

**PROGRAMACIÓN
SESGADA
de oposiciones de**

INGLÉS

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CUERPO DE MAESTROS

Educación Primaria: 1º Ciclo 1º Curso



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LESSON

PLANNING



-1st PRIMARY-



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MUESTRA PARCIAL PROGRAMACIÓN DE ENTREGA

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SECTION A: DIDACTIC PLANNING

1.- INTRODUCTION:

The knowledge of foreign languages is increasingly important and necessary to live in a world that takes us to a society where the communication through other languages opens enormous possibilities of progress and freedom. It also contributes to the understanding and respect between the different cultures and their speakers.

Our country, as member of the European Union, is compromised in the promotion of the knowledge of the community languages. The European Council, in the Common European Frame of Reference for the learning of foreign languages document, establishes directives on this matter and indicates that the main aim is that the pupils are capable of reaching progressively degrees of linguistic competence.

The Common European Framework for the Learning and Teaching of Languages is a document which describes in a comprehensive manner the competence necessary for communication, the related knowledge and skills, the situations and domains of communication.

The CEFR is of particular interest for us as it facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency. This is the reason why my Lesson Planning is based on its directives.

.....it is important to plan EFL lessons, mainly because:

- The aims for each lesson are identified.
- Lessons are balanced and appropriate for the class.
- A good atmosphere is created in the class so as to make the students feel safe and confident, because an EFL class is a non-natural environment.

2.- PRIMARY EDUCATION GENERAL OBJECTIVES : THEIR INTEGRATION IN MY LESSON

PLANNING:

The Primary Education has the purpose of providing the students with an education that allows them to strengthen their personal development and their own well-being, to acquire the cultural basic skills

....

f) To acquire in the foreign language the basic communicative competence.

3.- EFL GOALS AND THE BASIC COMPETENCES AND THEIR INTEGRATION IN MY

PLANNING:

....

5.- EVALUATION AND ASSESSMENT:

Assessment will take place in both processes teaching and learning. Talking about the teaching process assessment, I use a template which is included at the end of the **annex I**. This template is created to be used immediately after each class or at the end of the teaching day. In the general notes section I will write down the general impressions or observations about “what worked”, “what didn’t” and “which part the students particularly enjoyed”. After that, in the specific problems section I will write the specific concerns that might have emerged, and I will also include any reminder to bear in mind the next time I teach this class in the *notes for follow-up section*. The last step in the teaching process assessment will be the Teacher Self Evaluation, in which I will reflect how well I planned, prepared materials, managed to connect

with the students, succeeded in achieving the teaching goals set for myself and how much students and I appeared to enjoy the lesson.

When **assessing the learning process**, it is important for the teacher to take into account the **assessment criteria** for the first cycle of Primary Education which students will have to achieve to pass the subject. These criteria are the following ...

SECTION B: DIDACTIC UNITS

GENERAL LESSON PLANNING

CYCLE 1st

LEVEL 1st

Units	Topic	Timing term	EFL Primary Education Goals related to the unit ¹											Basic Competences related to the unit ²							
			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
0. WELCOME!	Names, feelings.	__Sp / __Oct	x				x	x	x	x	x	x		x			x	x	x		
1. HAPPY BIRTHDAY POTATO!	Colours, numbers.	__ – __Oct	x				x	x	x	x	x	x		x	x		x	x	x		
2. MY CLASS.	Classroom objects, colours, numbers.	__ – __Nov	x				x	x	x	x	x	x		x	x		x	x	x		

....

The objectives and basic competences marked are the ones which are reached along each corresponding unit.

EFL PRIMARY EDUCATION GOALS:

1	To listen to and understand messages in many different oral interactions, using the information transmitted for the accomplishment of tasks related to their experience.
2	To express and to interact orally in easy and habitual situations that have a known content and development, using verbal and non-verbal procedures and fostering attitudes of respect and cooperation.
3	To write different types of texts based on topics and texts models that have been previously explained in the classroom.

4	To read comprehensively a variety of texts, related to their experiences and interests, in order to extract general and specific information according to a previous purpose.
5	To learn how to use with progressive autonomy a wide variety of resources, including the I.C.T. technologies to obtain data and to communicate by using the foreign language.
6	To use the foreign language to consolidate and to expand contents of non-linguistic areas already learnt to learn other new ones.
7	To appreciate the foreign language as a means of communication and understanding amongst people coming from diverse cultural and linguistic backgrounds.
8	To show confidence and a receptive attitude in their capacity of learning different contents.
9	To use the knowledge and the previous experiences with other languages for a faster, effective and independent learning of the foreign language.
10	To use indifferently the languages of the curricula, as informative and learning tools, considering the competence that is needed in each one.
11	To identify phonetic aspects, of rhythm, linguistic accentuation and intonation, as well as structures and lexical aspects of the foreign language and use them as fundamental elements of communication.

COMPULSORY EDUCATION BASIC COMPETENCES:

1	Linguistic Communication Competence.
2	Mathematic Competence.
3	Knowledge and interaction in the physical world Competence.
4	Data processing and digital Competence.
5	Social and civil Competence.
6	Artistic and Cultural Competence.
7	Learning to learn Competence.
8	Autonomy and personal initiation.

MUESTRA PARCIAL DEFENSA ORAL PROGRAMACIÓN

Good morning, my name is..... and I am going to develop my Lesson Planning, which has been done for the 1st course of the 1st cycle of Primary Education. Afterwards, I will explain the Didactic Unit I have chosen, which is number.....

I shall start with a brief introduction.

1.INTRODUCTION

The knowledge of foreign languages is increasingly important and necessary to live in a world that takes us to a society where the communication through other languages opens enormous possibilities of progress and freedom. It also contributes to the understanding and respect between the different cultures and their speakers.

Our country, as members of the European Union, is compromised in the promotion of the knowledge of the community languages, as it is stated in the Common European Frame of Reference for the learning of foreign languages document.

The CEFR is of particular interest for us as it facilitates a clear definition of teaching and learning objectives and methods, and provides the necessary tools for assessment of proficiency. This is the reason why my Didactic Planning is based on its directives.

On the other hand, it is necessary to bear in mind, for my Didactic Planning, the curriculum of the Comunitat Valenciana, because it has got some specific characteristics due to the coexistence of the Valencian language and the Spanish, which makes the foreign language be the third language of the pupils. This situation must entail an integrated treatment of the languages, so that they contribute to the construction of a plurilingual competence. **(Sólo Comunidad Valenciana)**

All the considerations above mentioned, make of great importance to focus the teaching of English on a Communicative Language Teaching, to enable the pupils to use it correctly and appropriately in different situations.

Talking about the model I have selected to structure my Lesson Plan, I would say that I have chosen the one stated by Jeremy Harmer, the ESA model, which is based on three stages: engage stage, study stage, practice stage. Before defining each stage, I must say that I have changed the Study stage into Practice stage, bearing in mind that my lesson planning is done for the 1st cycle of Primary. So, I can explain the three stages in the following way:

- Engage stage: Student's interests are aroused by involving their emotions and experiences.
- Practice stage: The main focus is the construction of language.
- Activate stage: Some activities or exercises are purposed with the aim of getting the students using the target language as freely and communicatively as possible.

I have designed my Didactic Planning in order to derive real benefit from the model selected and because I consider that it is important to plan EFL lessons, as when planning:

- The aims for each lesson are identified.
- Lessons are balanced and appropriate for the class.
- A good atmosphere is created in the class so as to make the students feel safe and confident, because an EFL class is an “artificial” environment.

After having set the main ideas in the introduction, I will continue with point 2.

2. PRIMARY EDUCATION GENERAL OBJECTIVES AND THEIR INTEGRATION IN MY ANNUAL PLANNING

The primary education has the purpose of providing the students with an education that allows them to strengthen their personal development and their own well-being, to acquire the cultural basic skills relative to expression and oral comprehension,The Primary Education will have as well the purpose to prepare the students to progress in the Compulsory Secondary Education.

On the other hand, it is possible to connect some of the Primary General Objectives with the EFL subject and my lesson planning since the teaching/instruction of English does not only try to enable the students to reach the Communicative Competence but also tries to educate them as citizens of the world.

Arrived to this point it is of great importance to talk about the specific EFL goals and the Basic Competences and how they are reflected in my lesson planning.

3.- EFL GOALS AND THE BASIC COMPETENCES AND THEIR INTEGRATION IN MY PLANNING:

The specific EFL Educational Goals for Primary Education are eleven. However, the objectives that mainly appear along...

.....

MUESTRA PARCIAL DEFENSA ORAL DE LA UNIDAD DIDÁCTICA

UNIT: 1. HAPPY BIRTHDAY POTATO!		TOPIC: COLOURS AND NUMBERS.				TIMING:				
PREREQUISITES. PREVIOUS KNOWLEDGE		Numbers 1-5; Colours: red, yellow, green, blue; Feelings: Happy, sad. How are you?/I'm...								
TEACHING/ LEARNING STAGE	ACTIVITY DESCRIPTION	AIM OF THE ACTIVITY		SKILLS ³		INTERACTION GROUPING ²		RESOURCES		
CHECKING PREVIOUS KNOWLEDGE										
1st Session	“Hello Potato” Song. While pupils come in, they sing the song.	- Greeting - Classroom routines. - Remembering feelings.		X			X		X	Potato puppet.
	Numbers Salad. They are given a card with a number from 1-5. They make a circle. When they listen to their number they come into the circle. By listening “numbers salad” everybody goes to the centre.	- Remembering numbers 1-5.	X				X		X	Number badges
	Touch the colour. The teacher shows a flashcard and says the colour that appears on it while touching an object of that colour. Then s/he shows and says the colour and pupils have to touch an object of that colour.	- Remembering colours “red, yellow, green, blue”.	X			X	X		X	Flashcards: Colours.
ENGAGE STAGE										
Warming-up	Potato’s birthday. The teacher says: “Today is Potato’s birthday. Happy birthday Potato!!!” Then s/he encourages the pupils to say “Happy Birthday, Potato”. Finally, teacher asks “How old are you, Potato?”. The puppet answers I’m SIX”.	- Identifying number 6. - Showing curiosity and sensitivity towards a celebration.	X	X			X		X	Potato puppet.
	Playing with numbers. Teacher shows the flashcards of the numbers while saying their names and asking the children for repeating. Then teacher hangs the cards on the board saying them, and the pupils repeat their	- Identifying number 6. - Reinforcing numbers 1-5	X	X		X	X		X	Flashcards: numbers 1-6.

³ L (listening); S (speaking); W (writing); R (Reading)

² I (individual); P (Pair Work); W (Whole class); S (Small group)

	names every time the teacher hangs each one. After that, when teacher points a number, they say its name. Teacher points the numbers each time faster.										
		L	S	W	R	I	P	W	S		
	Birthday invitations. Potato gives each child his birthday invitation card. Teacher says “Look at the invitation card! Potato is six! Let’s count the candles!” Teacher asks the pupils to trace “I’m six” and the number 6. Then s/he hangs the flashcards of the colours on the board, while saying their names, and tells the children to colour the candles using just these six colours. They finish colouring the card at home	- Counting small quantities. - Writing number 6. - Remembering known colours. - Listening to new colours: “purple, orange”.	X	X	X	X	X		X		Invitation cards, Flashcards: Colours
	“Bye-bye Potato” Song. They sing the song when they leave the class.	- Saying “bye-bye”. - Classroom routines.		X			X		X		Potato puppet.
PRACTICE/ COMMUNICATION STAGE											
2nd Session	“Hello Potato” song. While pupils come in, they sing the song.	- Greeting. - Classroom routines.		X			X		X		Potato puppet.
	Preparing the party. 1 st Class decorated with balloons of the six different colours. Teacher uses the balloons to practise the colours with them by saying, repeating and pointing. Afterwards, teacher asks Potato “What colour is this balloon?” and Potato answers “It’s (red)”. Then Potato asks the pupils and they answer. 2 nd Teacher leaves Potato out of the class. S/he takes out envelopes of the six different colours and gives each pupil an envelope and a picture of a present while whispering “These are your presents for Potato”. Pupils will have to colour the present with the same colour of the envelope. Then s/he asks different pupils “Which colour is your present?” Pupils have to answer.	- Describing things by using colours. - Identifying vocabulary about birthdays.	X	X	X	X	X		X		Balloons, Potato puppet, coloured envelopes, Pictures of presents
			L	S	W	R	I	P	W	S	
	Colours game. Teacher says a colour. By listening to the colour of their presents, pupils have to stand up and show the envelope. Then, all the students with the same colour run to make a group.	- Identifying the colours.	X			X	X		X		Envelopes

	“Bye-bye Potato” Song. They sing the song when they leave the class.	- Saying “bye-bye”. - Classroom routines.		X			X		X		Potato puppet.
3rd Session	“Hello Potato” song. While pupils come in, they sing the song.	- Greeting. - Classroom routines.		X			X		X		Potato puppet.
	Candles. Teacher takes out six candles from a bag, one by one, encouraging the children to count them and say their colours.	- Reviewing colours. - Counting objects.	X	X		X	X		X		Candles and bag.
	Potato’s party. Teacher hangs a birthday cake on the board and asks Potato “How old are you?” Potato answers “I’m six” and sticks the candles on the cake while counting up to six. Then Potato asks some children “How old are you?” and they answer and stick the corresponding number of candles on the board.	- Giving personal information about the age.	X	X		X	X		X		Birthday cake poster, candles, the puppet.
	“Happy Birthday” song. Teacher sings the song. Children listen to the song once. Then they repeat sentence by sentence. After that they sing the song with teacher’s help to Potato.	- Wishing happy birthday by singing a song. - Enjoying a celebration.	X	X			X		X		Potato puppet.
	Giving the presents. Teacher asks the students to make groups according to the colour of their presents. Then each group walks to Potato and gives him their presents saying “Happy birthday! How are you?” Potato answers “I’m happy! Thank you!” and asks “What colour is it?” They answer. (Teacher does it first).	- Giving information about colours. - Asking for information about feelings. - Wishing Happy birthday.	X	X		X	X			X	Potato puppet, envelopes.
				L	S	W	R	I	P	W	S
	“Bye-bye Potato” Song. They sing the song when they leave the class.	- Saying “bye-bye”. - Classroom routines.		X			X		X		Potato puppet.
ACTIVATE STAGE											
4th Session	“Hello Potato” song. While pupils come in, they sing the song.	- Greeting. - Classroom routines.		X			X		X		Potato puppet.
	Cake worksheet. Teacher groups the students in pairs and gives each one the worksheet. They ask each other “How old are you?” and answer “I’m (six)” while sticking <i>gomets</i> on the cake depending on their age.	- Giving/asking for information about age.	X	X	X	X	X	X			Cake worksheet, <i>gomets</i> .
	Match, trace and colour. Pupils trace the names of the numbers, match them with each cake and colour the corresponding number of candles in the cakes.	- Counting objects. - Writing the numbers.			X	X	X				Worksheet

FINAL TASK

DESCRIPTION: Numbers wheel: Teacher groups the students in pairs and gives each one a numbers wheel. In turns, they dictate their mate the colour of a number (one, blue) so that s/he colours the number and the part of the numbers wheel where this number is. After that, they ask each other “How old are you?” and they answer orally and look for the number in the wheel.		AIMS: - Giving information about colours and numbers. - Asking for/giving information about age.	RESOURCES: - Numbers wheel (1-6).
SELF-ASSESSMENT	Tools: Self-assessment worksheet.	Stages: Activate.	
ASSESSMENT	Tools: Direct and indirect monitoring.	Stages: All the stages.	
MIXED –ABILITY			
REINFORCEMENT ACTIVITIES	Trace and write the number worksheet. Students trace the name of the numbers and write the corresponding number next to each picture. Match. Pupils match the names of the colours with the colours and the objects. www.sesame.com		
EXTRA-PRACTICE ACTIVITIES	Colour the clown. Pupils do the sums, then colour the clown using the colours noted next to their answers. They answer the question “How old are you?” Write and colour. Pupils write the names of the colours and colour the parts of the star. www.vocabulary.co.il		

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