

**PROGRAMACIÓN
SESGADA
de oposiciones de**

INGLÉS

versión
Murcia

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CUERPO DE PROFESORES

Educación Secundaria: 1º Ciclo 2º ESO



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

Cuerpo de Profesores.

Etapas. Secundaria 1º Ciclo 2º ESO

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1. INTRODUCTION

1.1. GENERAL CONSIDERATIONS

Regarding the legal framework, this English Teaching Programme is based on the new Organic Law **LOE 2/2006 on May 3rd** (BOE n. 106 on May 4th 2006) which regulates the current Educational System at the Educational centres. The LOE was concredited in the **Royal Decree 1631/2006**, 29th December (BOE 5/01/2007) and thirdly, each autonomous community will elaborate a concrete Decree for its own region, ours being: **Decree 291/2007**, 14th September....

"It is a written document included in the School Curricular Project based on the decisions and conclusions taken by each Didactic Department. The organization of all curricular and academic activities of the area of English - Foreign Language- to be performed along a school is found in this document."

And it contains the **basic competences**, the **objectives**, the **contents** to be included, the **methodological criteria** and the **evaluation criteria**. Other contents included in didactic programmes are cross curricular aspects,

1.2 SETTING

In the elaboration of this Teaching Planning and my **12 didactic units** I will consider the school features because of its direct influence upon the school organization and results.

Setting

The High school to which this Teaching Plan is addressed to *is located* ...

2. BASIC COMPETENCES

1. **Competence in linguistic communication**
2. **Mathematics competence**
3. **Competence in the knowledge and interaction with the physical world**
4. **Treatment of the information and digital competence**
5. **Social and civic competence**
6. **Cultural and artistic competence**
7. **Competence for learning to learn**
8. **Personal autonomy and initiation**

All these competences will be present in all our didactic units by means of the didactic material resources. The basic competences not only will be practiced in a particular area but in the whole educational stage. Each

Units

TERM	TITLES of DIDACTIC UNITS	Nº of SESSIONS	TIME of SESSION	TOTAL SESSIONS
1 st	1- SEND ...	8	55'	35
	2- PITT-JOLIE	8	55'	
	3- WHAT'S ON?	8	55'	
	4-TRICK ...	8	55'	

UNIT 1 TITLE SEND ME AN EMAIL
OBJECTIVES

STAGE	AREA
b - e - g - h - i - j	1 - 2 - 3 - 4 - 5 - 7 - 9

BLOCK of CONTENTS

1. Listening, speaking Understanding specific messages about fashion and clothes Oral	3. Knowledge of the Language Linguistic functions & Grammar To express habits Present Simple
2. Reading, writing Identification of the contents of a text Understanding the general and specific information about famous people Autonomous reading of texts dealing with famous people Using dictionary to obtain information Guided	Adverbs of Frequency How often Lexic Verbs Routines Phonetics <i>/s/ /z/ /es/</i>
4. Socio-cultural aspects Identification of customs, usages attitudes and values of both the Spanish and the English speaking societies Knowledge of cultural elements of	Reflection on learning Autonomous use of dictionary Comparison of English and Castilian grammatical forms Active participation in group activities

<p>English speaking countries using new technologies</p> <p>Assessment of personal enrichment that involves the relationship with persons belonging to other cultures</p>	<p>and work</p> <p>Initiative to speak in public and in written messages</p>
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COMPETENCES
CRITERIA of EVALUATION

<p>1.Competence in linguistic communication</p> <p>3.Competence in the knowledge and interaction with the physical world</p> <p>4.Treatment of information and digital competence</p> <p>5.Social and civic competence</p> <p>6.Cultural and artistic competence</p> <p>7.....</p> <p>8....</p>	<p>1.Understanding general and specific information of oral texts</p> <p>2.Participate in conversations</p> <p>3.Understanding the general information from written texts</p> <p>4.Writing different texts in different media</p> <p>5.Using the linguistic system acquired</p> <p>6.Identify and use different strategies</p> <p>7.Using technologies</p>
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4.5 CONTENTS RELATED TO INFORMATION TECHNOLOGIES: NTIC

The LOE puts emphasis on the use of information and communication new technologies (NTIC) in our educative process.

Technologies of information and communication include **CDs and CD-ROMs, cameras, audio equipment, printers, computer technology, video equipment, overhead projection devices, scanners,** and almost any device ...

5. METHODOLOGY



MUESTRA PARCIAL DESARROLLO ORAL UNIDAD DIDÁCTICA

UNIT 1 TITLE: SEND ME AN!!

WARM UP ACTIVITY:



I will present different photos about teenagers with different characteristics specially seen from their type of clothes. It is a group work activity where students will answer some questions about them identifying the photos according to the characteristics. Then we will discuss the answers.

WARM UP ACTIVITY

❖ ***Do you belong to any urban tribes?***



VOCABULARY



I will present my students some new words related to **teenagers activities**.

Firstly they will look up these words in the dictionary, then they will practice these vocabulary matching different words to the pictures, and later they will complete a crossword activity in a pair activity. The pair of students that

finish first will be the winners.

VOCABULARY

1. Look the words up at the dictionary.

Go to the cinema



surf the Internet

chat

send sms

AutorUg H\FYgJ'J UY`c`FcçJ JWBHU`A ·`@c fWU`@c fWU

2. Match the words with the pictures.

 a -.....	 b -.....		

3. Find the words in the crossword.

	S								
	E								
	N								
	D								
	S								
	M								
	S								
S	U	R	F	T	H	E	N	E	T

AutorUg: HfYgU'J UY`c'Fcg'zJ Jw'bhU'A · '@c fWU'@c fWU

4. Write 5 sentences with the words learnt.

- 1)
- 2)
- 3)
- 4)
- 5)

5. Order the words.

- a) suerther intnet
- b) gocinetothema
- c) sktea
- d) out witfrienh go ds
- e)
- f)

GRAMMAR CHAPTER:



In this unit my students will revise the main aspects of **Present simple**, **routine actions**, **frequency adverbs**. I have prepared varied material about this grammatical item such as filling the gaps, order sentences, write sentences in positive, negative and interrogative form, describe different real situations.....

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