**MODIFICACIONES EN LA PROGRAMACIÓN  2019-2020**

**1. Evaluación.**

Primará el carácter diagnóstico y formativo para valorar los avances realizados en la adquisición de las competencias clave.

Se priorizará la continuidad de la formación del alumnado, teniendo en cuenta su diversidad y sus distintos ritmos de aprendizaje. Para alcanzar este objetivo se ha procedido a adaptar, flexibilizar y modificar la estructura, criterios e instrumentos de evaluación.

**1.1- Referentes de la evaluación.**

a)  Se tendrán en cuenta las calificaciones obtenidas en la primera y segunda evaluación, así como las informaciones de carácter cualitativo acumuladas sobre el alumnado dentro del proceso de evaluación continua. Estas consideraciones cualitativas no podrán, en ningún caso, suponer una minoración de las calificaciones ya consolidadas.

b) Actividad realizada durante el periodo de confinamiento, atendiendo a las informaciones recogidas por el profesorado.

c) Se valorarán especialmente los aprendizajes más relevantes e imprescindibles para la continuidad del proceso educativo, el refuerzo y consolidación de los aprendizajes adquiridos en los dos primeros trimestres del curso, fomentando los hábitos de trabajo y estudio.

d) Aprendizajes esenciales incluidos dentro de los criterios de evaluación que afecten a la parte del currículo desarrollada presencialmente, dando valor especialmente a aquellos más relacionados con la adquisición de las competencias clave de la etapa.

e) Actitud, interés y esfuerzo del alumnado a lo largo del periodo de trabajo a distancia, considerando las dificultades de carácter tecnológico, social o personal que haya podido tener para el desarrollo de la actividad de aprendizaje, así como la actitud hacia la continuidad de su proceso formativo.

**1.2.- Instrumentos de evaluación**

 Se utilizarán instrumentos de evaluación dirigidos a valorar el trabajo realizado por el alumnado, su interés en la realización de las tareas y actividades propuestas y la actitud mostrada.

 Los instrumentos de evaluación serán  tareas, trabajos, proyectos e informes de autoevaluación.  Estos instrumentos aportarán información para la mejora de las calificaciones finales.

**1.3.- Criterios de evaluación.**

La evaluación final del curso 2019/2020 se conformará con los resultados de la primera y segunda evaluación y, en su caso, con la mejora de la tercera evaluación.

 Los criterios de evaluación previstos para el curso se referirán a la primera y segunda evaluación, reducidos a los mínimos que permitan alcanzar las competencias clave para ese período, y lo desarrollado en el tercer trimestre como mejora de lo realizado.

 Las calificaciones se obtendrán de acuerdo con los siguientes criterios:

a) La valoración de la tercera evaluación no podrá tener, en ningún caso, un efecto negativo sobre la media de las dos primeras evaluaciones en la evaluación final. El trabajo realizado durante la tercera evaluación podrá subir hasta 1 punto en la nota.

b) Una evaluación positiva de la materia en la tercera evaluación y en la evaluación final, supondrá la recuperación de las evaluaciones pendientes anteriores.

**1.4.- Evaluación final extraordinaria**

Se celebrará una evaluación final en convocatoria extraordinaria entre los días 19 y 24 de junio.

Esta convocatoria está dirigida al alumnado que en la evaluación final  ordinaria no haya adquirido alguna competencia clave.

Se utilizará como instrumento de evaluación un dossier que será enviado por los profesores el día 12 junio y los alumnos complementarán y enviarán antes del día 22 a las 12:00. Se tendrán en cuenta fundamentalmente, como criterios de evaluación, aquellos basados en la actitud positiva, el interés y el esfuerzo del alumnado.

**1.5 Recuperación Inglés pendiente (cursos anteriores)**

Se utilizará como instrumento de evaluación un dossier con las tareas que los alumnos deben cumplimentar y enviar antes de las fechas establecidas.

El profesorado enviará el dossier a los alumnos de ESO y 1ºBachillerato  el día 29 de mayo. El plazo para completarlo y enviarlo acaba el día 8 de junio a las 12:00.

Al alumnado de 2ºBachillerato ya se le ha enviado dicho dossier y deben entregarlo antes del día 22 de mayo.

Se utilizarán como criterios de evaluación el interés y el esfuerzo del alumnado.

Una evaluación positiva de la materia en la tercera evaluación y en la evaluación final, supondrá la recuperación de la asignatura  pendiente de cursos anteriores.

**2.Contenidos mínimos**

**2.1 Contenidos mínimos de 1º de ESO**

- El verbo y el sintagma verbal:

Tense: Review of to be / have got; present and past (present simple/present continuous; past simple of regular verbs); most common irregular verbs. Aspect: habitual - progressive.

- El sustantivo y el sintagma nominal; los pronombres:

Singular and plural nouns (-s, -es, -ies); some irregular plurals.

Articles: a(n), the; possessives as determiners (e.g. his + noun); demonstratives.

Cardinal and ordinal numbers.

Pronouns: Subject and object personal pronouns; use of it; interrogative pronouns (who, what, which, whose); the genitive case: ‘s and of-phrase

- El adjetivo y el adverbio:

  Attributive adjective (adj. + noun); predicative adjective (be + adj.); common adjective endings (e.g. -y -ing -ed -ful); comparison of adjectives; irregular forms.

  Adverbs: degree (e.g. very, quite); manner (e.g. easily, well); time (now, right now, today..); frequency (e.g. always)

-La preposición y el sintagma preposicional:

Place relations: Position (on, in, at, under, above, between, opposite, next to, behind); direction (to, onto, into, up, down); motion (from … to); origin (from)

Time relations: Time when (at, on, in); duration (for, from … to, until); Means (e.g. by car); Instrument (e.g. with a knife; without a ball)

-La oración simple:

Statements: Affirmative; existential clauses (There is/There are; There was/There were); negative sentences with not.

Questions: Yes/No questions; Wh- questions (Where? How old?, etc.)

Commands: The imperative (e.g. Be quiet; Don’t speak so loud); use of Let’s… to make suggestions

To-infinitive clauses (e.g. I’d like to change my mobile phone; I’m very happy to be here); -ing clauses (e.g. Speaking English is easy; I like doing sport)

Time (when); Reason or cause (because);Otros conectores: Sequence (first, next, then, finally); additive (also, too).

**2.2 Contenidos mínimos de 2º de ESO**

-El verbo y el sintagma verbal:

Tense: Review of to be / have got; present simple/present continuous.Past simple of regular verbs; irregular verbs; past continuous; present perfect simple; future forms (will, be going to; present continuous for future actions)Aspect: progressive (was writing), perfective (have written)Modality: Ability, permission and possibility (can, can’t); ability in the past (could, couldn’t); obligation (must); prohibition (mustn’t, can’t); polite requests (could); advice (should, shouldn’t)

-El sustantivo y el sintagma nominal:

los pronombres:Singular and plural nouns; review of irregular plurals. Articles: a(n), the; possessives as determiners (e.g. his + noun); demonstratives; Count/non-count nouns; compounds. Quantifiers: many, much, some, any, none; a little, a few; How many...? How much...? Compounds of some, any and no. Pronouns: Subject/object personal pronouns; use of it; possessive pronouns; the genitive case: ‘s and of-phrase

-El adjetivo y el adverbio:

Attributive adjective (adj. + noun); position of adjectives; predicative adjective (be + adj.); common endings (e.g. -y -ing -ed -ful); comparison (e.g shorter than...; more frightening than...; as/not so + adj. + as); superlative forms; Adverbs: degree (e.g. very, quite); manner (e.g. easily, well); time (ago, ever, never, already, yet, just); frequency (e.g. rarely, twice); comparison of adverbs; irregular adverbs (hard-harder than); adverbs as modifiers: too + adj. (e.g. too big); adverbs as postmodifiers: (not) + adj. + enough (e.g. not small enough)

-La preposición y el sintagma preposicional:

 Place relations: Position,  direction, motion and origin. Time relations: Time when (at, on, in); duration (for, from ... to, until, for, since) Means (e.g. by train) and  instrument.

-La oración simple:

 Statements: Affirmative sentences; There is/There are; There was/There were. Negative sentences with not, never, no. Questions: Yes/No questions; Wh- questions (e.g. Why? How often?); questions used to make suggestions (e.g. Why don’t we...? Shall we...?) Commands: The imperative; use of Let’s... to make suggestions. Exclamations: What + (adj.) + noun (e.g. What a nice song!); How + adj. (e.g. How amazing!); exclamatory sentences and phrases (e.g. Well, that is a surprise! Fine)

-La oración compleja –Subordination:

To-infinitive clauses (e.g. I’d like to change my mobile phone; I’m very happy to be here) -ing clauses (e.g. Speaking English is easy; I like swimming) Time (when); reason or cause.

Otros conectores:Sequence (first, next, then, after that, finally); additive (also, too).

**2.3 Contenidos mínimos de 3º de ESO**

-El verbo y el sintagma verbal:

Tense: Present simple and continuous; past simple and continuous; irregular verbs; future forms (will, be going to; present simple and continuous for future actions). Aspect: progressive and  perfective.Used to; Present perfect simple; Past perfect simple.

Modality: Ability (can, be able to, could); possibility (could, may, might); prediction (will); obligation (must, have (got) to); no obligation/no necessity (don’t need to, don’t have to); prohibition (mustn’t, can’t); advice (should); permission/request (can, could, may).

-El sustantivo y el sintagma nominal; los pronombres:

Count/non-count nouns; collective nouns; compounds. Number: Singular invariable); plural invariables; irregular plurals. Personal dual gender. Pronouns:possessive,reflexive/emphatic.

-El adjetivo y el adverbio:

Adjective order; common adjective endings (e.g. -y -ing -ed -ful -able -ive); adj. + prep. (e.g. good at); comparison (as/not so + adj.+ as; less/more + adj./adv. (than); the fastest; the most popular); too + adj (e.g. too expensive); (not) + adj. + enough (e.g. not cheap enough).

Adverbs: degree (e.g. pretty good, so nice, rather tired, a (little) bit angry); manner (e.g. carefully); time (already, yet, just, ago); frequency (e.g. hardly ever, twice); irregular adverbs

-La preposición y el sintagma preposicional:

Place relations: Position, direction, motion and origin;Time relations: Time when, duration and  prep. + noun; Manner, means and instrument.

 -La oración simple:

Statements: existential clauses (There will be / There has been); tags (e.g. Yes, she does). Negative sentences with not, never, no (e.g. no milk); negative tags (e.g. No, she doesn’t); alternative negative elements (e.g. I don’t have any money = I have no money).Questions: Yes/No questions; Wh- questions (e.g. What is this for?); Tags (e.g. You like him, don’t you?); Subject/object questions.Exclamations: What + (adj.) + noun (e.g. What a wonderful holiday!); How + adj. (e.g. How splendid!); exclamatory sentences and phrases

-La oración compleja –Subordination:

That clauses (e.g. I’m sure that he will come); Yes-No interrogative clauses (e.g. Do you know if she’s coming to the party?). To-infinitive clauses (e.g. She promised to marry me; I’m glad to hear from you). -ing clauses (e.g. Using the Internet is easy; I like dancing); gerunds after prepositions. Simple reported speech (e.g. He said that he was coming to the party)

 Adverbial clauses: Time (as, while, as soon as); place (where); condition (if, unless; first conditional); reason or cause (because, since); purpose: (to + infinitive; for + -ing); result (so).

**2.4 Contenidos mínimos de 4º de ESO**

-El verbo y el sintagma verbal:

Tense review: present simple/present continuous; past simple/past continuous; will, be going to; present simple and continuous with future meaning; used to; present perfect simple; past perfect simple.

Aspect: progressive (was writing), perfective (have written).

Modality: Ability (can, be able to, could); possibility (could, may, might); prediction (will), positive deduction (must); negative deduction (can’t); obligation (must, have to); no obligation/no necessity (needn’t, don’t need to, don’t have to); prohibition (mustn’t, can’t); advice (should); permission/request (can, could, may)

Voice: Passive (present, past and future); passive questions

Verbs + preposition.

-El sustantivo y el sintagma nominal; los pronombres:

Count/non-count nouns; collective nouns; compounds. Determiners; specific/generic reference of articles; zero article; pre-determiners (all, both, half).Number: Singular invariables; plural invariables; irregular plurals.

 Pronouns: Use of it; possessives; some-, any-, no- and every- compounds; reflexive and emphatic pronouns (He cut himself vs. He finished the job himself)

-El adjetivo y el adverbio:

Adjective order; adjectives in -ing and -ed; compound adjectives; adjectives + preposition; comparison (as/not so + adj. + as; less/more + adj./adv. ; too + adj, (not) + adj. + enough.

Adverbs: degree (e.g. pretty good, much too expensive; absolutely, a (little) bit); time (early, late, ever, never, already, yet, just, ago); frequency (e.g. hardly ever, daily); adverbs and phrases of manner (e.g. carefully, in a hurry); irregular adverbs (e.g. hard, fast, high, straight).

-La preposición y el sintagma preposicional:

Place relations: Position, direction, motion, orientation and  origin. Time relations: Time when (at, on, in); duration, manner, means and  instrument.

-La oración simple:

Statements: Affirmative; existential clauses (There could be); tags (e.g. Yes I will); Me too; Think/Hope so; negative sentences with not, never, no (e.g. no chance); negative tags (e.g. No, I haven’t). Questions: Yes/No questions; Wh- questions with prepositions (e.g. What is the book about?); Tag questions (e.g. He likes that, doesn’t he?); Subject/object questions. Exclamations: What + (adj.) + noun (e.g. What beautiful horses!); How + adv. + adj. (e.g. How very nice!); exclamatory sentences

-La oración compleja –Subordination:

That clauses (e.g. I’m sure that he will come); Yes-No interrogative clauses (e.g. Do you know if/whether the banks are open?). To-infinitive clauses (e.g. He decided to try Skype); -ing clauses (e.g. Using this phone is easy; I like cooking). Gerunds after prepositions (e.g. She’s keen on travelling).

Reported speech: changes in tenses, pronouns and adverbs; statements, questions, requests and commands; said/told/asked; other reporting verbs + Oi + infinitive (e.g. encouraged, advised).

Relative clauses: Use of relative pronouns (who, that, which, whose) and relative adverbs (where, when, why). Adverbial clauses: Time and place.

Condition (if, unless); types: zero, first, second and third conditional; use of were (If I were...).

Concession, contrast, reason and cause. Purpose  and  result.

**2.5 Contenidos mínimos de 1º Bachillerato**

- El verbo y el sintagma verbal:

Verb tense study: Present perfect simple and continuous; past perfect simple and continuous Aspect: progressive (was writing), perfective (have written) and perfect progressive (have been writing); stative verbs.

Mood: The subjunctive (e.g. God save the Queen! Suffice it to say that…; If I were…).

Modality: Ability (can, could); possibility/speculation (could, may, might); prediction (will); positive deduction (must); negative deduction (can’t); obligation (must, have to); prohibition (mustn’t, can’t); no obligation / no necessity (needn’t, don’t need to, don’t have to); positive recommendation / mild obligation (should, ought to); negative recommendation (shouldn’t, oughtn’t to); permission / request (can, could, may); modal perfects.

Voice: Active and passive; verbs with two objects; causative passive (e.g. I had my eyes tested).

- El sustantivo y el sintagma nominal; los pronombres:

Count/non-count nouns; collective nouns; compounds (e.g. mothers-in-law); determiners (some, any, no, enough, which, what, whose); pre-determiners (all, both, half) Quantifiers: many, (a) few, several; much, (a) little; phrasal quantifiers (plenty of, a lot of, lots of, a great deal of, a large amount of). Personal dual gender (e.g. male nurse; female doctor); case: double genitive

Pronouns: Use of it; possessives; reciprocal pronouns (each other; one another)

- El adjetivo y el adverbio:

Adjectives in -ing and -ed; compound adjectives (e.g. kind-hearted people, part-time job, two-year-old cat); adjective order; adjectives + preposition (e.g. keen on, responsible for)

Adverbs: degree (e.g. extremely far, rather ugly, pretty diverse, a bit/a little hot, kind of/sort of strange); manner (e.g. desperately, upside down); time (e.g. ago, already, yet, all day long); frequency.

 - La preposición y el sintagma preposicional:

Place relations: Review of position and direction; study of passage prepositions (across, through, past); orientation (beyond).

Time relations: prep. + noun phrase (e.g. after/until midnight, in ten days, in a few weeks) Cause relations (because of, owing to, due to, thanks to, as a result of).

Purpose, intended destination (e.g. He’ll do anything for money / What … for?).

Manner (e.g. with courtesy, like a pestilence); instrument (e.g. by means of aqueducts; by working hard; with a stone; without a ruler); agentive (by); support, opposition (for, against) Concession (in spite of, despite).

- La oración simple:

Statements: emphasizers (e.g. I do love you); existential clauses (There should/must be); negation (e.g. not at all, no way).

Questions: Yes/No questions; negative orientation (e.g. Isn’t your car working?); declarative questions (You realize what the risks are?). Wh- questions with prepositions (e.g. What shall I mend it with?); questions tags; subject/object questions; alternative questions (e.g. Shall we go by bus or by train?). Commands: The imperative (e.g. Let me know; Don’t make me cry); with subject (You be quiet!).

 Exclamations: What + noun (+ phrase) (e.g. What a thing to say!); How + adv. + adj. (e.g. How very funny!); exclamatory sentences (e.g. Wow, this is really cool!).

- La oración compuesta:

Coordination: and, or, but, for (e.g. They do not gamble or smoke, for they are ascetics); correlative pairs: both … and, either … or, neither … nor; the conjunction ‘as well as’.

 - La oración compleja –Subordination:

Nominal clauses:

That clauses (e.g. I’m sure that he will improve); Wh- clauses (e.g. How the book will sell depends on its author); Yes-No interrogative clauses.

To-infinitive clauses (e.g. I’m glad to help you); -ing clauses (e.g. Telling lies is wrong); gerunds after preposition

Reported speech: changes in tenses, pronouns and adverbs; statements, questions, commands, requests, suggestions; say/tell/ask; other reporting verbs .

Relative clauses:

Defining and non-defining; relative pronouns (who, that, which, whose) and relative adverbs (where, when, why); omission of the relative (e.g. The girl I met…); word order and pronoun use.

Adverbial clauses:

Time (when, as, while, until/till, after, whenever, since, once); Place (where, wherever).

Condition (if, unless, as long as, provided/providing that); zero, first, second and third conditional; use of were (If I were…)

Concession, contrast (although, while, whereas).

Reason or cause (because, as, since); Result (so + adjective + that /such + noun phrase + that; e.g. It was so hot that we didn’t go out / It was such a hot day that…).

Purpose (to + infinitive, in order to + infinitive, for + -ing, so that + S + V).

Manner and comparison (as, (just) as, as if, as though; e.g. Please do it as I instructed); Proportion (Correlative the…the + comparatives.

**2.6 Contenidos mínimos de 2º Bachillerato**

Se han visto todos los contenidos programados para el curso 2019-2020.