

**PROGRAMACIÓN
SESGADA
de oposiciones de**

INGLÉS

versión

C.Valenciana

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CUERPO DE PROFESORES

Educación Secundaria: 2º Ciclo 3º ESO



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

Cuerpo de Profesores.

Etapas. Secundaria 2º Ciclo 3º ESO

Edita: Educàlia Innovació, S.L.

Carrer Montdúver, 9 baix 46025 València

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

ISBN: 978-84-92655-21-2

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Imprime: Educàlia Innovació, S.L.

Año 2010

1^a Edición.

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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 *in our case being: Decree 112/2007* of 20th of July.

I have decided **to focus the programme on the Compulsory Secondary Education** because it is a compulsory stage for all students and I have selected the **THIRD FORM OF CSE** as this level gives us

Moreover, we must consider the situation of bilingualism (**Spanish-Valencian**) of our community as it will have a positive influence on our students who are familiar with the learning of different languages.

as a necessary methodology in their daily life.

Hence, in our curriculum we will always take into account the competence learning to learn where our students will be taught to elaborate different and useful strategies of learning in an autonomous way, to become an independent person.....

2.2. TYPES OF COMPETENCES:

① **COMPETENCE IN LINGUISTIC COMPETENCE**



Its aim is the usage of the language as a method of oral and written communication and as a tool of learning and control of thoughts, feelings, and behavior, performing a positive personal image that will contribute to a constructive relationship with their partners and their background.

Besides, learning to communicate is to establish a link to other people, to know other cultures, to solve problems and to learn how to live with other people.

In conclusion, to acquire this competence means the usage of an oral and written language in different contexts and the usage of a foreign language at least.

Competences

② MATHEMATICS COMPETENCE

It consists on the skill of ...



4. CONTENTS

The contents can be defined as the instruments that teachers use to reach the objectives.

Contents must be adapted to the characteristics of our students.

The LOGSE used to organized the contents divided into three categories: the communicative skills, the reflection on language, the socio-cultural aspects. Parts that have been integrated in the new 4 blocks defined by the **LOE**.

Contents

4.1 FOUR BLOCKS OF CONTENTS

The contents have been grouped into four blocks according to the needs of teaching and learning process:

- 1 Oral language
- 2 Written language
- 3 The constituent elements of the linguistic system, its operations and relations
- 4 The social and cultural dimension of the foreign language.

UNIT 1 TITLE TIME:6 sessions x 55'

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 pop and cinema idols Oral ...	3. Knowledge of the Language Linguistic functions & Grammar Introduce students himself/herself and others To ...
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<p>2. Reading, writing Identification of the contents of ... Digital ..</p>	<p>Lexic Verbs ...</p>
<p>4. Socio-cultural aspects Identification of customs, usages attitudes and values of both the ... Assessment of personal ...</p>	<p>Phonetics /... Reflection on learning Autonomous use .. Comparison....</p>

COMPETENCES

CRITERIA of EVALUATION

<p>1.Competence in linguistic communication 3.Competence ...</p>	<p>1.Understanding general and specific information</p>

MUESTRA PARCIAL SESGADA DESARROLLO ORAL UNIDAD DIDÁCTICA

UNIT 1

TITLE:

1st SESSION -55 MINUTES

WARM UP ACTIVITY:



I will present different photos about pop and cinema idols. It is a group work activity where students will answer some questions about them identifying each famous character. Then we will discuss the answers.

WARM UP ACTIVITY

❖ *Which is your favourite group?*

❖ *Which is your favourite actor?*



VOCABULARY



I will present my students some new words related to the cinema, actors, films and famous people in general in order to describe them. 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.

MUESTRA PARCIAL SESGADA DEFENSA ORAL PROGRAMACIÓN DIDÁCTICA

GUIDE FOR THE EXPOSITION OF THE TEACHING PROGRAMME (30')

Good..... My name is and I am going to explain the teaching programme I have elaborated.

As an **INTRODUCTION** I would like to say that it is based on the following legislation:

- 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 Royal...



I have decided to focus the programme on the Compulsory Secondary Education because it is a compulsory stage and I have selected the THIRD FORM OF CSE as it gives us the opportunity to transmit elements and attitudes in class and provide our students with the necessary skills to face the labour world.

This document must be flexible as it must be adapted to a real situation becoming a permanent guide for the teacher.

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