

INSTITUTO DE IDIOMAS
UNIVERSIDAD DE LA PUNTA
PROGRAMA



Idioma: **Lengua y Cultura Inglesa**

Nivel: **I**

Régimen de cursado: **Cuatrimestral**

Bibliografía Obligatoria

- Libro “Family and Friends 1”.
- Cartilla “Family and Friends 1”

Bibliografía complementaria

- Extra worksheets
- Grammar Friends 1
- Lecturas: “Little Red Riding Hood”
“The Hare and the Tortoise”

Unidades	Contenidos Gramaticales	Objetivos	Vocabulario
Starter Unit: “Hello”		Spell your name Colour Count	Greetings Days of the week Numbers 1-10 Colours
Unit 1: “What’s this?”	What’s this? It’s a/an A / An	Description Identifying objects	School things Initial Sounds I
Unit 2: “Playtime!”	My/Your Is this...? Yes, it is No it isn’t	Favourite things Identifying favourite objects Ask and Answer	Toys Initial Sounds II
Unit 3: “This is my nose!”	Plurals This is ... These are ...	Identifying animals Describing an animal Instructions	Body parts Initial Sounds III Animals

<p>Unit 4: “He’s a Hero!”</p>	<p>Verb To Be Ask and answer Capital Letter, Full stop</p>	<p>Identifying people by their jobs First writing “<i>My family</i>”</p>	<p>Jobs Initial Sounds IV</p>
<p>Unit 5: “Where’s the ball?”</p>	<p>Where is ...? Prepositions of place: In/on/Under Capital letter</p>	<p>Identifying objects by location</p>	<p>Park Initial Sounds V</p>
<p>Unit 6: “Billy’s Teddy!”</p>	<p>Possessive ‘S Who’s this?</p>	<p>Read a story Distinguishing details Question marks Writing about family objects</p>	<p>Family Initial sounds VI</p>

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Nivel: **II**

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Bibliografía complementaria

- Extra worksheets
- Grammar Friends 1

Unidades	Contenidos Gramaticales	Objetivos	Vocabulario
Unit 7: “Are these his trousers?”	Verb To Be: interrogative forms. Short answers. Possessive adjectives.	Identifying clothes and their colours. Writing about their favourite clothes.	Clothes. The Alphabet.
Unit 8: “Where’s Grandma?”	Where’s...? Where are...? Yes / No questions: <i>Is he/she/it...? Are they...?</i>	Listening for location. Writing about their home.	Rooms of the house Digraphs: sh

<p>Unit 9: “Lunchtime!”</p>	<p>Verb Have Got: affirmative and negative forms: first person singular.</p>	<p>Identifying key words. Writing about their lunch box.</p>	<p>Food. Digraphs: ch</p>
<p>Unit 10: “A new friend!”</p>	<p>Verb Have Got: affirmative and negative forms: third person singular.</p>	<p>Descriptive letter. Identifying different friends. Writing about their friends.</p>	<p>Word to describe people and things. Digraphs: th</p>
<p>Unit 11: “I like monkeys!”</p>	<p>Present simple of the verb <i>LIKE</i>: affirmative and negative forms. Adjectives after <i>IS</i> and <i>ARE</i>.</p>	<p>Identifying preferences. Identifying adjectives. Writing about animals: <i>I LIKE...</i></p>	<p>Animals. CVC words: a.</p>
<p>Unit 12: “Dinnertime!”</p>	<p>Present simple of the verb <i>LIKE</i>: interrogative forms. Short answers. <i>What do you like?</i></p>	<p>Identifying food preferences. Writing about food they like.</p>	<p>More items of food. CVC words: e.</p>

Idioma: Lengua y Cultura Inglesa

Nivel: III

Régimen de cursado: Cuatrimestral

Bibliografía Obligatoria

Libro "Family and friends 2- second edition, classbook" (unidades 3-9) .

Cartilla "Family and friends 2- second edition, workbook" (unidades 3-9).

Bibliografía complementaria

Extra worksheets

Grammar friends 2

<i>Unidades</i>	<i>Contenidos Gramaticales</i>	<i>Objetivos</i>	<i>Vocabulario</i>
Unit 3	Modal verbs (can/can't) Prepositions of place (behind/in front of/next to/ between)	Talk about a webpage. Identify an outdoor toy. Talk about things you can and can't do.	Outdoor activities
Unit 4	Have got/has got Questions and short answers.	Reading a caption story. Talk about food items that are available.	Food and numbers from 20 to 100.

Unit 5	Subject pronouns and possessive adjectives.	Talk about subjects in school. Identify school rooms.	School Subjects and rooms.
Unit 6	The present simple (affirmative and negative)	Read information texts. Talk about after school activities.	After school activities.
Unit 7	The present simple of like (affirmative, negative and interrogative)	Follow instructions to make a card. Identify suitable presents for people according to their preferences.	Birthday party things.
Unit 8	Present simple. Telling the time.	Listen and tell the time. Identify wh-questions, and write about our daily routine.	Everyday activities. Times of the day.

Unit 9	The present simple and prepositions of time (in, on, at)	Read a magazine interview. Ask and answer about workplaces.	Places
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Idioma: **Lengua y Cultura Inglesa**

Nivel: **IV**

Régimen de cursado: **Cuatrimstral**

Bibliografía Obligatoria

Libros "Family and Friends 2" – Second Edition

Cartilla "Family and Friends 2" – Second Edition

Bibliografía complementaria

Extra worksheets

Grammar Friends 2 – Second Edition

Unidades	Contenidos Gramaticales	Objetivos	Vocabulario
Unit 10	<p>What's the weather like...?</p> <p>Imperative: Put on... / don't put on.</p>	<p>Identifying the weather.</p> <p>Talking and writing about the weather.</p>	<p>Weather.</p> <p>Weather activities.</p>
Unit 11	<p>Present continuous (affirmative and interrogative forms).</p> <p><i>What are you/we/they wearing?</i></p>	<p>Identifying people by their clothing.</p> <p>Telling and writing the time.</p> <p>Writing about my clothes.</p>	<p>Clothes.</p> <p>Time.</p>
Unit 12	<p>Present continuous: <i>What are you doing?</i></p>	<p>Writing a descriptive e-mail.</p> <p>Listening for detail to distinguish between photos.</p> <p>Writing about a party.</p>	<p>Celebrations.</p> <p>Getting ready.</p>

<p>Unit 13</p>	<p>Comparative adjectives.</p>	<p>Identifying animals by their feelings.</p> <p>Writing about a farm visit.</p>	<p>Farm animals.</p> <p>Adjectives</p>
<p>Unit 14</p>	<p>Past simple: Verb TO BE (affirmative and negative form)</p>	<p>Identifying people by their feelings and appearance.</p> <p>Writing about me and my friends.</p>	<p>Memories.</p> <p>Tidying up.</p>
<p>Unit 15</p>	<p>Past simple: THERE WAS – THERE WASN'T – THERE WERE – THERE WEREN'T.</p> <p>Some, any.</p> <p>Irregular plurals.</p>	<p>Identifying actions and emotions.</p> <p>Writing about a school open day.</p>	<p>People.</p> <p>Ordinal numbers.</p>