

PROGRAMACIÓN

1º ESO LOMCE

# INGLÉS SECUNDARIA

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# MUESTRA SESGADA



JUSTIFICATION OF THE PROGRAMME The Teaching programme is defined as the document which includes all the answers and decisions taken by the English department related to the teaching-learning process and represents a powerful tool for the teacher in order to organize their lessons.

This document will help us in planning and directing the education and it will be considered the perfect guide for every teacher.

Regarding the legal framework, this English Teaching Programme is based on the new **Organic Law for improvement of Quality (LOMCE) in Education 8/2013 of 9<sup>th</sup> of December**, which is the current educational law in Spain, where you can find the general objectives for Secondary Education and for the Foreign language Area. The LOE was concentered in the **Royal Decree 1105/2014**, 26th December which establishes the C.S.E and Bachillerato curriculum and thirdly, The **Decree** of our **autonomous community**: -----

The **LOMCE** (Ley Orgánica de la Mejora de la Calidad Educativa) is a revised version of the existing educational law called LOE (Ley Orgánica de Educación). The objectives of the LOMCE are:

- Improve knowledge of core subjects by placing greater emphasis on these subjects.
- Foreign language learning and multilingualism is a priority, because of the importance of languages in a globalized society, reinforced by the European Union's goals for education.
  - Create more proactive citizens prepared for today's society through an 'interdisciplinary' vision, as well as incorporating values.
  - Promote autonomy within schools to address specific student and family needs.
  - Implement necessary corrective measures early and reduce dropout rates through established testing.

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**Block 4: Production OF WRITTEN TEXTS: Expression e interaction**

learning standards	Assessment criteria	CCBB	INDICATORS - Competences
<p><b>Copies</b> simple words and expressions worked on orally.</p> <p><b>Writes letters</b> or cards congratulating somebody using a model, copying some basic words and including pictures or photographs.</p> <p><b>Prepares</b> very simple posters following a model</p>	<p><b>Know and apply</b> basic strategies to produce written texts very short and simple.</p> <p><b>Know</b> basic and significant sociocultural sociolinguistic aspects and apply them to written production appropriate in the context.</p> <p><b>Construct very</b> short and simple texts, made up of simple, isolated sentences, to speak of oneself or one's immediate surroundings, using a repertoire of mainly icon-based codes for communication.</p> <p><b>Know and Use</b> a limited repertoire of high frequency lexicon related to everyday situations and specific and habitual themes related to one's own interests, experiences and needs.</p>	<p><b>CL</b> <b>SC</b> <b>CD</b> <b>SIEE</b> <b>AA</b> <b>CEC</b></p>	<p>CL5.1. Writes words based on models and with a specific goal.</p> <p>CL5.2. Writes sentences based on models and with a specific goal.</p> <p>SC2. Values the foreign language as an instrument for communication with other people.</p> <p>CD1. Uses the digital medium to learn the foreign language.</p> <p>SIEE1. Shows interest and curiosity regarding learning the foreign language.</p> <p>SIEE2. Identifies personal aspects which help to learn better.</p> <p>AA1. Uses basic strategies to learn to learn, such as using picture dictionaries.</p> <p>CEC1. Recognises certain cultural manifestations present in the Anglo-Saxon world.</p>



5. DIDACTIC UNITS



5.1 ORGANIZATION OF THE UNITS

Didactic units are useful instruments to help to improve our teaching practice, to provide us with a general idea of what we are teaching, and it also tells us how to teach, that is to say, what method and what materials to use.

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**Unit 1 MEETING SCHOOLMATES**

**OBJECTIVES**

STAGE	AREA
A - b - c - d - g - i	1 - 2 - 3 - 4 - 5 - 6 -7 - 8 - 9 -10

**BLOCK of CONTENTS**

<p><b>1. Listening, speaking</b>                      Understanding specific messages                      Oral production of a dialogue                      Understanding specific messages about school</p>	<p><b>3. Knowledge of the Language</b>  <b>Linguistic functions &amp; Grammar</b>                      the verb to be                      personal pronouns                      greetings and exchange personal information.</p> <p><b>Lexic</b>                      School subjects                      Classroom language</p> <p><b>Phonetics</b>                      Weak form of the verb to be</p> <p><b>Reflection on learning</b>                      Comparison of English and Castilian grammar forms                      Active participation in group activities and work                      Initiative to speak in public and in written messages                      Organization of the composition</p>
<p><b>2. Reading, writing</b>                      Understand a text about school                      Autonomous reading of questions about a text                      Guided production of a text</p>	
<p><b>4. Socio-cultural aspects</b>                      Identification of customs, usages attitudes and values of both the Spanish and the English speaking societies                      Assessment of personal enrichment that involves the relationship with persons belonging to other cultures</p>	

<b>EVALUATION PROCEDURES &amp; STANDARDS</b>	MUESTRA SESGADA
<b>KEY COMPETENCES</b>	MUESTRA SESGADA

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UNIT 1

TITLE: MEETING SCHOOLMATES

## 1<sup>st</sup> SESSION -55 MINUTES

### WARM UP ACTIVITY:



I will present different real photos of the centre. As it is the first year of the students in the centre this activity will help them to become familiar with different places and I will ask them to say the places in English with the help of the board.

### VOCABULARY



I will present my students some new words related to **airport, money, holidays, and famous places of London**. 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

**Look the words up at the dictionary.**

<b>Check in</b>	<b>ticket</b>	<b>to book</b>	.....
.....	.....	.....	.....
.....	.....	.....	.....

**Match the words with the pictures.**

			
<b>a-</b> .....	<b>b-</b> .....		



--	--	--	--

**Find the words in the crossword.**

C									
H									
E						T			
K						E		E	
I						K		U	
N						C		E	
						I		U	
B	O	O	K			T		Q	

**Complete the sentences with the words learnt.**

- 1) I'll ..... a room in a beautiful hotel.
- 2) I had to wait at the airport to..... my luggage
- 3) .....
- 4) .....
- 5) .....
- 6) .....

**Order the words.**

- 1) teickt
- 2) bkoo
- 3) cckhe in