

CURSO 2017-18 – INGLÉS NIVEL INTERMEDIO– 1º ESO

1. **NORMAS DE CONVIVENCIA EN CLASE:** 1. Respetar a todos y a todo
 2. Traer el material 3. Hacer los deberes 4. Participar 5. Hablar en Inglés

2. **OBJETIVOS :**

Que el alumno mejore su gramática , su vocabulario, su comprensión y expresión escritas y su expresión escrita y oral

3. **CONTENIDOS:**

A) **STUDENT'S BOOK:**

UNIT	VOCABULARY	GRAMMAR	READING	LISTENING AND PRONUNCIATION
STARTER UNIT page 4	<ul style="list-style-type: none"> Family Pronouns Days, months and dates Possessive 's Countries, nationalities and languages be Classroom language Meeting and greeting 			
UNIT 1 SCREEN STORIES page 10	<ul style="list-style-type: none"> Describing people The body 	<ul style="list-style-type: none"> have got Question words <p>Grammar in context: Literature</p>	<ul style="list-style-type: none"> A web article: Acting the part Cultural awareness The film industry 	<ul style="list-style-type: none"> Listening: A description: film characters Pronunciation: /h/ Rhythm and intonation
UNIT 2 SCHOOL DAYS page 20	<ul style="list-style-type: none"> School subjects Everyday activities 	<ul style="list-style-type: none"> Present simple: Affirmative and negative Present simple: Questions and short answers <p>Grammar in context: PSHE</p>	<ul style="list-style-type: none"> A magazine article: Welcome to the BRIT school Cultural awareness Boarding schools in the UK 	<ul style="list-style-type: none"> Listening: A radio programme: The Royal Ballet School Pronunciation: Syllables and word stress Third person verb endings
UNIT 3 ACTIVE! page 30	<ul style="list-style-type: none"> Sports and activities Action verbs 	<ul style="list-style-type: none"> Adverbs of frequency love, hate, (don't) like / don't mind + -ing Question forms: Word order <p>Grammar in context: PE</p>	<ul style="list-style-type: none"> A magazine profile: Active! profiles Cultural awareness Winter sports in Canada 	<ul style="list-style-type: none"> Listening: A presentation: athlete profile Pronunciation: can
UNIT 4 LOOKING GOOD? page 42	<ul style="list-style-type: none"> Clothes and shoes Adjectives of character 	<ul style="list-style-type: none"> Present continuous Present continuous and present simple <p>Grammar in context: Design and technology</p>	<ul style="list-style-type: none"> A web article: Stuck at Prom! Cultural awareness Traditional costume 	<ul style="list-style-type: none"> Listening: A radio interview: colour theory Pronunciation: -ing endings
UNIT 5 FEELING GREAT! page 52	<ul style="list-style-type: none"> Places to go Food and drink 	<ul style="list-style-type: none"> There is / There are + a / an, some and any Countable and uncountable nouns Is there...? Are there...? How much ...? How many ...? <p>Grammar in context: Science</p>	<ul style="list-style-type: none"> An online message board: Top tips for feeling great? Cultural awareness Traditional food 	<ul style="list-style-type: none"> Listening: A TV interview: Food at school Pronunciation: Difficult sounds: /i/ and /i:/
UNIT 6 HOME SWEET HOME page 62	<ul style="list-style-type: none"> At home Places to stay 	<ul style="list-style-type: none"> Comparative adjectives Prepositions of place can / can't and must / mustn't <p>Grammar in context: Geography</p>	<ul style="list-style-type: none"> An online article: The PAS House Cultural awareness Different lifestyles 	<ul style="list-style-type: none"> Listening: A family discussion: Holidays Pronunciation: /ə/ Contractions can't and mustn't
UNIT 7 FUN AND GAMES page 74	<ul style="list-style-type: none"> Computer games TV programmes 	<ul style="list-style-type: none"> was / were there was / there were Past simple affirmative: Regular verbs <p>Grammar in context: Technology</p>	<ul style="list-style-type: none"> An exhibition guide: Game story Cultural awareness Animated TV 	<ul style="list-style-type: none"> Listening: An informal conversation: TV programmes Pronunciation: was and were Past simple endings
UNIT 8 SONG AND DANCE page 84	<ul style="list-style-type: none"> Instruments and musicians Adjectives of opinion 	<ul style="list-style-type: none"> Past simple: Affirmative and negative Past simple: Questions and short answers <p>Grammar in context: Music</p>	<ul style="list-style-type: none"> A feature article: The Liverpool Signing Choir Cultural awareness Traditional music and dance 	<ul style="list-style-type: none"> Listening: A radio programme: New music Pronunciation: Diphthongs
UNIT 9 SPECIAL DAYS page 94	<ul style="list-style-type: none"> Celebrations Adverbs 	<ul style="list-style-type: none"> be going to Object pronouns Present continuous for future plans <p>Grammar in context: History</p>	<ul style="list-style-type: none"> A blog: 13 adventures for my 13th year ... Cultural awareness National days 	<ul style="list-style-type: none"> Listening: A news extract: Resolutions Pronunciation: Rhythm and sentence stress

1st Term

2nd Term

3rd Term

- B) APUNTES DEL CUADERNO
- C) MATERIALES EXTRAS DADOS POR EL PROFESOR
- D) LIBROS DE LECTURA OBLIGATORIA:

1stTERM - Money for a Motorbike by John Milne

Collection: Macmillan Readers

Level: Beginner

2ndTERM- The Phantom of the Opera by Gaston Leroux

Collection: Macmillan Readers

Level: Beginner

3rdTERM - Rich man, Poor man by T.C. Jupp

Collection: Macmillan Readers

Level: Beginner

4. METODOLOGÍA Lo que tenemos que hacer para aprender es...

TRABAJAR EN  CLASE Y en CASA

RUTINA: 1. Repaso del día anterior 2. Introducción del nuevo tema 3. Teoría y Práctica. 4. Corrección de deberes 5. Mandado de deberes

5. EVALUACIÓN:

A) Se Evalúa

Conceptos, Procedimientos y actitudes

B) ¿CÓMO?



Exámenes



Trabajo diario

- 2 ó 3 exámenes del libro: (Cada tema)
- 1 prueba de comprensión escrita, oral, verbos irregulares y dictado
- 1 examen del libro de lectura
- 1 examen oral (con el auxiliar nativo)
- 1 examen de Cambridge (KET)

C) ¿CUÁNDO?



En tres evaluaciones. 1^a – temas: 1-3 / 2^a – temas : 4-6 / 3^a temas: 7-9

D) SE EVALÚA ASÍ:

Tendrás notas por cada una de las destrezas: gramática, vocabulario, reading, listening, irregular verbs, homework, etc. Y se hace media de todo. La media debe ser 5 para aprobar.

E) LA NOTA FINAL



Se hace media de las evaluaciones. Pero se hará un global. Para los que tenían aprobado no deben sacar menos de 3 puntos por debajo su media. Los que lo llevaban suspenso, el global les ayudará a aprobar

F) SI SE SUSPENDE:



Si se suspende cualquier evaluación hay que recuperarla superando la siguiente. No hay examen de recuperación



Si se suspende a final de curso, el alumno tendrá que hacer actividades y se examinará de los contenidos dados en el curso y de los practicados en esas actividades. Las actividades supondrán un 25% de la nota y el examen supondrá un 75%



Si se suspende en la evaluación extraordinaria, el alumno tendrá que hacer actividades y examen todas las evaluaciones en el curso siguiente o sucesivos hasta que lo recupere.