

PROGRAMACIÓN VERSIÓN MEC

3º ESO LOMCE



INGLÉS SECUNDARIA

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MUESTRA SESGADA



1.1. JUSTIFICATION OF THE PROGRAMME

A 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 9th 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 concreted 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.
- A renewed focus on ICT.
- Encourage improvement in education and promote excellence in line with international educational standards.
- Integrate Key Competences into everyday learning and apply knowledge to real world concepts, with continuous evaluation of these competences.

This teaching programme is based on the **3rd YEAR OF**

Name.....





COMPULSORY SECONDARY EDUCATION. It is a compulsory stage for all students and I have decided to focus the programme on **3rd of ESO** as this level gives us the opportunity to transmit elements and attitudes in class.

C.S.E. comprises 4 academic years which together with the six-school-year stage of Primary Education, covers the Spanish Compulsory decade ranging from 6 to 16 years of age. At the same time, we must consider that at this stage most of the students are **14 or 15** years old, age that must be considered when elaborating the activities as most of them are suffering deep changes, both in the physical and psychological domain, in order to choose materials and activities which would meet better the new interest and to make the learning of English as attractive and motivating as possible.

MUESTRA SESGADA



UNIT 1	TEAM WORK		TERM 1st
KEY COMPETENCES	1-3-4-6-7		
OBJECTIVES	STAGE	AREA	
	a-h-f-d-g-d	1-3-5-6-7	
CONTENTS	<p>1. Listening, speaking Understanding specific messages about team work</p> <p>Conversation about a survey: adventure activities Use of spontaneous responses to the warm up activity</p>	<p>3. Knowledge of the Language Linguistic functions & Grammar Present simple Frequency adverbs Lexic Helping activities and adventure activities Phonetics -S ending Reflection on learning Autonomous use of dictionary Comparison of English and Castilian grammatical forms Active participation in group activities and work Initiative to speak in public and in written messages</p>	
	<p>2. Reading, writing</p> <p style="text-align: center;">MUESTRA SESGADA</p>	<p>4. Socio-cultural aspects</p> <p style="text-align: center;">MUESTRA SESGADA</p>	
	<p style="text-align: center;">MUESTRA SESGADA</p>		
EVALUATION PROCEDURES & STANDARDS			

UNIT 1

team work

1ST TERM

WARM UP ACTIVITY



I will present a set of pictures to match to helping activities and adventure activities. It is an individual work activity where students will match the expressions to the pictures. After finishing it they will count how many they have got and they will decide the winner.

VOCABULARY ACTIVITY



I will present my students some new words related to helping activities and adventure activities. 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.



The presentation of the set of didactic activities is not compulsory for the exam; in case you want to add a wide range of activities we have included some examples of activities that required a personal treatment.

EXAMPLE OF ACTIVITIES FOR THIS SESSION

WARM UP

Identify these activities to the pictures:

- **Mop the floor**
- **Clear the table**
- **Do the ironing**
- **Lay the table**
- **Canoeing**
- **Mountain biking**

Rank these activities from the best to the worst:

- **Tidy the room**
- **Make your bed**
- **Lay the table**
- **Mop the floor**
- **Rafting**
- **Canoeing**
- **trekking**

GRAMMAR CHAPTER



In this unit my students will revise the main aspects of Present simple and frequency adverbs. I have prepared varied material about this grammatical item such as filling the gaps, order sentences, multiple choice, describe different real situations with active verbs.



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