

PROGRAMACIÓN 2ºESO

VERSIÓN MADRID

# INGLÉS SECUNDARIA

Maite Calatayud Puerto



Autora: Maite Calatayud Puerto

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### **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](mailto:educaliaeditorial@e-ducalia.com)

[www.e-ducalia.com](http://www.e-ducalia.com)

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## **1. INTRODUCTION.**

### **1.1. JUSTIFICATION OF THE PROGRAMME.**

A didactic programme can be defined as a written document included in the School Curricular Project, based on the decisions and conclusions taken by each didactic department. Thus, it represents a powerful tool for the teacher in order to organize our lessons.

Spain's geographical localisation and its economical evolution, both in the tourism sector and in the industrial one, offer the best perspective in order to justify the necessary inclusion of several foreign languages in study programs.

It is worldwide known that English has become an international language. So, we will transmit our students a huge interest in it because it is the main language of books, newspapers, cinema, airports and air-traffic control, international business and academic conferences, technology, diplomacy, sports, international competitions, pop music, advertising, the Internet and a long etc. Almost everybody needs English at a certain moment of his/her life in further studies or labour field.

The intensification of international relations, the increased opportunities of working abroad, the influence of foreign languages on the media and the extensive use of new technologies make it necessary to enlarge our knowledge of foreign languages in order to become integrated in the present society. In particular, knowledge of foreign languages is regarded as an essential tool that enables people to have free movement within the European Union and that contributes to the promotion of cultural, economic and technical ties.

21<sup>st</sup> century skills include the four C's: communication, collaboration, critical thinking and creativity and these can summarise what the students will work along the fifteen didactic units. We live in a global world, we are members of the European Union, so it is high time to concentrate on practical abilities and not so much on theoretical ones. In

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addition, the subject of practical English has been eliminated by the LOMCE, so students will only have our subject to learn and practise English.

At present time English is taught to all pupils from the age of 3, so when children go into secondary education they are already familiar with a good number of basic structures and have a relatively large vocabulary which they can use to produce short texts on familiar topics.

Our objective as teachers in this stage is increase their intellectual and human maturity and provide them with the attitudes, values and rules so that they can act responsibly and autonomously within a plural society, as it is established in the GCSE curriculum for the community of Madrid: the Decree 48/2015, dated May the 14<sup>th</sup>.

### **1.2. LEGAL FRAMEWORK.**

The main organic laws on which I have based my didactic planning are the Organic Law of Education 2/2006 BOE 106, dated May 3<sup>rd</sup>, and the Organic Law on the Improvement of the Quality of Education BOE 295, dated December 9<sup>th</sup>, which is the current educational law in Spain and a revised version of the existing educational law called LOE. The new LOMCE, which in 2016 came into force for the remaining years (i.e. 2<sup>nd</sup> and 4<sup>th</sup> ESO and 2<sup>nd</sup> Bachillerato), is aimed at the following objectives:

- 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.

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- 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 the key competences into everyday learning and apply knowledge to real world concepts, with continuous evaluation of these competences.

Moreover, we have also taken into account the Royal Decree 1105/2014, 26th December which establishes the GCSE and Bachillerato curriculum and finally, the decree of our autonomous community, and namely the Decree 19/2015, dated June the 12<sup>th</sup>.

In addition, there are other laws of application, such as the Royal Decree 1146/2011 BOE 53, dated July 29<sup>th</sup>, by which the minimum teaching requirements corresponding to the Secondary Education are established, as well as Royal Decrees 1834/2008, dated November 8<sup>th</sup>, and 860/2010, dated July 2<sup>nd</sup>, both of them affected by the former.

### **1.3. CONTEXTUALIZATION: THE STUDENTS AND THE CENTRE**

This didactic planning has been designed for a potential group of 2<sup>nd</sup> ESO in which there are 25 students, aged 13-14. At this stage, students tend they are going through a difficult age in which they are not so much interested in their studies as they are in sports, friends, first loves, music... The biggest influence in their life tends to come from their peers rather than from parents or teachers. Moreover, and although most of them live what we can call a comfortable life in which they lack almost nothing, they do not feel enthusiastic or aware of their luck, and are much more conscious of their rights than of their obligations.

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One of the students did not pass the previous year, so it is the second time he is trying 2<sup>nd</sup> ESO. In addition, there are two other students who were in need of curricular adaptations in the English subject in the previous year as well, as it was registered by last year's English teacher and the school's counselor.

As for their language level, in the second year of ESO they have more background knowledge than students in 1<sup>st</sup> ESO and require consolidation and development of the grammar and vocabulary they have already seen. Moreover, they must also be introduced to the techniques which they will need in the subsequent years of compulsory education.

As to the students' linguistic profile, we have no English native speaker in the group, but three out of the 25 students come from Latin American countries, so all students have Spanish as their mother tongue.

Four or five students enjoy supplementary English language instruction in private lessons. This provides a great opportunity to take advantage of the remarkable proportion of proficient students in the classroom, because they can facilitate language learning for the less competent in the language, if a suitable group work setting is introduced.

The high school is the only one in a town of around 8000 inhabitants and it is located at the outskirts of it. Most of the students come either from the state primary school or the state-subsidised school that can be found in the town. It has several classrooms as well as a sports hall, two sports fields, a staff room, two science labs, an audiovisual room, an ICT room, etc.

As to the town, it is mainly an area with lots of factories, most of which have continued their activity despite the economic crisis, so fortunately most of the students' parents have a job position, either as clerks as factory workers, among others. The socioeconomic background is a middle class one, and this paints a favourable

sociocultural environment. It has also been observed that there is a reduced immigrant population in the high school.

The relationship between families and school is acceptable, since parents are rather involved in the activities carried out in the school. Hence 85% attend meetings regularly when they are required.

The selection and sequencing of contents as well as specific methodology used, will all consider the characteristics of our school and of our students which, on the other hand, are outlined and developed in the School Educational Project and School Curricular Project.

## **2. OBJECTIVES.**

The Royal Decree 1105/2014 establishes several goals that the students will have acquired by the end of the Compulsory Secondary 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 former aims are those shared by all the areas in ESO whilst the latter are the aims related only to the English area.

### **2.1. STAGE OBJECTIVES.**

The objectives corresponding to the secondary education stage, as the Royal Decree 1105/2014 states, are the following:

- a.** To assume their duties responsibly, know and exercise their rights in respect for others, practice tolerance, cooperation and solidarity among people and groups, practicing dialogue to strengthen human rights as common values of a plural society and prepare them for the exercise of democratic citizenship.

# **MUESTRA SESGADA**

## **GUIDE FOR THE EXPOSITION OF THE TEACHING PROGRAMME**

Good..... My name is ..... and I am going to explain the teaching programme I have prepared.

As an **introduction**, I would like to say that English has acquired an international relevance taking into account its use for tourism, business, studies, communications, technology, sports, music, advertising, the Internet and so on, so it serves economic, cultural, social and technical purposes. English is therefore an international language, and this fact must be transmitted in our teaching-learning process. That is why it is included in the curriculum and children learn it from a very early age at schools.

Thus, I have planned a programme for the 2<sup>nd</sup> year of Compulsory Secondary Education. To do that, I have taken into account the following legislation:

- The Organic Law of Education 2/2006 BOE 106, dated May 3<sup>rd</sup>, and the **Organic Law on the Improvement of the Quality of Education** BOE 295, dated December 9<sup>th</sup>, which is the current educational law in Spain and a revised version of the existing educational law called LOE.
- The **Royal Decree 1105/2014**, 26th December, which establishes the CSE and Bachillerato curriculum.
- The decree of our autonomous community, and namely the **Decree 48/2015**, dated May the 14<sup>th</sup>.
- The **Royal Decree 1146/2011** BOE 53, dated July 29<sup>th</sup>, by which the minimum teaching requirements corresponding to the Secondary Education are established.
- The **Order 1493/2015**, dated May the 22<sup>nd</sup>, regulating the evaluation and promotion of students with special educational needs and students with high abilities.
- The **Order 2222/2017**, dated 20<sup>th</sup> June 2017, by which the academic calendar for the year 2017-2018 is established.

- The **Order 2398/2016**, dated 22<sup>th</sup> July, establishing some aspects related to the organisation, functioning and evaluation in Compulsory Secondary Education.

This document must be flexible as it must be adapted to a real situation, becoming a permanent guide for the teacher. It contains the following parts: the **objectives, the key competences, the contents for the year, the methodological criteria and the evaluation criteria together with cross curricular aspects, assessment procedures, attention to diversity and materials.**

Now I would like to let you know about the **context** for which this programme has been made. This didactic planning has been designed for a potential group of 2<sup>nd</sup> ESO in which there are 25 students, aged 13-14. I will consider this age as being a difficult one due to the changes they are suffering, which require constant motivation.

One of the students did not pass the previous year, so it is the second time he is trying 2<sup>nd</sup> ESO. In addition, there are two other students who were in need of curricular adaptations in the English subject in the previous year as well.

As to the students' linguistic profile, we have no English native speaker in the group, but three out of the 25 students come from Latin American countries, so all students have Spanish as their mother tongue. In addition, four or five students enjoy supplementary English language instruction in private lessons.

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The relationship between families and school is acceptable, since parents are rather involved in the activities carried out in the school.

The selection and sequencing of contents as well as the specific methodology used will consider the characteristics of our school and of our students which,

**MUESTRA SESGADA**

<b>Unit 1: MAKING FRIENDS</b>		
<b>Topics:</b> Greetings and school <b>Term:</b> 1 <sup>st</sup> <b>Sessions:</b> 6		<b>CROSS-CURRICULAR ELEMENTS:</b> Intercultural education, digital issues
<b>UNIT AIMS</b>		<b>Competences</b>
Understand general and specific information of oral texts Participate in conversations Understand the general information from written texts Write different texts in different formats Use the linguistic system acquired Identify and use different strategies Use technologies Identify cultural aspects		CL CD SC SIEE AA CEC
<b>CONTENTS</b>		
<b>Concepts</b>		
<u>Communicative Skills</u>		
<i>Reading and writing:</i> understand a text about school; autonomous reading of questions about a text; guided production of a text <i>Listening and speaking:</i> understand specific messages; oral production of a dialogue; understand specific messages about school.		
<u>Language Awareness</u>		
<u>Grammar</u>	<u>Vocabulary</u>	<u>Phonetics</u>
<i>To be</i> , personal pronouns, greetings	School subjects, classroom language	Weak forms of <i>to be</i>
<b>Sociocultural Aspects</b>		
Identification of customs, attitudes and values of both the Spanish and the English-speaking cultures Assessment of personal enrichment that involves the relationship with people belonging to other cultures		
<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS – BENCHMARKS OF ACHIEVEMENT</b>	
- Initiative to speak in public and to write messages - Correct organization of compositions - Use and learn vocabulary related to school - Active participation in group activities and work - Objective test: grammar, vocabulary, reading and listening comprehension, composition. - Speaking: formative assessment exercises (evaluation grid for speaking tasks)	CL1.1 – CL1.2 – CL1.3 – CL.2.1 – CL2.2 – CL2.3 – CL2.4 – CL3.1 – CL3.2 – CL3.3 – CL4.1 – CL4.2 – CL4.3 – CL4.4 – CL5.1 – CL5.2 – CL5.3 CMCT3 - CMCT4 AA1 – AA2 – AA3 SC1 – SC2 – SC3 SIEE1 – SIEE2 – SIEE3 - SIEE4	

	CD1 – CD2 – CD3 – CD5 CEC1 – CEC2 – CEC3 – CEC4
<b>UNIT 1</b>	<b>TITLE: MAKING FRIENDS</b>

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

### WARM UP ACTIVITY:



I will present different real photos of the centre. This activity will help them to remember about the 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, if possible on [www.wordreference.com](http://www.wordreference.com), and then they will practice these vocabulary matching different words to the pictures, and later they will complete a crossword activity in pairs. The first to finish will be the winners. Next, they will complete some exercises about the vocabulary learnt, and finally, they will play body words in groups of 6 (they will have to represent a word from the vocabulary using their bodies so that the rest of the group guesses the word).

---

## VOCABULARY

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

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

**MUESTRA SESGADA**