**

(D/C) Tiempos verbales

-Expresión del presente

Present Simple, Present Continuous, Simple Future, Present Perfect

-Expresión del pasado

Past Simple, Present Perfect, Past Continuous, Present Perfect, Past Perfect, *would, used to*

-Expresión del futuro

Simple Future, Present Simple, Present Continuous, Future Perfect

-ing, to infinitive: verbos que rigen infinitivo, forma *-ing*, ambas formas (+/- cambio de significado), infinitivos con o sin *to*: *suggest going to the cinema, expect to find it, regret losing it, regret to have to say, help (to); You Made me Love You; they were made to walk for hours*

(C/A) Would rather, had better

(C/A) Estructuras con **wish**: *wish + Past Simple, wish + could + infinitive, wish + would + infinitive, cf hope; if only; what if; imagine; it's time*

(C/A) **Verbos frasales**: separables, no separables; de tres elementos: *get away with, put (you) down for, put (it) down to, be in for, split up with, live up to, get round to, live up to, go in for*

(D/C) **Voz pasiva**

(D/C/A) **Otras estructuras**: *being + past participle: Everyone enjoys being told they are good at what they do; want + to be + past participle: Most of us want to be rewarded in some way; after prepositions: being + past participle: Every actor dreams of being nominated for an Oscar; after "the first/ second/last" (+ noun) + past participle: The first Academy Awards to be televised was in 1953; after "have to" and "used to": be + past participle: The ceremony had to be postponed in 1938 because of a flood; Newspapers used to be given the winners' names in advance; after modal verbs: be + past participle: The names wouldn't be published until afterwards.*

(C/A) **Construcciones con have y get**: *have sb do something, get sb to do sth*

(D/C/A) **Verbos + preposición**: *congratulate on, depend on, believe in...*

(D/C) **Verbos sensoriales**: *feel, hear...*

(D/C/A) **Collocations**

(D/C) **Aspecto**

Continuo / simple

Would y used to

(D/C) **Modalidad**

- Factualidad

Many people have difficulty with English spelling

- Necesidad

I need to get some sleep

- Obligación

I must go – I have a bus to catch

- Capacidad

There's nothing she can do about it

- Permiso

You may come in if you wish.

- Posibilidad

He must have known what she wanted; I might have guessed it was you

- Prohibición

Cars must not park in front of the entrance.

- Intención

I'll see you tomorrow.

- Grado de certeza: *be bound to do, be sure to do, be likely to do sth, may well do sth, I dare say, I shouldn't think, I can't imagine*

(D) Voz pasiva

I was asked to send a stamped addressed envelope; The first mobile phone designed for blind and partially sighted people is made by a Spanish company, Owasys ...; His car was being repaired, so he asked a friend for a ride to work

El sintagma adverbial

(D/C) Adverbios

Clases:

- simples (just, only, well, back); compuestos (somehow, somewhere, therefore)
- modo, lugar, tiempo, frecuencia, grado (*almost, enough, nearly, yet, still, ...*)
- enfatizadores (*absolutely*)
- restrictivos (*simply*)
- actitudinales (*personally, frankly*)
- discursivos (*briefly, actually*)

Forma:

- Adverbios y adjetivos con la misma forma: *fast (a fast car goes fast), fast asleep; hard; clean (I clean forgot); clear (Stand clear of the gates); dead (dead right, dead sure); easy (Take it easy); fine (That suits me fine; We are doing fine); hard (Hit it hard), cf hardly*
- Derivados: *-ly (strangely), -wise (clockwise), -ways (sideways)*

Modificación:

- Mediante SN: *five kilometres further*
- Mediante SAdv: *fairly quickly, pretty badly, slightly better, rather slowly, well enough*
- Mediante SPrep: *up to Galicia*

Posición:

- No entre verbo y objeto: *I like skiing very much. I very much like skiing.*
- Posición media: *I have never been to the US.*
- Posición final: *It all happened so suddenly.*
- Inicial o final: *every so often, once in a while, every now and again, more often than not*
- *Be + adv*
- Posición relativa en una cadena de adverbios de modo, lugar y tiempo
- Con verbos de movimiento: *come, go, arrive: She went home quickly.*

Locuciones: *once in a blue moon, out of the blue, off the cuff, off the beaten track*

(D/C) El sintagma preposicional

Núcleo

Relaciones espaciales, tiempo, duración, fecha, dirección, movimiento

Complex prepositions: *in accordance with, on account of, on behalf of, by means of, for the purpose of, for the sake of, in spite of, in addition to, with reference to*

Modificación:

- Mediante SN: *half an hour before the lesson*
- Mediante SPrep: *from beneath the kitchen table*
- Mediante SAdv: *madly in love*

Posición final o desplazada: en preguntas y en preguntas indirectas: *Has the room been paid for? What will you talk about? She doesn't know what we were talking about.*

- Sustantivos + preposición: *the matter with, effect on, example of, skill at, lack of, marriage to, reason for*
- Adjetivos + preposición: *capable of, good at, green with (green with envy, white with rage), skillful at, kind/rude/polite to, pleased with*
- Verbo + preposición: *listen to, smile at, shout at/to, take part in, depend on, suffer from, succeed in, refrain from, apply for*
- Verbos frasales y preposicionales: *carry out, bring about, pay off, keep up, keep up with, splits up with, get away with*

Intensificadores: *right, just, all, close: Love is all over the place; I'm going to make sure that poverty in Africa is right at the top of the agenda.*


2.6. Contenidos fonéticos, fonológicos y ortográficos

- **(D/C) Acento fónico y entonación:** uso del acento y la entonación de manera que el significado se entienda claramente.
 - **(D/C) Palabras:** acentuar palabras multi-silábicas (*enGAGEment*); evitar la tendencia de acentuar la última sílaba de palabras que terminan en *-ute, -ude, -ise, -ize (MULtitude, SUBStitute, GRAtitude, CRIticize, REcognize)* o las sílabas con inflexiones (ej. *CRIticises*)
 - la sílaba acentuada puede variar en palabras de una misma familia, *PHOtograph, phoTOgraphy, photoGRaphic; REbel, reBELLious; PERfect, perFECTION*
 - **(D/C/A) Frases:** qué palabras han de llevar acento en una frase, y variar el acento para cambiar el énfasis (para lograr contraste o intensidad): en preguntas recíprocas o cuando corregimos errores o señalamos aclaraciones (- *She's from Scotland. Where are you from?* (el primer *from* es débil, el segundo fuerte); A: *JOHN WENT to the CINema. B: He WENT to the THEatre, not the CINnema; A. John lives in the block of flats on the corner, doesn't he? B: NO, he LIVES in the HOUSE on the corner; A: *John's buying the house on the corner, isn't he? B: He ALready LIVES in the house on the corner.**

- articular entre sílabas acentuadas y no acentuadas: (*He LIVES in the HOUSE on the CORner.*)
 - formas “fuertes” y “débiles”: *She can swim faster than I can* (el primer “can” es débil, el segundo, fuerte).
 - el papel de la entonación para indicar actitudes, ayudar a clarificar significados, señalar emoción (y más marcadamente en situaciones menos formales), o evidenciar interés: *I couldn't agree more.*
- **(C) Ritmo:** en la producción oral rápida es improbable que se entienda a menos que se logre un ritmo apropiado.
 - **(D/C/A) Asimilación y elisión:** articular los sonidos en la cadena hablada
 - fenómenos de **asimilación**: *He's a very good boy* (/d/ se asimila a /b/). *There are ten men and three women in the class* (/n/ se asimila con /m/),...
 - fenómenos de **elisión**, o de desaparición de un sonido: los casos más comunes: /t/ y /d/: cuando aparecen entre dos sonidos consonánticos, a menudo desaparecen completamente de la pronunciación: *We arrived the nex(t) day* (desaparece /t/ entre /ks/ y /d/; *I'm going nex(t) week*; *That was the wors(t) job I've ever had!* *Jus(t) one person came!* *She can'(t) swim.*
 - los grupos consonánticos complejos se simplifican: *Teachers use authentic texts to teach from* - (/teksts/ - /teks/)
 - **schwa**: puede desaparecer en sílabas no acentuadas. *I think we should call the police* /pə'li:s/ /pli:s/; *Have we got any vegetables* /'vedʒ.tə.blz/ ? (la *schwa* por lo general no se pronuncia, reduciendo el número de sílabas de la palabra).
 - **schwa**: en preposiciones y artículos y también en muchas palabras con más de una sílaba; nunca se acentúa.
I'm going to the shops to buy some eggs
 - /v/ puede desaparecer en *of* delante de consonantes: *It's a complete waste o(f) time.*
 - **linking: consonante a vocal:**
cuando una palabra termina en un sonido consonántico y la siguiente empieza con un sonido vocálico, ocurre una transición o unión entre los dos.

an egg a fried egg a box of eggs

- **linking: vocal a vocal:**
cuando una palabra termina con un sonido vocálico y la siguiente empieza con una vocal, otro sonido, /w/ o /j/ se puede agregar para hacer una transición suave entre los dos.

two eggs three eggs


<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/progs/rog1.shtml#linking1>

- **twinning:**
cuando una palabra termina en un sonido consonántico y la palabra siguiente empieza con el mismo sonido, los dos se pronuncian juntos como uno solo: *I'm a bit tired; We have a lot to do; Tell me what to say; She's slept for three hours*

(D/C/A) Contenidos ortográficos

- Homófonos (loan / lone)
- Homógrafos (wind / to wind)
- Homónimos (match/ to match)
- Uso de signos ortográficos: coma, punto y coma, comillas, puntos suspensivos
- Abreviaturas, siglas y símbolos de uso frecuente: WHO, DAB, @
- Algunas diferencias entre el inglés británico y norteamericano
- Ortografía y pronunciación:
 - letras mudas:
 - -stle y -sten /sl/ y /sn/: *whistle, fasten, castle* /'kɑ:sɪ/
 - -gn: /n/ *sign /sain/, foreign* /'fɔ:əɪn/
 - mb y mn en posición final: /m/: *bomb, climb, hymn* /bɒm/ /klaɪm/
 - t: *soften* /'sɒf.ən/
 - c: *muscle* /'mʌs.əl/
 - l: *calm* /kɑ:m/