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SESGADA
de oposiciones de**

INGLÉS

VERSIÓN
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CUERPO DE MAESTROS

Educación Primaria: 3º Ciclo 5º Curso



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1. INTRODUCTION

For designing this Didactic Planning, I have had in mind the curricular concretion levels. Planning depends on the concepts every teacher has about teaching and more specifically about the curriculum.

The need to carry out a lesson planning that standardizes the teaching-learning process is justified by very diverse reasons:

- ✓ It helps eliminate improvisation, which does not mean that everything is closed or predetermined.
- ✓ It systematizes orders and specifies the process stated in the educational project and curricular program, with enough flexibility to leave space for creativity.
- ✓ It enables the adaptation of teaching work to cultural and environmental characteristics of the context.

The following planning is addressed at Primary Education and more specifically at 5th grade (5th of Primary).

This lesson planning is congruent with:

- The Organic Law of Education 2/2006 of 3rd of May, which is the current educative law in Spain, where we can find the General Objectives for Primary Education and for the Foreign Language Area among other important aspects.
- The Royal Decree 1513/2006 of 7th December about Basic Teaching Contents for Primary Education.
- The Decree 111/2007 of 20th of July describing the curriculum for the Valencian Community.
- The Order of 13th December 2007 about evaluation in Primary Education.

- The Common European Framework of Reference for Languages (2001), which describes in a comprehensive way the competences necessary for communication, the related knowledge and skills and the situations and domains of communication.

This lesson planning will be applied on a specific school which will be described in the following section and grade (5th grade).

In this school, at 5th grade, the students make a trip to London at the end of the school year and this is one of the reasons why they get ready for the trip by approaching the English culture in their English Language subject at school.

This lesson planning treats everything related to what they are going to need: vocabulary, structures, historical and cultural information. Communication is the final aim, so communicative activities will play an important part of this planning, using the communicative language teaching.

During the course, the students are going to become familiar with the typical cultural items of England and of London. They are going to role-play the situations in order to be competent and successful when in London. In the same way, they are going to learn about the typical meals, festivities, shopping, leisure, and important places of London.

This is the first contact they are going to have with the English people and culture, but not the last one, since next year, in 6th grade, they are going to make a two-weeks interchange with an English student. Therefore, this first contact is important, because this time they are going to be guided by their teacher, but next year, they will be on their own, and the Spanish language will not be a resource.

The model for planning I have selected to base my lesson planning is the ESA planning model, by Jeremy Harmer which basically structured the learning/teaching

process into three stages: the engage stage, the practice/communication stage, the activate stage, and a final task. Each unit will follow this structure.

In the elaboration of this planning I have taken into account the Common European Framework of Reference for Languages (CEFR), which provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility.

The CEFR is a document which describes in a comprehensive way the competences necessary for communication, the related knowledge and skills and the situations and domains of communication.

4. METHODOLOGY IMPLICATIONS

The L.O.E. states that pedagogic methods will be adapted to the characteristics of the students, will favour the capacity to learn on their own and work as a team promoting creativity and dynamism, and will integrate resources of information and communication technologies in learning. According to these, the methodological principles of my annual lesson planning are the following:

- ✓ Teaching methodology in Primary Education should generally aim for students' development, integrating their experiences and learning.
- ✓ Teaching must be personalized and adapted to the various learning rhythms of each student.
- ✓ The teacher is responsible for the approach to be used, which in turn are to respect a series of methodological principles of a general nature proposed by the Catalan Autonomous Community.
- ✓ Recreational activities constitute an especially suitable resource at this level.
- ✓ Contents should be organized with a global focus.

✓ The teaching process will be based on the students' constructive activity, ensuring that what is learnt will be of actual use and will encourage students to learn on their own.

The **Specific Methodology** of this lesson planning for 5th grade students is based on the principle of methodological flexibility. Many different methods are used in this planning in order to develop the four linguistic skills. The Communicative Approach is the most important of these methods, since we need to be communicatively competent to achieve the final goal of this planning, going to London.

With reference to the different approaches, I will try to foster at all times the development of the communicative competence in my students. Thus, I propose active exercises in which they have to interact with their partners in order to get some personal information, while they are using the language in a natural way from the very beginning. Following the Communicative Language Teaching approach.

One of the most important methodological criteria refers to error treatment. In the process of the acquisition of the new linguistic system, I consider errors as something natural, which is an evidence of the progressive control of that system. My attitude toward this fact will be positive, and I will not consider the errors made by the students in the first steps of learning as a symbol of failure.

The students will be the centre of the teaching-learning process, acting actively in the different activities I will propose. The teacher will be seen as a kind of guide, who gives an initial input, then proposes activities, and so on.

The principles behind the Communicative Approach underline the importance of using authentic or realistic materials, providing opportunities to use the language for actual communication.

Games have an important place in this planning, as they are very useful because they are motivating and have an element of fun. They also provide good opportunities for practicing the language.

The first lesson of every unit consists on the introduction of a context in which we are going to be involved in our trip. The new vocabulary and structures will be introduced orally. In the second lesson, there will be introduced more new vocabulary and communicative structures will be introduced in a contextualised way, supported by pictures, flashcards, worksheets and so on. It is the moment to practise the language contents deeply. The third lesson will focus more on the practise as well as the production. And finally, the fourth lesson will be important because of the assessment of the unit with a final task.

The students will make a Portfolio, in which they will reflect their knowledge in English and will use as a European Passport of English, by which they should know which is their level of English.

5. EVALUATION AND ASSESSMENT

The L.O.E. establishes, as a proposal of assessment a **continuous evaluation**, which is the assessment basis in my lesson planning.

First of all this implies an **initial evaluation** in order to determine the students' starting level.

Progress evaluation to know how the process is being developed. The teacher will take notes day by day about the process of learning and the activities of the students. Through the Final Task Activity of each didactic unit we will know how the students are accomplishing the new learning patterns, vocabulary, structures and so on. At the same time, the teacher will take notes day by day about the process of learning and the activities the students have done.

The students will complete a self-assessment worksheet for the Portfolio, at the end of each unit, in order to evaluate themselves and be aware of their learning process. In each term the teacher will also make them a test of the five units done. The teacher will also complete a self-assessment worksheet to evaluate the teaching process.

Finally, there will be a **final evaluation** at the end of the course with a test of the fifteen units of the course.

The general assessment criteria are based on the Decree 111/2007, of July 20th, which establishes the Primary Education Curriculum in the Valencian Autonomous Community (2007/9739)

1. To understand the global sense and identify the specific information in varied oral texts in different communicative situations.
2. To read, in a silent way and out aloud different texts with higher amount of vocabulary and expressions, with the help of basic competences, to obtain information.
3. To maintain everyday and familiar conversations about known topics in communicative situations, respecting the conversational rules.
4. To produce different kind of texts following models done.
5. To recognise and produce correctly the following aspects: rhythm, intonation, stress, and different communicative contexts.
6. To use some strategies to favour the learning process: Visual aids, gestures, dictionaries and different materials.
7. To value the foreign language as an instrument of communication between people and as a learning tool, showing curiosity to the people who speak that language.
8. To identify some features and traditions of the foreign language countries, relating and comparing them with the owns, developing an intercultural conscience.

The assessment will be done through different strategies and activities: the direct observation in each activity, the self assessment worksheet “I know how...”, the review activities and the final task.

In each term, I will consider the previous strategies and activities in the following percentage:

Test,	Test, games and review activities: 25%	I know how...	5%
	Listening and speaking activities: 35%	Final task:	35%

7. LESSON PLAN STRUCTURE

In each unit there are: the unit learning goals, which are the main objectives of the unit; the unit communicative functions and the unit learning contents, which are specific for that unit of the lesson planning. There also the prerequisites of previous knowledge that are expected from the students and the subject across the curriculum. The assessment criteria and stages, as well as the assessment focus. The mixed-ability strategies taken into account to accomplish the final aim of my planning, this is the communicative competence in my students.

The model I follow for the lesson planning is the ESA planning model of Jeremy Harmer, in which I distinguish six sections in each unit. There are the following ones:

1. Starting with the **setting classroom routines**; in which students repeat the opening chant, after that, they put the calendar in the correct order (the day of the week, the number, the month, the year the season and the weather of the day), and finally they dress up Mr. Case, which is the character that guides the students along the course activities. This puppet represents a suitcase and is

- handed on the wall, so the students dress up it according to the season and the weather of the day.
2. Then, **checking previous knowledge**, in which students practise their previous knowledge.
 3. Following with the **engage stage**; in which the students make activities that arouse their interest and engage their emotions.
 4. Continuing with the **practice/ communication stage**; in which students make activities focused on language.
 5. And the **activate stage**; in which the exercises and activities are designed to get students to use the language as communicatively as they can. During this stage, students do not focus on language construction or practise particular language patterns, but use their full language knowledge in the selected situation or task.
 6. To finish the unit students do a **final task**; in which they practise all their knowledge with a purpose. At the same time that the assessment takes place, assessment of the student with the Final Task, assessment of the teacher and assessment of the planning. Students will also assess themselves with the “I know how...” worksheet.

This last sheet as well as the Final Task activities and some others worksheets, are collected on the student's Portfolio, which is a box that each student has and serves as a linguistic passport. The purpose of the Portfolio is the student to be able to know his or her own level of English around Europe. So if a student comes or goes to another European country, his or her teacher would be able to know their English' level.

I also have **three unit boxes** with material for each unit:

- ✓ Reinforcement activities, for students with special needs, who need more simple worksheets.
- ✓ Extra-practice activities for fast-finishers students and for those who want to do more homework at home.
- ✓ Games related which each unit.

MOSTRA UNITAT DIDÀCTICA

UNIT 6: TRAVELLING AROUND **TOPIC: TRANSPORT** **TERM: 2ND**

1.

UNIT LEARNING GOALS

- ✓ To talk about means of transport.
- ✓ To make short questions in a contextualized way with visual prompts.
- ✓ To get to know the road signs.
- ✓ To compare both Valencian and English transports.
- ✓ To listen a text for global comprehension in a context.
- ✓ To respect the others culture.
- ✓ To cooperate with and respect the other classmates
- ✓ To show politeness attitudes.

2.

UNIT COMMUNICATIVE FUNCTIONS	UNIT LEARNING CONTENTS
<ul style="list-style-type: none"> ✓ Interacting with the group in class ✓ Giving/asking for information ✓ Describing transport 	<p>Key language structures:</p> <ul style="list-style-type: none"> ✓ Wh- questions: <ul style="list-style-type: none"> ○ How do you go to...? ○ I go by...

<ul style="list-style-type: none">✓ Listening to global comprehension.✓ Expressing differences and similarities about transport.✓ Expressing likes and dislikes.	Key vocabulary: <ul style="list-style-type: none">✓ Transport: bus, train, cab, tube, bike, car, walk, bus stop, train station, tube station, underground.✓ Station, take direction, change, leave.
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3.

PREREQUISITES PREVIOUS KNOWLEDGE	ENGLISH ACROSS THE CURRICULUM
Colours, some adjectives, numbers, some basic places.	Road education: to learn road signals; cooperative task-work; Social and Cultural environment.

4.

ASSESSMENT¹		
CRITERIA Children will be able to use English to	UNIT STAGES & STRATEGIES	ASSESSMENT FOCUS
<ul style="list-style-type: none"> ✓ Speak about the transport. ✓ Compare pictures ✓ Follow instructions. ✓ Ask and give information about the means of transport. 	Along the unit by observation and checking activities; end of the unit, final task.	Listening/speaking vocabulary. Reading and writing vocabulary.

5.

MIXED-ABILITY STRATEGIES
✓ Ask the police to join the class and explain road signs in our country.

6.

METHODOLOGY read Methodology General traits on page 7
UNIT FINAL TASK
<u>My route:</u> Each student designs a route and with a starting point, the others have to follow the instructions to arrive.

¹ Consider both teacher and students assessment.

1. SEQUENCE OF LEARNING ACTIVITIES² (Described in the unit annexes)

- ✓ The transport. Oral activity. } Checking
- ✓ London transport. Description, guessing game. }
- ✓ How do you go? Specking activity. Oral interaction. } Engage
- ✓ Let's label. Writing exercise. Student's book (p. 27, act. 1,2&3) }
- ✓ Let's guess. Matching activity. }
- ✓ Where am I? Miming activity. }
- ✓ London. Watching a video. Comprehension activity. }
- ✓ I remember... Completing activity. Student's book_(p. 28, act. 4&5). } Practice
- ✓ Transport. Reading and writing comprehension activity. }
- Student's book_(p. 29, act. 6) }
- ✓ Bingo. Listening activity. }
- ✓ Let's sing. Student's book (p. 30, act. 7) }
- ✓ Is it...? Guessing activity. } Activate
- ✓ Survey. Interacting activity. Student's book (p. 30, act. 8) }
- ✓ I heard it. Listening activity. Student's book_(p. 32, act. 10) }
- ✓ About London. Reading activity. Student's book_(p. 33, act. 11) }
- ✓ My route. Final task } Final Task
- ✓ I know... worksheet. }

8. RESOURCES, BIBLIOGRAPHY AND WEB PAGES

Transport flashcards, recorded noises, London video, bingo cards, song, road signs cards, bus and tube maps.

² See unit lesson planning template

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GARANTIA DE CALIDAD