

**PLAN DE REFUERZO PARA LA SUPERACIÓN
DE LOS APRENDIZAJES NO ADQUIRIDOS CURSO 2017-2018**

COMPROMISO CON ALUMNADO

Nombre del alumno/a:

Curso y grupo:

Cursos a recuperar: 1º BACHILLERATO

El **Departamento de Inglés** del IES Vega de Mijas les informa que los alumnos con la materia pendiente podrán optar a dos convocatorias . El profesorado responsable del seguimiento será el que le imparta dicha materia en el curso actual 2017-2018.

1ª Convocatoria: **del 22 al 26 de enero de 2018**

2ª Convocatoria: **del 7 al 11 de mayo de 2018**

Los contenidos sobre los que giraran dicha prueba, serán aquellos que marca la ley.

- Coordination and subordination. Other linkers:

- Coordination: *and, or, but, the correlatives both...and, either ... or, neither ... nor, yet, so, for.*

- Subordination: time (e.g.: *when, as, while, until/till, after, whenever, since, once*); place (e.g.: *where*);

manner (e.g.: *as, how, as if, as though*); comparison (e.g.: *like, as, as if, as though,*

as/not so + adjective + as, far less /much more adjective + than); reason (e.g.: *because, as, since, seeing*

that, because of, due to, owing to); purpose (e.g.: *to, so as to, in order to, so that,*

in order that, for + ing participle (to express utility)); result (e.g.: *so + adjective + that, such ... that*);

condition (e.g.: *if, unless, as long as*); contrast (e.g.: *although, though, even though, even*

if, while, whereas, no matter, in spite of, despite)

- Other linkers. Conjuncts: contrastive (e.g.: *however, nevertheless, (on the one hand...) on the other hand,*

on the contrary); resultive (e.g.: *therefore, as a result, consequently, for this*

reason); exemplifying (e.g.: *for example, for instance, such as*); additive (e.g.: *moreover, furthermore, in*

addition, besides, in addition to, as well as, apart from); sequencing (e.g.: *first, firstly,*

first of all, second, secondly, then, finally, in short, to sum up, in conclusion)

- Relative clauses: defining; non-defining.

- Reported Speech: statements; questions; requests and commands; other reporting verbs + indirect object + infinitive

- Sentence Types.

- Affirmative statements: *emphasizers (e.g.: I do love classic music).*

- Exclamatives: *What + noun + (sentence) (e.g.: What a nuisance (he is)!); How + adverb + adjective! (e.g.:*

How very extraordinary!) Exclamatory sentences (e.g.: *Gosh!*)

- Interrogatives: Yes/No questions; *Wh-* questions; Object/subject questions; Alternative questions (e.g.: *Would you like to go for a walk or stay at home?*); Question tags.

- English Verb Forms. Tense, voice and aspect:

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- Verb tenses: present (present simple and continuous; present perfect simple and continuous for unfinished

actions); past (simple and continuous, present perfect simple and continuous to express past actions, past

perfect simple and continuous, used to/would); future (be going to, present simple and continuous, future

simple and continuous, future perfect simple and continuous; conditional simple (would), conditional perfect (would have).

- The passive voice: simple sentences, perfect tenses, continuous sentences (verbs with two objects, impersonal passive), modal verbs with passives.
 - Aspect: -ing participles and infinitives as subject, object, in expressions and after prepositions.
 - Modality: ability or potential (e.g.: *can, could, be able to*); possibility and speculation (e.g.: *could, may, might*); prediction (e.g.: *shall, will*); positive deduction (e.g.: *must*); negative deduction (e.g.: *can't*); obligation (e.g.: *must / have to*); prohibition (e.g.: *mustn't, can't*); absence of obligation or necessity (e.g.: *needn't, not need to, not have to*); positive recommendation / mild obligation (e.g.: *should, ought to*); advice and recommendation (e.g.: *shall, should, ought to, had better (not)*); permission / request (e.g.: *can / could / may*)
 - The noun phrase: countable/uncountable/collective nouns; existential *there* (e.g.: *there must have been*); noun compounds (e.g.: *swimming pool, blackboard*); pronouns: *relative, reflexive/emphatic, one(s)*; determiners (*a/an, the, this, that, these, those, my, your, his, her, its, etc.*); quantity (e.g.: *a, an, some, any, some twenty people, thirty something, much, many, lots of, a lot of, (a) few, (a) little, twice as many*); degree (e.g.: *extremely nice, rather expensive*); qualifying adjectives (order of the adjectives; -ed/-ing adjectives; adjective compounds (e.g.: *bad-tempered, record-keeping*)); common phrases (e.g.: *nice to look at*).
 - Adverbial and prepositional phrases.
 - Place: position (e.g.: *at, on, in, under, above, over, behind, beneath, below, beside, between, among, here, there*); motion (e.g.: *from, to, in, by, on, into, onto, off, out, out of*); direction (e.g.: *at, on, to, into, towards, onto, into, along*); origin (e.g.: *from*).
 - Time: position (e.g.: *at, on, by, in, then, today, back then, within a month, earlier/later today/in the year, already, (not) yet, long/shortly before, later (on); after, afterwards, long/shortly after*); duration and span (e.g.: *for, since, during, to, till/until, soon, through (out) the winter, over Christmas*); frequency (e.g.: *rarely; on a weekly basis*).
 - Manner (e.g.: *beautifully, well, fast, hard, thoroughly, inside out, in a mess*).
 - Expresión del espacio (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement).
 - Expresión del tiempo (points (e. g. this time tomorrow, in ten days), divisions (e. g. semester), and indications (e. g. earlier, later), of time, duration (e. g. all day long, the whole summer); anteriority (already, (not) yet); posteriority (e. g. afterwards, later (on), sequence (firstly, secondly, finally); simultaneousness (just then/as); frequency (e. g. quite often; frequently; day in day out).
- Expresión del modo (adv. and phrases of manner, e. g. nicely; upside down).

Atentamente,

Fdo.: Eva Fielding Márquez
Jefa del Departamento

(Documento para la familia)

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DE LOS APRENDIZAJES NO ADQUIRIDOS**

COMPROMISO CON EL ALUMNADO Y LA FAMILIA

D/D^a _____, con
DNI _____, padre, madre o tutor/a legal del
alumno/a _____, que se encuentra
matriculado/a en el curso _____, grupo _____ se da por informado/a y se compromete a colaborar en el
seguimiento del Programa para la recuperación de la materia pendiente de Inglés del curso/s anterior/es.

En Mijas Las Lagunas, a ____ de octubre de 2017 .

Fdo.: _____.

(Documento para el centro. Se ruega se devuelva cumplimentado y firmado a la mayor brevedad posible)