

# Programación C 1.1

E.O.I. La Laguna 2016/17

## 1. Definición del nivel

El Marco Europeo de Referencia define el nivel C1 como el estadio de aprendizaje en que se espera que el alumno obtenga Competencia Operativa Real (*Effective Operational Proficiency*), lo que significa que el usuario posee independencia prácticamente completa y un grado de soltura lo suficientemente alto como para producir textos relacionados con un amplio rango de disciplinas y formatos así como comprender la lengua estándar en sus principales variantes sin esfuerzo.

Así pues, se trata de utilizar el idioma con flexibilidad, eficacia y precisión para participar en todo tipo de situaciones, en los ámbitos personal, público, académico y profesional, que requieran comprender, producir y procesar textos orales y escritos extensos y complejos, en diversas variedades estándar de la lengua, con un repertorio léxico amplio, y que versen sobre temas tanto abstractos como concretos, incluso aquellos con los que el hablante no esté familiarizado.

## 2. Objetivos generales por destrezas

### **Comprensión oral**

Comprender, incluso en malas condiciones acústicas, textos extensos, lingüística y conceptualmente complejos, que contengan expresiones idiomáticas y coloquiales y que traten temas tanto concretos como abstractos o desconocidos para el alumno, incluyendo aquellos de carácter técnico o especializado, en diversas variedades estándar de la lengua y articulados a velocidad normal o rápida, aunque puede que necesite confirmar ciertos detalles, sobre todo si el acento no le resulta familiar.

### **Expresión e interacción oral**

Producir textos claros y detallados sobre temas complejos, integrando otros temas, desarrollando ideas concretas y terminando con una conclusión adecuada, así como dominar un amplio repertorio léxico que le permita suplir las deficiencias fácilmente con circunloquios cuando toma parte activa en intercambios extensos de diversos tipos, expresándose con fluidez, espontaneidad y casi sin esfuerzo.

### **Comprensión de lectura**

Comprender con todo detalle textos extensos y complejos, tanto si se relacionan con su especialidad como si no, siempre que pueda volver a leer las secciones difíciles.

### **Expresión e interacción escrita**

Escribir textos claros y bien estructurados sobre temas complejos resaltando las ideas principales, ampliando con cierta extensión y defendiendo sus puntos de vista con ideas complementarias, motivos y ejemplos adecuados, y terminando con una conclusión apropiada.

### 3. Contenidos

#### UNIT 1: ORIGINS

##### I. OBJETIVOS

- To talk about names
- To talk about different ways to improve language learning
- To learn to use vague language
- To discuss the results of a personality test
- To speculate about people
- To speculate about any topic
- To describe a treasured possession
- To describe habits
- To listen to a radio program about a personality test
- To listen to a discussion about portraits of famous people
- To watch a BBC documentary about Venice
- To watch a video podcast the ways family influence people
- To read an article about the significance of names
- To read a personal profile
- To read about different personality profiles
- To read an article about responses to paintings
- To read and answer a questionnaire about language learning
- To write a personal profile
- To write a description of an object
- To learn to plan a writing
- To study the continuous aspect of verbs
- To use verbs to describe present and past habits
- To use phrases related to names
- To know personality adjectives
- To know idioms for describing people
- To know vague language
- To know vocabulary about property
- To use phrases for describing a possession
- To improve the pronunciation of the English Language
- To improve the intonation of the English Language
- To recognize the word stress

##### II. CONTENIDOS

###### Communication Skills

- Talking about names
- Talking about different ways to improve language learning
- Discussing the results of a personality test
- Speaking about people
- Speculating about any topic
- Describing habits

- Listening to a radio programme
- Listening to a discussion
- Reading an article about the significance of names
- Reading a personal profile
- Reading about different personality profiles
- Reading an article about responses to paintings
- Reading and answer a questionnaire about language learning
- Writing a personal profile
- Writing a description of an object

### **Language reflections**

#### A. Language and grammar functions

- Continuous aspect of verbs
- To describe present and past habits
- To speculate

#### B. Vocabulary

- Phrases related to names
- Personality adjectives
- Idioms for describing people
- Images
- Vague language
- Property
- Phrases for describing a possession

### **Sociocultural Aspects**

- To think about people's origin
- To think about what someone is like
- To respect other people
- To show interest towards the origins of names
- To show interest to discover different countries

## UNIT 2: OPINION

### I. OBJETIVOS

- To talk about wisdom
- To discuss controversial ideas
- To discuss dilemmas at work
- To take part in a panel debate
- To listen to descriptions of a living library event
- To listen to a discussion about trustworthiness
- To listen to people discussing whether we can trust
- To watch a BBC documentary about a violinist
- To read an article about good and bad advice
- To read an essay about homelessness
- To read an article about the most and least trusted professions
- To write a discursive essay
- To write a summary of an opinion
- To learn to use linking devices
- To watch video a podcast about advices
- To learn to express doubt
- To discuss controversial statements
- To debate how to deal with untrustworthy employees
- To study mixed conditionals *had I, but for, If only, I wish* to express a condition or a regret
- To use the following verb patterns: verb + *ing*/ infinitive with *to*; passive infinitive/*-ing*, perfect infinitive/*-ing*, negative infinitive/*-ing*
- To know expressions to introduce opinions
- To know metaphors in English
- To know expressions to give an opinion in a proper way
- To use idioms of an opinion
- To know phrases for stages of a debate
- To improve the pronunciation of the English Language
- To improve the intonation of the English Language
- To recognize the word stress

### II. CONTENIDOS

#### Communication Skills

- Talking about wisdom
- Discussing controversial ideas
- Discussing dilemmas
- Listening to descriptions of a living library event
- Listening to a discussion about trustworthiness
- Listening to people discussing whether we can trust
- Reading an article about good and bad advice
- Reading an essay about homelessness
- Reading an article about the most and least trusted professions

- Writing a discursive essay
- Writing a summary of an opinion

### **Language reflections**

#### **A. Language and grammar functions**

- Mixed conditionals *had I, but for, If only, I wish* (condition or regret)
- Verb + *ing*/ infinitive with *to*
- passive infinitive/ *-ing*
- perfect infinitive/*-ing*
- negative infinitive/*-ing*

#### **B. Vocabulary**

- Metaphors
- Opinions
- Idioms of opinion
- Phrases for stages of a debate

#### **Sociocultural Aspects**

- To think about wisdom
- To debate wisdom
- To respect different ideas
- To discuss about living books

## UNIT 3: PLACES

### I. OBJETIVOS

- To describe a holiday memory
- To talk about the work space
- To talk about favourite places
- To describe the ideal place to study/work
- To learn to suggest modifications
- To talk about countries
- To develop a documentary proposal
- To present a proposal
- To listen to people describing their work spaces
- To listen to a proposal for a city improvement scheme
- To watch a BBC travel program about Africa
- To read an article about memorable holiday moments
- To read a city guide
- To read a report about solutions to urban problems
- To write a guidebook entry
- To write a documentary proposal
- To write a description of a place for a guidebook
- To learn to add details
- To study noun phrases
- To use the relative clauses
- To make a proposal
- To know adjectives to describe places
- To use descriptive adjectives
- To use adjectives ending in -y
- To know prefixes in English
- To know vocabulary about the city life, its problems and solutions
- To know phrases for describing aspects of life in a country
- To improve the pronunciation of the English Language
- To improve the intonation of the English Language
- To recognize the word stress

### II. CONTENIDOS

#### Communication Skills

- Describing a holiday memory
- Talking about the work space
- Talking about favourite places
- Describing the ideal place to study/work
- Talking about countries
- Listening to people describing their work spaces
- Listening to a proposal

- Reading an article about memorable holiday moments
- Reading a city guide
- Reading a report about solutions to urban problems
- Writing a guidebook entry
- Writing a documentary proposal
- Writing a description of a place for a guidebook

### **Language reflections**

#### **A. Language and grammar functions**

- Noun phrases
- Relative clauses
- Making a proposal

#### **B. Vocabulary**

- Adjectives to describe landscapes
- Descriptive adjectives
- Adjectives ending in -y
- Prefixes
- City life: problems and solutions
- Phrases for describing aspects of life in a country

### **Sociocultural Aspects**

- To think about visiting different places
- To debate about different cultures
- To show interest in discovering new places
- To discover new cities and talk about them
- To debate about music and folklore
- To think about African culture

## UNIT 4: JUSTICE

### I. OBJETIVOS

- To talk about criminal justice
- To talk about issues related to crime and punishment
- To talk about how to deal with different moral dilemmas
- To discuss social issues and solutions
- To discuss moral dilemmas
- To argue a court case
- To listen to people describe someone they admire
- To listen to a discussion about witnessing a crime
- To listen to and read film synopses
- To learn to add emphasis
- To learn to use parallelism
- To watch a BBC comedy
- To read an article about a miscarriage of justice
- To read an essay about gun control
- To read an article about a have-a-go hero
- To write a problem-solution essay
- To summarize a court case
- To use introductory *it*
- To know the form and use of the perfect aspect of verbs
- To know how to express hypothetical preferences
- To know crime collocations
- To know lexical chunks
- To know vocabulary about social issues
- To know vocabulary about decisions
- To use words and phrases for discussing a court case
- To improve the pronunciation of the English Language
- To improve the intonation of the English Language
- To recognize the word stress

### II. CONTENIDOS

#### Communication Skills

- Talking about criminal justice
- Talking about issues related to crime and punishment
- Talking about how to deal with different moral dilemmas
- Discussing social issues and solutions
- Discussing moral dilemmas
- Arguing a court case
- Listening to people describe someone they admire
- Listening to a discussion about witnessing a crime
- Listening to and read film synopses
- Reading an article about a miscarriage of justice
- Reading an essay about gun control



- Reading an article about a have-a-go hero
- Writing a problem-solution essay
- Writing a summary

### **Language reflections**

#### **A. Language and grammar functions**

- Introductory *it*
- The perfect aspect
- Expressing hypothetical preferences

#### **B. Vocabulary**

- Crime collocations
- Lexical chunks
- Social issues
- Decisions
- Words and phrases for discussing a court case

### **Sociocultural Aspects**

- To think about crime and justice
- To debate about people to admire
- To debate about guns and weapons
- To think and debate about law
- To talk about social justice
- To show interest in different kinds of movies

## UNIT 5: SECRETS

### I. OBJETIVOS

- To talk about secrets
- To debate about the truth
- To debunk a myth
- To discuss freedom of information
- To listen to a radio program about secrets
- To listen to a conversation about WikiLeaks
- To watch a BBC drama
- To learn to manage a conversation
- To describe seven secrets
- To read a true story
- To read about everyday myths
- To read about investigative journalism
- To write a narrative
- To write personal facts people don't know
- To learn to use time phrases
- To watch a video podcast about being good at keeping secrets
- To use modal verbs and phrases
- To use the passive voice
- To make a point
- To know idioms related to secrets
- To know words related to myths
- To know multiword verbs
- To know vocabulary about journalism
- To use phrases for introducing information
- To improve the pronunciation of the English Language
- To improve the intonation of the English Language
- To recognize the word stress

### II. CONTENIDOS

#### Communication Skills

- Talking about secrets
- Debating about the truth
- Talking about myths
- Discussing freedom of information
- Listening to a radio program about secrets
- Listening to a conversation about WikiLeaks
- Describing seven secrets
- Reading a true story
- Reading about everyday myths
- Reading about investigative journalism
- Writing a narrative
- Writing personal facts people don't know

**Language reflections****A. Language and grammar functions**

- Modal verbs and phrases
- The passive voice
- To make a point

**B. Vocabulary**

- Idioms related to secrets
- Truth or myth
- Multi-word verbs
- Journalism
- Phrases for introducing information

**Sociocultural Aspects**

- To think and debate about truth and myth
- To debate about the importance of trusting people
- To debate about secrets and society
- To show interest in ideas and wisdom
- To debate about investigative journalism
- To show interest in the BBC Drama *North and South*

#### 4. Material

El libro de texto obligatorio para este curso será *Speakout Advanced Flexi Course Book 1*, de la editorial Pearson.

##### **Material recomendado**

###### Gramáticas

- *Advanced Grammar in Use* (ed. Cambridge University Press).
- *Advanced Language Practice* (ed. Macmillan).
- *Collins Cobuild English Grammar* (ed. Collins).
- *Macmillan English Grammar in Context - Advanced* (ed. Macmillan).
- *MyGrammarLab Advanced* (ed. Pearson).
- *Oxford Practice Grammar Advanced* (ed. Oxford University Press).

###### Diccionarios

- *Cambridge Advanced Learner's Dictionary* (ed. Cambridge University Press).
- *Collins Cobuild Advanced Learner's English Dictionary* (ed. Collins).
- *Collins Universal Español-Inglés English-Spanish* (ed. Collins).
- *Longman Dictionary of Contemporary English* (ed. Longman).
- *Macmillan English Dictionary for Advanced Learners* (ed. Macmillan).
- *Oxford Advanced Learner's Dictionary* (ed. Oxford University Press).

#### 5. Temporalización

Éste es el tercer curso en el que se imparte este nivel en la escuela -y el primero en el que contamos con dos grupos-, de manera que la presente programación de alguna forma ya se monitorizó en los años anteriores y no se prevén grandes cambios para el que ahora empieza; no obstante, la propia programación en general y la temporalización que a continuación se incluye en particular seguirán estando sujetas a continuas revisiones que se irán contemplando, llegado el caso, en las reuniones de departamento y reflejándose en acta.

- **13/9/2016: Presentación.**
- **15/9/2016 - 20/10/2016: Unit 1 (11 sesiones)**
  - 1.1: 15 - 22/9 (3 sesiones)
  - 1.2: 27/9 - 4/10 (3 sesiones)
  - 1.3: 6 - 13/10 (3 sesiones)
  - 1.4: 18 - 20/10 (2 sesiones)
- **25/10/2016 - 29/11/2016: Unit 2 (10 sesiones)**
  - 2.1: 25/10 - 3/11 (3 sesiones)
  - 2.2: 8 - 15/11 (3 sesiones)
  - 2.3: 17 - 22/11 (2 sesiones)
  - 2.4: 24 - 29/11 (2 sesiones)

- **1 - 13/12/2016: Unit 3 - Section 3.1 (2 sesiones)**
- **15/12/2016 – 22/12/2016: Examen de progreso (3 sesiones).**
- **10/1/2017 – 9/2/2017: Resto de Unit 3 (9 sesiones).**
  - 3.2:** 10 - 17/1 (3 sesiones)
  - 3.3:** 19 - 26/1 (3 sesiones)
  - 3.4:** 31/1 - 9/2 (3 sesiones)
- **14/2/2017 – 23/3/2017: Unit 4 (10 sesiones).**
  - 4.1:** 14 - 21/2 (3 sesiones)
  - 4.2:** 23/2 - 9/3 (3 sesiones)
  - 4.3:** 14 - 16/3 (2 sesiones)
  - 4.4:** 21 - 23/3 (2 sesiones)
- **28/3/2017 – 9/5/2017: Unit 5 (10 sesiones).**
  - 5.1:** 28/3 - 4/4 (3 sesiones)
  - 5.2:** 18 - 25/4 (3 sesiones)
  - 5.3:** 27/4 - 2/5 (2 sesiones)
  - 5.4:** 4 - 9/5 (2 sesiones)
- **11 - 18/5/2017: Prueba de aprovechamiento.**
- **23/5/17: Información sobre la evaluación.**