

PROGRAMACIÓN 3º ESO

VERSIÓN MADRID

INGLÉS SECUNDARIA

Yolanda Colás Remón



Autora: Yolanda Colás Remón

Maquetación: Educàlia Editorial

Edita: Educàlia Editorial

ISBN: 978-84-17734-32-9

Todos los derechos reservados. No está permitida la reimpresión de ninguna parte de este libro, ni de imágenes ni de texto, ni tampoco su reproducción, ni utilización, en cualquier forma o por cualquier medio, bien sea electrónico, mecánico o de otro modo, tanto conocida como los que puedan inventarse, incluyendo el fotocopiado o grabación, ni está permitido almacenarlo en un sistema de información y recuperación, sin el permiso anticipado y por escrito del editor.

Alguna de las imágenes que incluye este libro son reproducciones que se han realizado acogiéndose al derecho de cita que aparece en el artículo 32 de la Ley 22/1987, del 11 de noviembre, de la Propiedad intelectual. Educàlia Editorial agradece a todas las instituciones, tanto públicas como privadas, citadas en estas páginas, su colaboración y pide disculpas por la posible omisión involuntaria de algunas de ellas.

Educàlia Editorial

Avda. de les Jacarandes 2 loft 327 46100 Burjassot-València Tel. 960

624 309 - 963 768 542 - 610 900 111

Email: educaliaeditorial@e-ducalia.com

www.e-ducalia.com

1. INTRODUCTION.

For our students, **English is part of their world**. It is present for example in ads, songs, sports or Internet, just to mention some examples. However, many other reasons could be mentioned to justify the existence of this subject as we will see now.

The influence of the **Common European Framework of Reference** has also had a great impact. The European Union has defined itself as a multilingual community and therefore, it is obvious that Secondary Education curriculum will offer our students the possibility to study at least two languages. In addition, English is nowadays a **lingua franca**, an **invaluable tool for communication between different places, cultures and life styles** and an essential requirement when looking for a job or getting a degree. It is for that reason that we should encourage our students not to give up this subject in subsequent years.

To finish with this introduction, it is essential to mention here the cornerstone of all English teaching programmes: the **COMMUNICATIVE COMPETENCE**, that is, how our students can understand and produce oral and written messages related to daily conversations and interactions. That is, **how to use language in real contexts**. All this teaching programme has been designed and planned with one idea in mind: the acquisition of this competence, as well as the objectives and competences outlined in this syllabus.

2. LEGAL FRAMEWORK.

First, it is essential to mention the Article 27 of the 1978 Constitution, which proclaims the right to education. The Constitution contains the basic

guidelines, governing all legislation in educational matters. Then, the **Organic Law 8/2013 of the 9th December** of Improvement of Quality of Education, from now on (LOMCE). Then, the **Royal Decree 1105/2014 of the 26th of December** has been used which establishes the basic curriculum of Compulsory Education and Bachillerato, and finally the **Decree 48/2015 of 14th of May** from the Madrid Department of Education, Culture and Sports by means of which Compulsory Secondary Education (ESO) curriculum is designed.

Firstly, the main aim of the LOMCE is to get **integration**. That is why its **curriculum is designed on a flexible way** and always bearing in mind functionality during the teaching and learning process.

Depending on this area, this law talks about a **personalized education**. We, as teachers, should pay attention to those students with special needs as well as the diversity and particular features of our pupils. Consequently, tutorials and counseling have to be the responsibility of all teachers.

Thirdly, the **general organization** of the ESO will be treated. The compulsory secondary education is organized in different subjects, and it has two cycles: the first one comprises three school years (from 1st to 3rd ESO) and the second one only one school year (4th ESO). This second cycle has mainly a propedeutic character.

3. SITUATIONAL ANALYSIS.

3.1 FEATURES OF THE SECONDARY SCHOOL/NEIGHBOURHOOD.

The Secondary Education School is placed in the **centre of a small-sized town** and it has the following features, following its Educational School Project:

- The neighborhood surrounding presents an **intermediate social and economical level**. Besides, the **cultural environment is fairly suitable** due to cultural and sport facilities available, such as public library, hospital or official school of languages.
- One of this **school's main aims is to foster the integration and life together of different culture**, due to the increase of students from immigrant families.
- Taking into account the **facilities of the secondary school**, we can mention the following: ordinary and special classrooms (viz. technology class, art and crafts class), a sports centre, an assembly hall, a library, a staff room as well as a computer room with mini-laptops available.

3.2 LEVEL AND FEATURES OF THE CLASS.

This project should lead to an achievement of realistic aims at the end of **THIRD YEAR ESO**. In order to improve it and make it worthy, continuous updating and external assessment cannot be disregarded.

Particularly, in my class I have **23 students**. We have **three of them who have retaken 2nd ESO**, and we have a **student with particular needs of educational support** because of an auditory disability: a **moderate hearing impairment**.

The class itself is **very varied**: we have some students who are very active and talkative, something which is a great advantage for the English teacher. Some of them are **slow learners**, but there are also some **fast finishers**. But at all times we are going to cater for all of them.

DIDACTIC UNIT 1: LET'S LISTEN TO MUSIC

- **TIMING:** 10 fifty-five minute teaching sessions (1st term).
- **JUSTIFICATION:** This unit tries to foster a taste for different kinds of music as a means of catering for diversity and showing respect to varied music styles.

DIDACTIC AIM	AC	AS	BLOCK
-To listen and understand general and specific information from oral texts/songs .	1.1 1.3 1.2 1.4	AS1 (4) AS1 (7)	Block 1
-To produce useful written texts related to the student's needs (e.g. a letter to a fan club).	4.1 4.5 4.2 4.6	AS4 (2) AS4 (5)	Block 4
-To talk about the positive and negative aspects of being famous .	2.2 2.6 2.5	AS2 (1) AS2 (3)	Block 2
CONTENTS			
GRAMMAR	VOCABULARY		
-Present simple, present continuous. -Adverbs of frequency. Intensifiers.	-Music. -Physical description adjectives.		
PHONOLOGY	COMMUNICATIVE FUNCTIONS		
-Present simple endings /s/, /z/, /iz/	-Expressing a contrast between what is happening now and habits .		

GUIDE FOR THE EXPOSITION OF THE TEACHING PROGRAMME

3rd ESO

Good morning/afternoon. My name is _____ and I am going to present the syllabus design of Secondary Education for English as a foreign language for a 3rd YEAR ESO. What is a didactic syllabus? **It is the planning and systematic development of the learning-teaching process addressed to a specific group of students in a specific school year.** It is for that reason that this didactic syllabus is the third level of curricular concretion. However, this is an open and flexible document and can be modified at any time.

To carry out the defense of this didactic syllabus I am going to **briefly mention the following headings** already mentioned and developed in the didactic syllabus.

1. GENERAL JUSTIFICATION:

Of course, it is needless to say that the presence of English in the actual curriculum is more than justified. English is now a lingua franca, an invaluable tool for communicating with different people from different countries. But more specifically, English is part of the daily lives of our students (songs, computer games, magazines ...)

2. LEGAL FRAMEWORK:

Mentioning the legal references that I have used to create this syllabus, you can see on page _____ a complete list of all legal references used, but here I am going to mention the most important ones:

- ✓ **The Article 27 of the 1978 Constitution**, which proclaims the right to education. The Constitution contains the basic guidelines, governing all legislation in educational matters.
- ✓ Then, the **Organic Law 8/2013 of the 9th December** of Improvement of Quality of Education, from now on (**LOMCE**).
- ✓ Then, the **Royal Decree 1105/2014 of the 26th of December** has been used which establishes the basic curriculum of Compulsory Education and Bachillerato.
- ✓ And finally the **Decree 48/2015 of 14th of May** from the Madrid Department of Education, Culture and Sports by means of which Compulsory Secondary Education (ESO) curriculum is designed.

GUIDE FOR THE EXPOSITION OF THE DIDACTIC UNIT

3rd ESO

Once I have finished the exposition of my syllabus, I am going to start with the defense of the didactic unit. All the contents, objectives and assessment criteria are the ones mentioned in **Decree 48/2015 of 14th of May** from the Madrid Department of Education, Culture and Sports by means of which Compulsory Secondary Education (ESO) curriculum is designed. I would

like to remember that this didactic unit which is called “**LET’S LISTEN TO MUSIC**” is for a 3rd ESO Group. It is interesting to note that the classroom in which this didactic unit is going to be developed is not very big, so we have to make a **conscious organization of the space** so that each student feels comfortable in the class.

The AIM of the didactic unit is to foster in our students a taste for different kinds of music as a means of catering for diversity. As teachers of English, we cannot deny the importance of music and lyrics as a means of instilling our students into the study and knowledge of a foreign language.

It is going to be taught during the 1st / 2nd / 3rd term.

It consists of 55minute-teaching sessions (in this particular case **7 sessions**)

1. Didactic aims.

As you can see, I have provided the following didactic aims for this unit:

1. To write texts related to the world of music, in this case, write a letter to a fan club.
2. To produce oral messages related to music, for example, to talk about the positive and negative aspects of being famous.
3. To understand oral messages coming from different sources: videoclips, songs...
4. To use the grammatical contents/vocabulary taught in this unit: present simple, present continuous, adverbs of frequency and physical/psychological adjectives.
5. To pronounce simple present endings: /s/, /z/, /iz/

6. To understand the importance of cultural traits to improve the learning of a foreign language.

2. Contents

In this part, I am going to show the **different activities** that are going to be worked in this didactic unit. It is important to remember that the four skills are always included and vocabulary and grammatical content as well.

There is a progression of contents, that is, they go from the easiest to the most difficult thus ensuring a coherent progression for the students. Needless to say that the last session entails a revision of the contents seen during this didactic unit.

BRAINSTORMING

As it can be appreciated in these two photographs, Michael Jackson underwent a tremendous physical change. Describe him and talk about his life and music using the following adjectives:



Adjectives:

Young, handsome, ugly, fat, thin, tall, happy, sad, interesting, gorgeous, plain, good-looking, curly hair, straight hair, medium-size, short, creative ...

Add some more adjectives you already know!

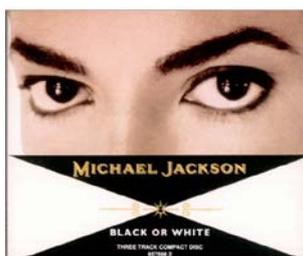
FILL-IN A CHART

What do you remember about Michael Jackson? Complete this CHART. Talk about what you wrote to your partner. Change partners and share what you hear.

	My memories
His songs	
Thriller	
His clothes	
His dancing	
His face	
His private life	

**WATCHING
VIDEOCLIPS**

Now, you are going to watch two video-clips concerning Michael Jackson: Thriller and Black or White. Watch them very carefully and take notes.



To evaluate the videoclips you should consider the following questions:

- ❖ Does it suit the song?
- ❖ Is there a story-line?

Share your results with your group. Which is the best video clip?

MUESTRA SESGADA