

**PROGRAMACIÓN
SESGADA
de oposiciones de**

INGLÉS

VERSIÓN
ANDALUCÍA

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CUERPO DE MAESTROS

Educación Primaria: 2º Ciclo 4º Curso



Título: **Programación de oposiciones de Inglés de primaria.**

Cuerpo de Maestros.

Etapas. 2º Ciclo 4º Curso

Edita: Educàlia Innovació, S.L.

Carrer Montdúver, 9 baix 46025 València

<http://www.e-ducalia.com>

ISBN: EN CURSO

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Imprime: Educàlia Innovació, S.L.

Año 2010

1ª Edición.

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ANNUAL TEACHING PROGRAMME

1. INTRODUCTION.

This Annual Teaching Programme for 4th Grade of Primary Education is based on the following legal regulations:

- *Organic Law Of Education 2/2006 May 3rd* (L.O.E.).
- *Royal Decree 1513/2006 December 7th* - Minimum Teaching Contents-.
- *Andalusian Education Law 17/2007 December 10th* (L.E.A.).
- *Order ECI-2211-2007 July 12th* – Official Curriculum For Primary Education-.
- *Decree 230/2007 July 31st* – Teaching Organization In P.E.-.
- *Order August 10th/2007* of The Andalusian Government – Curriculum-.
- *Order August 10th/2007* of The Andalusian Government – Evaluation-.
- *Order July 25th 2008* of The Andalusian Government – Diversity Treatment-.

The ability to communicate in a foreign language is a need nowadays not only within the geographical frame of the European Community, but also within the frame of technology and communications. There is also a great social demand for an educational system that helps students to achieve communicative competence in a foreign language, for instance, in English. For this reason, the European Council has developed **THE COMMON EUROPEAN FRAMEWORK OF REFERENCE** (CEFR), which provides a basis for the mutual recognition of language qualifications, which facilitates educational and occupational mobility, describing the competences necessary for communication, the related knowledge and skills and the situations and domains of communication. On the other hand, **THE EUROPEAN LANGUAGE PORTFOLIO** is a document in which those who are learning or have learned a language – whether at school or outside school –

can record and reflect on their language learning and cultural experiences. It contains three parts:

- LANGUAGE PASSPORT. This section provides an overview of the individual's proficiency in different languages at a given point in time and it allows for different types of assessment.
- LANGUAGE BIOGRAPHY. It is a detailed language biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress.
- DOSSIER. It is a collection of pieces of work that can be kept to illustrate one's language competences.

According to the *Royal Decree 1513/2006 December 7th*, Spanish Primary Education comprises *six academic years*, from 6 to 12 years of age and is organized into *three cycles* of two years each. It is *compulsory and free*, and along with Compulsory Secondary Education comprises the period of basic and compulsory education. Primary Education has a *global and integrative* nature.

.....

5.3. DIDACTIC OBJECTIVES.

The **Didactic Objectives** are specified in every unit of work. They are related to the stage and area objectives on the one hand and to evaluation criteria on the other. They have to help students attain the stage and area objectives, and the achievement of these objectives will be measured by means of the evaluation criteria.

6. BASIC COMPETENCES IN COMPULSORY EDUCATION.

As established by the *Organic Law 2/2006 May 3rd of Education*: "... a boy or a girl must have developed the basic skills and competences during his/her compulsory education in order to achieve his/her personal fulfilment, to practise active citizenship, to start his/her adult life in a satisfactory way and to be able to successfully engage in lifelong learning. The inclusion of basic skills and competences into the curriculum serves various purposes. Firstly, to integrate different learnings, both formal-incorporated into the different areas or subjects- and informal or no formal. Secondly, to allow all the students to integrate their learnings, put them in relation with the different contents and effectively use them when they become necessary in different contexts. Finally, to orient teaching, in order to identify the essential contents and evaluation criteria and to inspire the decisions on learning/teaching process".

To work in the curriculum areas and subjects must be accompanied by different organizational and functional measures essential to the development of the basic skills and competences. Thus, the subject of English as a foreign language contributes to the development of the basic competences in students:

1. Competence in linguistic communication.

The subject contributes in an obvious way to the development of competence to communicate in a foreign language. Communicative classroom activities, readers project, e-mail exchanges, participation in the creation of websites all contribute to this goal. The subject also contributes to a constant reflection upon the use of the mother tongue through comparisons between the foreign language and the first language, especially when working on language awareness.

2. Competence in mathematics.

The subject contributes to different aspects of this competence: the knowledge of new units of measure, the analysis of some basic numerical information, logical thinking, when analysing grammatical and other rules.

3. Competence in knowledge and interaction with the physical world.

On the one hand, students work with

UNIT 3: TRICK OR TREAT? (October 27th to 31st)

OBJECTIVES:

- * To identify vocabulary related to Halloween. (1-9, f).
- * To revise ordinal numbers. ...

BASIC COMPETENCES: C1, C2, C3, C4, C7.

CONTENTS:

❖ BLOCK 1: LISTENING, SPEAKING AND CONVERSING:

- Learning a Halloween chant.
- Relating the pictures ...

❖ BLOCK 2: READING AND WRITING:

- Creating a ...

❖ BLOCK 3: LINGUISTIC KNOWLEDGE:

▶ LINGUISTIC COMPETENCE:

♣ GRAMMAR:

- Reviewing simple instructions: sit down, stand up...
- Using the expression “treat or trick”.

♣ **VOCABULARY:**

- Lexical Items: pumpkin, lantern, ghost, bat, spider, witch, sweets, mummy, Halloween card, mask, black cat, skeleton, treat or trick ...

♣ **PHONETICS AND PHONOLOGY:**

- Pronunciation of the consonant <g>.

▶ **REFLECTION OVER LEARNING:**

- A respectful attitude towards other people's ideas and participation in classroom ...

❖ **BLOCK 4: SOCIOCULTURAL KNOWLEDGE AND INTERCULTURAL AWARENESS:**

- How Halloween is celebrated in the English speaking countries.

◆ **ATTENTION TO STUDENTS WITH EDUCATIONAL NEEDS:**

Reinforcement activities: Pair work, graded reading and on-line games.

Extension activities: Individualized ...

EDUCATION IN VALUES: Moral and Civic Education, ...

INTERDISCIPLINARITY: Knowledge of the natural, social and cultural environment and Mathematics.

★ **EVALUATION CRITERIA:** If students are able or not to:

- Understand ...

...

10.2. ACTIVITIES.

The activities are the tools for developing the contents and reaching the objectives (and also the basic competences in all different areas). Therefore, they must be consistent; they should necessarily refer to objectives and contents.

The activity is the organizing core of the teaching unit, understood as something meaningful for the children and which reflects functioning structures familiar to them.

Considering that this is a way of organizing the contents of the stage, we may choose different forms of creating activities: easy projects, globalizing contexts such as games, etc. which must be clarified and explained in the teaching units.

The activities created according to this, need to incorporate some features to make them suitable; in this sense, activities must be:

- Able to encourage the use of the language in a communicatively wide sense.
- Interesting and motivating for the children, paying attention to the differences due to age (for example, action games are more interesting for the children of the second cycle, while board games are better for the third cycle).
- Designed to achieve specific results and objectives, which will be what make the children be implied, as well as help to define the work done.

Depending on the aim we tend to achieve, we will use different activities such as:

- Lead-in and motivation activities, aimed to revise and consolidate previous knowledge related to the present unit or section. They must stimulate the students and make them active and interested in the new learning contents.
- Development and learning activities which will involve: searching, filling gaps exercises, written work, verifying, reading... We will use ICT resources, using CD in the computer room.
- Summarizing activities: they will be conducted by the end of each didactic unit, so that students realize the progress they made.
- Reinforcement and extension activities: for those students who need to reinforce some concepts or for the fast finishers.
- Evaluation activities: self-evaluation sheets and tests given by the teacher.

When planning activities, we will bear in mind the activities that the school has included in its (General) Annual School Programme to try and work in English on those topics too and together with other areas *-interdisciplinary connection-* (Peace day, Carnivals, Reading week, Christmas time...). Also, we will coordinate with other teachers to work on extra-curricular activities such as 'field trips' (visit to museums, to the theatre, to the zoo, to the farm, etc).

In order to follow an integrated approach to language we will work the four skills and we will include different activities.

10.2.1. A TYPOLOGY OF ACTIVITIES.

- a) Listening activities: It is important for students to realize that it is not necessary to understand every word to be able to understand the gist of what they hear. It is essential that students know exactly what information they need before a listening activity starts. It helps to develop students' self-confidence if they check the answers of a listening exercise in pairs before going over the answers with the whole class.

The following types of listening activities are included in the development of the didactic units: prediction, getting an overall idea, collecting specific information, intensive listening, story presentation and action games.

- b) Speaking activities: Oral activities are based on communicative tasks in which controlled practice leads to freer use of the language. The following types of activities are included: repetition, acting (role-plays), information exchange, questionnaires and surveys.
- c) Reading activities:

MUESTRA PARCIAL SESGADA DESARROLLO ORAL UNIDAD DIDÁCTICA

DIDACTIC UNIT 1: BACK TO SCHOOL

1. INTRODUCTION.

A. LEGAL FRAMEWORK.

This didactic unit is a part of the syllabus prepared for the fourth year of Primary Education, and the official documents which serve as their basis are:

- *Organic Law 2/2006, May 3rd of Education, which regulates the General Educative System.*
- *Royal Decree 1513/2006, December 7th, which establishes the minimum contents for Primary Education.*
- *Decree 230/2007, July 31st, which regulates the organization of Primary Education in Andalusia.*

B. TIMING.

This unit is divided into five sessions of fifty-five minutes each and it will be carried out from ..

C. JUSTIFICATION.

This unit is designed for a group ...

- **Curricular fundamentation:**

In nowadays' multilingual society, the knowledge of a foreign language contributes to favour communication (both comprehension and expression), and the widening of knowledge about other cultures.

In the second cycle of Primary Education, ...

The contents of this unit are established around four blocks, as established by the *Decree 230/2007, July the 31st*, of the Andalusian Government.

- **Sociological fundamentation:**

...

- **Psychological fundamentation:**

D. THE CONTEXT.

This syllabus is based on a primary school situated in an urban area, on the coast, showing a mid socio-economic level, and whose curricular competence is, on average, intermediate. Primary Education

2. DIDACTIC OBJECTIVES.

The didactic objectives that I have considered, as related to this unit (and their relation with area and stage objectives) are:

- * To revise previous years' vocabulary. (9,f).
- * To widen the students' ...

3. BASIC COMPETENCES.

The following didactic unit contributes to the development of the basic competences in our students:

- **Linguistic Competence.** Vocabulary related to the school. Grammatical structures: I've got a/ an...; Is this your...?; Yes, it is/No, it isn't; On Monday I've got...; Is there Maths today?; Yes, there is / No, there isn't ;Where is the...(toilet)?; I love English/I hate Maths; What's your name?; How old are you?; Can you spell your name, please?. Imperative form. Phonetics:
- **Social and Citizenship Competence.** Dialogues and pair-work. Learning to dialogue.
- **... Initiative.** Use of personal creativity and cooperative work in the classroom.

4. CONTENTS.

Contents can be further divided into four major blocks:

❖ **BLOCK 1: LISTENING, SPEAKING AND CONVERSING.**

- Greeting classmates and introducing one-self.
- Asking and answering about their personal data and preferences.
- Expressing likes and dislikes.
- Asking and talking about classroom objects using: What's this?; What's that?.

❖ **BLOCK 2: READING AND WRITING.**

- Understanding simple written texts about themselves and others.
- Writing and answering to a written message.
- Employing appropriate reading skills.

❖ **BLOCK 3: LINGUISTIC KNOWLEDGE:**

▶ **LINGUISTIC COMPETENCE:**

♣ **GRAMMAR:**

- I've got a/ an...;Is this your...?;Yes, it is/No, it isn't; On Monday I've got...; Is there Maths today?;Yes, there is / No, there isn't ;Where is the...(toilet)?; I love English/I hate Maths; What's your name?; How old are you?; Can you spell your name, please?.
- Imperative form.

♣ **VOCABULARY:**

.....

5. ACTIVITIES.

❖ **FIRST SESSION:**

Opening activities:

Warming-up: to attract our students' attention and interest, the students will brainstorm answers for the following questions: Do you like school?, What is your favourite subject?, ... Then, we will play to Find someone who... (is new, has got a sister, has got a dog, likes English...)(10 minutes).

Development activities:

After this, we will listen to a rhyme in order that my pupils can remember and learn some vocabulary related to school as well as their pronunciation and the expression "I like...!" To do that, I will follow a serie of logical steps:

- First, listen and point, to show understanding and to discriminate the pronunciation of such words.
- Second, listen and repeat, to consolidate the vocabulary and its pronunciation.
- And third, say the rhyme, paying special attention to the unknown words for my students.

This activity will take about 8 minutes.

Once they have learned the rhyme, they will listen to some children talking about their timetable. Children will fill the gaps in another timetable with the information they listen to. For this activity pupils will work in pairs. And, after that, we will correct this exercise reading aloud the answers. It will be done in an individual way (8 minutes).

Now, my pupils will be ready to do a written activity consisting of matching pictures about places in a school with their names. Pupils will work alone (5-7 minutes). After that, they have to find some characters and things in a picture like Where is Wally? in pairs (15 minutes).

Closing activity:

Farewell: Goodbye routine.

❖ **SECOND SESSION:**

Opening activities:...

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Etapa:2º Ciclo 4º Curso

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