

**PROGRAMACIÓN  
SESGADA  
de oposiciones de**

**INGLÉS**

**VERSIÓN  
EUSKADI**

TERESA VAELLO REOS, VICENTA MARIA LLORCA LLORCA

CUERPO DE MAESTROS

Educación Primaria: 3º Ciclo 6º Curso



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

**Cuerpo de Maestros.**

**Etapas. 3º Ciclo 6º Curso**

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Autoras: TERESA VAELLO REOS, VICENTA MARIA LLORCA LLORCA

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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 3<sup>rd</sup>** (BOE n. 106 on May 4<sup>th</sup> 2006) which regulates the current Educational System at the Educational centres. The LOE was concredited in the **Royal Decree** .....

Spanish Primary Education comprises *six academic years*, from 6 to 12 years of age and is organized into *three cycles* of two years each organized in areas with a character global and inclusive. It is *compulsory and free*, and along with Compulsory Secondary Education comprises the period of basic and compulsory education.

This Teaching Programme is addressed to students at the **6<sup>th</sup> grade** that is students are about 10-11 years old .....

This document must not be considered static or close, but **flexible** as it can and must be adapted according to a real teaching-learning situation becoming the most useful and permanent **guide** for the teacher throughout the educative course.

A didactic programme contains the **basic competences**, the **objectives**, the **contents** to be included, the **methodological criteria** and the **evaluation criteria**.....

In the introduction to the Foreign Language Area of the Curriculum some basic guidelines are laid out. Hence, we are told that the knowledge of foreign languages is essential in our modern society, especially considering the integration of diverse countries within the

European Union. Hence, language is seen as a key element in the formation of a *plurilingual and multicultural European identity*. .....

There is also an important.....For this reason, the European Council has developed **The Common European Framework of Reference**, which .....**The European Language Portfolio** is a document in which ....

## 1.2 SETTING

In the elaboration of this Teaching Planning and my 15 didactic units I will consider the school features because of its direct influence upon the school organization and results.

The school to which this Teaching Plan is addressed to *is located in* ..... *It has got over* ..... *students, and the facilities are:* .....

Having an appropriate English classroom is essential to motivate the students and create a positive attitude towards the subject. There are ... ..

.....developed in the **School Educational Project** and **School Curricular Project**.

The socioeconomic background is a middle class .....

## 2. BASIC COMPETENCES

### 2.1 GENERAL CONSIDERATION

Basic competences are considered one of .....Linked to an educational model focused on the achievement of knowledge, sometimes without any relation between them, they are defined as

*"a process based on getting the essential contents, practiced and integrated in the abilities and attitude to solve problems and situations in ...."*

### 2.2 TYPES OF COMPETENCES:

#### **A- CULTURAL COMPETENCE IN SCIENCE, TECHNOLOGY AND HEALTH**

This competency refers to the ability to interact with the physical world, both in its natural as those generated by human action, so that it enables the understanding of events.....

**B- COMPETENCE FOR LEARNING TO LEARN: .....**

**C- MATHEMATICS COMPETENCE: .....**

**D- COMPETENCE IN LINGUISTIC COMPETENCE: .....**

**E- SOCIAL AND CIVIC COMPETENCE:.....**

**F- COMPETENCE IN HUMANISTIC AND ARTISTIC CULTURE.....**

**G- PERSONAL AUTONOMY AND INITIATIVE:.....**

### 3. OBJECTIVES

The **Decree** .....establishes several goals that the students will have acquired by the end of Primary Education. They are known as aims or objectives and they are considered in all the activities created in the 15 didactic units. There are two types of objectives: Stage Objectives and English Area Objectives.

The General objectives of the Stage tell us the specific capacities that the students will have acquired by the end of Primary Education. They .....

#### 3.1 STAGE OBJECTIVES

The objectives of Basic Education is defined, from general education competencies, taking into account the basic skills:

#### 3.2 AREA OBJECTIVES

Teaching Foreign Language area will aim to achieve the following competencies in the stage:

### 4. CONTENTS

Contents can be defined as the knowledge, the information that students will acquire at this level. Considering the principle of diversity, contents must be adapted to the characteristics of our students for this reason, adapted material will be elaborated, considered and used.

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#### 4.1 FIVE BLOCKS OF CONTENTS

According to the the **Decree 97/2010**, contents for the third cycle of Primary Education have been grouped into five blocks:

##### **BLOCK 1. LISTEN, TALK AND HAVE A CONVERSATION**

##### **BLOCK 2. WRITTEN COMMUNICATION: READING AND WRITING**

##### **BLOCK 3. LITERARY EDUCATION**

##### **BLOCK 4. REFLECTION ON LANGUAGE**

##### **BLOCK 5. SOCIAL DIMENSION OF LANGUAGE**

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#### 4.2 CONTENTS ORGANISED IN 15 DIDACTIC UNITS

We could define a didactic unit as a series of lessons which have the following elements: objectives, contents, activities and .....

I have planned and prepared the following fifteen didactic units which include the contents mentioned above and they are organized through the academic year as follows: bearing in mind a schedule of ... sessions per week, which means .... sessions per term.

UNIT 1	HOW ARE YOU? FINE, THANKS		TERM 1 <sup>st</sup>
BASIC COMPETENCIES	A B C D E F G H		
OBJECTIVES	STAGE	AREA	
	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9	
CONTENTS	<p><b>BLOCK I: Listen, Talk &amp; Have a conversation</b></p> <ul style="list-style-type: none"> <li>➤ Understanding oral texts used in interpersonal relationships in the classroom or in simulated everyday situations: information, explanations, opinion pieces, instructions, story of life experiences.</li> <li>➤ Use and transfer strategies for understanding oral texts.</li> </ul> <p><b>BLOCK II: Written communication: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>➤ Use of information technology and communication to produce texts and presentations to convey information and to communicate and collaborate with students from other schools.</li> <li>➤ Working vocabulary spelling, punctuation.</li> </ul> <p><b>BLOCK III: Literary Education</b></p> <p>Active listening and understanding of appropriate literary texts adapted to the age and interests of students.</p> <ul style="list-style-type: none"> <li>➤ Comprehensive reading, personal and group of literary texts adapted from oral tradition and children's literature, in different media.</li> </ul> <p><b>BLOCK IV: Reflection on language</b></p> <ul style="list-style-type: none"> <li>➤ Use and consolidation basic linguistic elements within contextual, textual, and sentence of the text features worked.</li> <li>➤ Knowledge and guided application of basic spelling rules in the texts themselves.</li> <li>➤ Identification in the texts worked contextual level language marks, textual or sentence.</li> </ul> <p><b>BLOCK V: Social dimension of language</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge of daily habits and basic forms of social relationship in the countries where they speak the foreign language and one's relationship with.</li> <li>➤ Positive evaluation of the use of different languages.</li> </ul>		

<b>HOW TO EVALUATE?</b>	<b>NOTEBOOK – EXAMS – PROJECTS – OBSERVATION</b>
<b>ATT. DIVERSITY</b>	<b>ADAPTED MATERIAL FOR THEIR EDUCATIONAL NEEDS</b>

### 4.3 CROSS-CURRICULAR TOPICS

The role of the cross curricular or transversal topics are nowadays essential as we must involve our students in a moral and civic process underlying social attitudes and in order to achieve civil citizens. Cross curricular contents are defined .....we include all of them:

## 5. METHODOLOGY

The general objective of English learning is to provide our students with the necessary knowledge **to communicate** with people from other countries. In order to do so, we need to use a communicative methodology that must be **flexible** and **appealing** ,.....curriculum but a fundamental instrument to communicate around the world.....

### 5.1 TYPES OF ACTIVITIES

In this programming and in the 15 didactic units we distinguish two types of activities:

■ **PRE-COMMUNICATIVE ACTIVITIES:**

■ **COMMUNICATIVE ACTIVITIES: :**

✿ **Pair Work:**

✿ **Group Work:**

✿ **Individual Study:**

## 5.2 SPACE ORGANISATION

The teachers adapt classroom space to their necessities. There are different options:

***class in rows, .....***

## 5.3 COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

◆ ***Complementary activities*** are those which are closely connected with .....

1st term	A visit to the theatre, .....
2nd term	A visit to the .....
3rd term	A visit to the .....

◆ ***Extracurricular activities*** can also be those whose only aim is to .....

## 6. CRITERIA AND PROCEDURES OF EVALUATION

The evaluation or assessment is an essential element in the educative practice as it provides information through the different stages about .....

We must give an answer to the three questions suggested by the LOE: **what, when** and **how** to evaluate. ....productions and by means of an objective test.

### 6.1 TYPES OF EVALUATION

There are three kinds of evaluation during the teaching-learning process:

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## 6.2 ASSESMENT CRITERIA

The assessment criteria allow the assessment of the degree of learning acquired becoming a fundamental reference for assessing the development of basic skills.

According to the **Decree** .....

## 7. ATTENTION TO DIVERSITY

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### 7.1 INTRODUCTION

The term treatment of diversity is closely related to those individual differences amongst the students which create a deep and general problem for the teachers.

The LOE incorporates the term of diversity dealing with attention to students with special educational needs, emphasizes the principles of non-discrimination and integration in a..... **Our goal is that during the period of schooling all students** .....

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### 7.2 TYPES OF DIVERSITY

The current educational system, **LOE**, considers three specific groups of students with special educational needs:

#### 1. STUDENTS WITH A LATE INTEGRATION IN THE EDUCATIONAL SYSTEM:

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In this section we will mainly .....

#### 2. STUDENTS HIGH-INTELLECTUALLY GIFTED:

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They are defined as students who **need extra work** in order to motivate them. They are considered to be potentially “talented” or “over talented”.....

#### 3. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS:

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This is a wider term which encompasses students who need special support .....

We must mention the some of the measures to face diversity at school: **INDIVIDUALIZED CURRICULAR ADAPTATION, INDIVIDUALIZED ADAPTATION OF ACCESS, .....**

The majority of this kind of measures require an individualized programme and of course, supports and personal material resources.

## 8. MATERIAL RESOURCES

Material resources are defined as the instruments that teachers and students use in the development of the teaching-learning process. To select them, the department must bear in mind the characteristics and possibilities of the school, .....and space required for each didactic resource, especially when dealing with the TICS as not all the educative centres are fully equipped.

### 8.1 TYPES OF MATERIAL RESOURCES

The material and didactic resources which will be used in my programming can be divided into:

#### Printed:

- ❖ **15 DIDACTIC UNITS** which have been elaborated using diverse sources (grammar books, websites, magazines, etc) and considering the characteristics and interest of our students.
- ❖ **NOTEBOOKS:** students will be asked to include all .....

- ❖ **DICTIONARIES:** teachers must transmit .....
- ❖ **GRAMMAR BOOKS:** It is extremely useful to have .....
- ❖ **POSTERS:** .....
- ❖ **Didactic Resources:**
- ❖ **WHITEBOARD:** teacher will make use .....

#### AudioVisual material:

- ❖ **VIDEO or DVD:** the video may be used to present films or TV series.
- ❖ **TV AND RADIO NEWS** .....

## 8.2 NEW TECHNOLOGIES TICS

Over time, new methods and topics are developed and opened up. Some arise due to theoretical research, others due to commercial research and development or new tools and discoveries.....Here we have the most current technologies: computer, internet, I pods, Mp4 and all the innovations that are daily appearing.

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

In this planning I have included activities which involve the use of these technologies, especially to e-mails, CD-ROM use.....

Obviously TIC favour the teaching-learning process.....

Many websites are provided in which we can found English resources for both the students and the teachers.

## 9. CONCLUSION

This didactic programme has been designed to aid the students to cover all of the main aspects as laid out in the curriculum. ....

This programme is a **fundamental guideline** that integrates a great diversity of tasks and purposes full of contents and guided intentions. It is characterised by being **open and flexible** as the teacher have to give an answer to the real .....

We have created a design using different sources especially the current legislation about education and obviously other curricular materials.....

Not only the Didactic Planning but also all the didactic units have been elaborated taking also into account all the features above explained what makes them to be real ones prepared to be used in class.

## 10. BIBLIOGRAPHY

### **BIBLIOGRAPHY FOR THE DIDACTIC PROGRAMME**

✦ CORTÉS MORENO, M. (2000) Guía para el profesor de idiomas: Didáctica del español y segundas lenguas. Octaedro, Ariel.....

### **BIBLIOGRAPHY FOR THE DIDACTIC UNITS**

- DREIRE, HOWARD-WILLIAMS 6 HERD, C., Word Games with English 2, Heinemann English Language Teaching, Oxford, 1994.....

### INTERNET LINKS – WEBSITES

#### ➔ Resources for Teachers:

<http://www.sofweb.vic.edu.au/resouce/teacheng.htm>

.....

## DIDACTIC UNIT MODEL

This document consists of two parts:

- The first one is the didactic unit with all the different activities dealing with all the communicative skills: Reading, writing, speaking, listening, and of course grammar contents and vocabulary. All the unit will start with a warm up activity to introduce the topic planned and an up-to-date section about diversity in the classroom with varied and motivating activities for *students with educational needs*.
- The second one is the explanation of the didactic unit. We have included all the essential details for the better understanding. It could be used as a guideline model for you and the oposiciones panel.



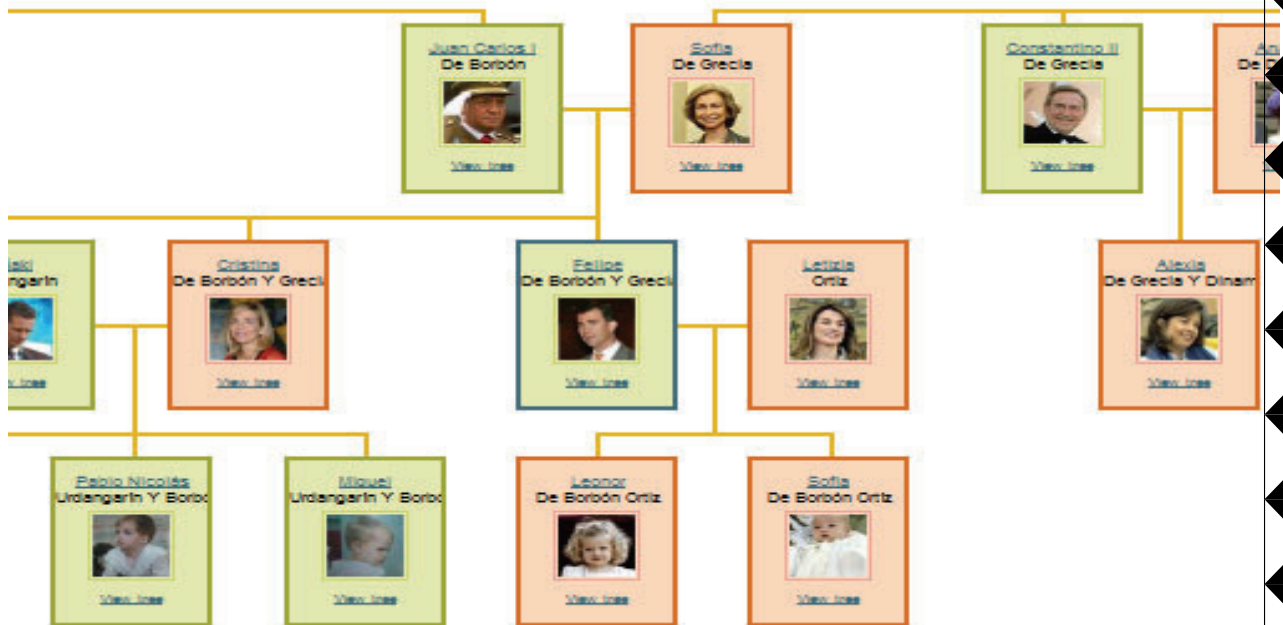
## UNIT 1

## HOW ARE YOU? FINE, THANKS

### WARM UP

① Spanish royal family: listen to the conversation and match the pictures to the family members.

- ⇒ Father :
- ⇒ Mother:
- ⇒ Son:
- ⇒ Daughters:
- ⇒ Cousins:
- ⇒ Uncles:
- ⇒ Aunts:



Now check your answers.

- ② Circle the correct answer:
- ⇒ Cristina is Elena's sister/cousin

## READING



### 1 Read the story of the Spanish Royal Family

The current king, Juan Carlos Alfonso Victor María de Borbón y Borbón, acceded to the throne on November 22, 1975....

...Cristina, born in 1965, and the heir to the throne, Prince Felipe, who was born in 1968.

.....newsreader Letizia Ortiz in May 2004. They had two children, Leonor and Sofia.

### 2 Answer these questions:

- ⇒ Who is the king?
- ⇒ Who is the queen?
- ⇒ Who are the princesses?
- ⇒ Who is the.....



### 3 Now draw a member of your family and complete these sentences.

## GRAMMAR

⇒ Complete the sentences using present simple of TO BE in affirmative form:

~~AM-IS-ARE~~

\* Felipe.....the prince of Spain

\* Write the sentences above using present simple form of TO BE in negative form:~~AM NOT- ISN'T-AREN'T~~.....

⇒ Now put them into interrogative form using TO BE forms.....

## VOCABULARY



⇒ Match them:

Hermano

sister

Hermana

parents.....

⇒ Complete the crossword:

T	E	A	C	H	E	R
S	U	U	O	F	U	S
D	N	N	U	G	N	I
F	C	T	S	H	G	S
G	L	D	I	H	H	T
H	E	F	N	J	J	E
J	C	C	S	N	I	R
K	V	B	C	A	O	F

## LISTENING



### LETIZIA'S LIFE

Listen to a description of Letizia and choose the correct alternatives.

a) she is 13 / 14 / 15 years old.....

Now, draw a picture about what you are listening to.

## SPEAKING



### PAIR WORK ACTIVITY

You are the king and your partner is the queen. Talk about .....

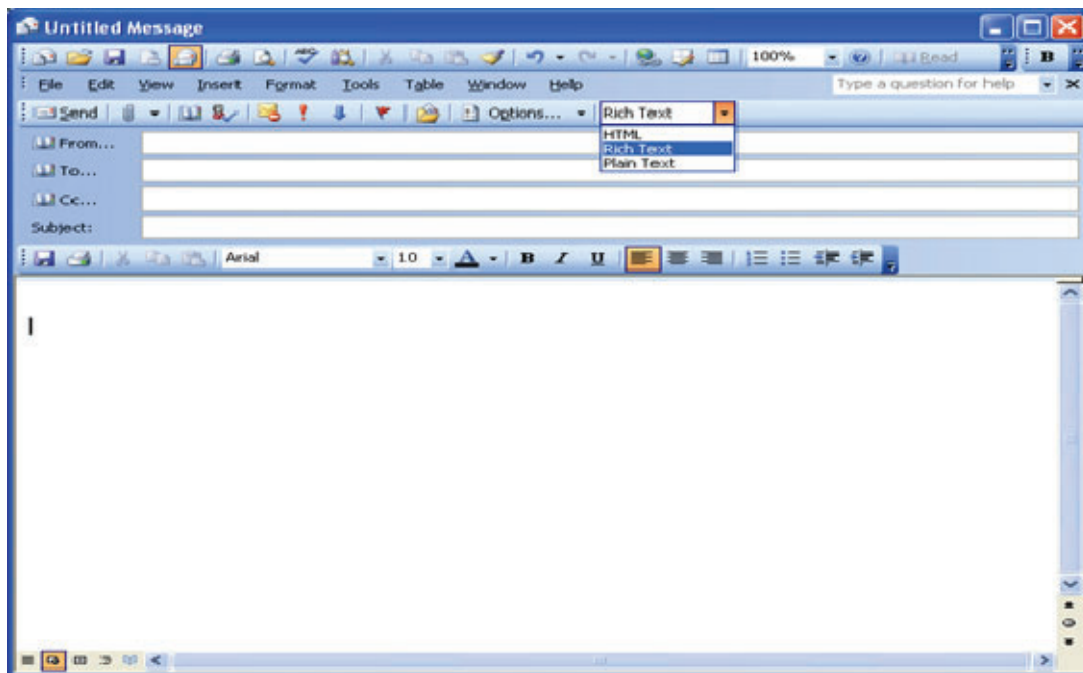


## WRITING



⇒ Write an e-mail describing one of your friends or members of your family. Include this information:

- *Name....*



## REINFORCEMENT AND EXTENSION MATERIAL



### REINFORCEMENT MATERIAL

(MATERIAL ADAPTED FOR STUDENTS WITH EDUCATIONAL NEEDS)

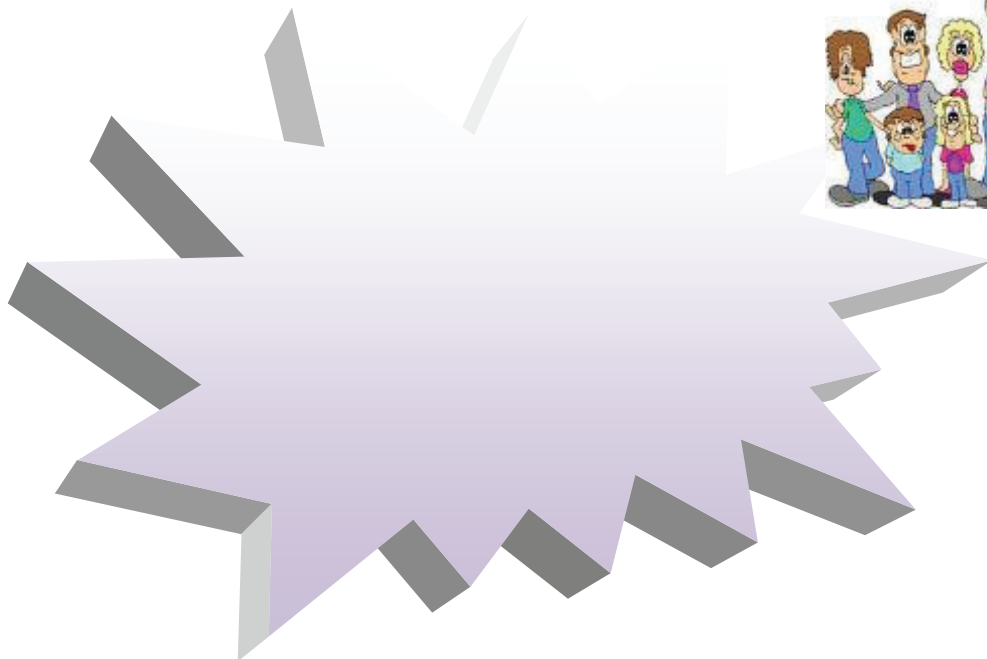
- ⇒ Complete the list using family words in the box below. Then order them into family pairs.....

FATHER

Mother      sister      daughter      aunt      dad      grandmother

- ⇒ Now translate this list into Spanish language.....

Choose your favourite family member and stick his/her/their photo.  
Write a short sentence about the member/s chosen.



⇒ Now draw a poster about your family. You can use these words:

Mum dad brother sister grandmother grandfather



### EXTENSION MATERIAL

⇒ WRITE A DIALOGUE ABOUT YOURSELVES. YOU CAN TALK ABOUT FAMILY EXPERIENCES OR DAILY ROUTINES.....

### TEST-UNIT 1

NAME



① Complete the sentences with the affirmative [✓] or negative [x] form of *to be*.

a) We \_\_\_\_\_ unhappy. [✓].....

b) .....

### Reading

Some names are very popular in Great Britain at the moment. The number one name for boys is Jack, number two is Joshua and number three is .....

**Second Part** 

**UNIT 1** **How are you? Fine, thanks**

**WARM UP ACTIVITY**



I will present different real photos of the Spanish royal family. As it is the first year of the students in the centre this activity will help them to become familiar with different ways of .....

**VOCABULARY**



I will present my students some new words related to **family members**. Firstly they will.....

**GRAMMAR CHAPTER:**



In this unit my students will learn the main aspects of **the verb to be**, .....

**READING ACTIVITY**



I present my students a text about the royal family life. Then, they will answer some questions .....

**LISTENING ACTIVITY**



In this part my pupils will listen to a girl talking about Letizia's life .....

**SPEAKING ACTIVITIES**



In this skill my students will practice a role play activity: one student will be a .....

### WRITING ACTIVITIES



My students will write an email about one of their friends or a member of their family .....

### REINFORCEMENT & EXTENSION



I will prepare varied material for this section: For reinforcement material we will guide our students with N.....

***ALWAYS TAKING INTO ACCOUNT OUR STUDENT WITH EDUCATIONAL NEEDS ADDING ADAPTED MATERIAL FOR HIS HELP***



### AN OBJECTIVE EXAM



I will elaborate an exam for my students including all the grammatical aspects taught, besides the communicative skills. I will divide it into the following parts:.....

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