

Programación WEB 3º ESO - ENGLISH

Thematic Index

Refresh your memory!: Modal verbs. Past perfect and past simple. Passive voice: present and past simple.

Unit 1.- Past simple, past continuous and used to.

Unit 2.- Past simple and past perfect Enough, a few, a little lots of plenty of, too much and too many. .

Unit 3.- Passive voice: present, past and future. Pronouns.

Unit 4.- First, second and third conditional.

Unit 5.- Gerund and infinitive. Question forms and modals of deduction.

Unit 6.- Reported speech: statements, questions, requests and orders.

Unit 7.- Future tenses.

Unit 8.- Modals of deduction and determiners.

Unit 9.- Defining and non-defining relative clauses.

3. Evaluation Criteria:

The effort and progress of the student will be evaluated in terms of the assimilation of the basic concepts of each unit. Their mark will be attained using the following assessments:

3.1. General

In every unit the students will work on **all** of the five key skills (Grammar, Listening, Reading, Speaking and Writing)

The assessment of these skills will be weighted as **accordingly**;

Use of English – Will be weighted as **20%** of the final mark. It will be assessed with a written exam or Forms. As part of the students' continuous assessment, the material from previous units will be included in subsequent exams.

Reading – Will be weighted as **10%** of the final mark of each term.

Listening - Will be weighted as **10%** of the final mark of each term. The students' auditory skills will be assessed with an audio and related questions.

Writing – Will be weighted as **10%** of the final mark of each term. (In addition, written expression will be taken into consideration in both reading and listening exams)

Speaking – will be weighted as **50%**.

Students will be assessed in their English Conversation Classes through class activities, exercises, class participation and attitude, 20%. And 30% with the main teacher: PBL and oral activities.

STUDENTS MUST PASS THE SPEAKING SKILL TO BE ABLE TO PASS THE ENGLISH SUBJECT.

Attitude and Homework will be included in each of the % related to the different skills.

3.2 Correction Criteria

Grammatical errors will be considered more serious than those in vocabulary.

In order to achieve full marks in dialogues and written compositions, students must use language (expressions, vocabulary and structures) appropriate for the school year they are in.

"Cheating and plagiarism will not be tolerated. If a student is caught doing so they will fail said exam with a 0. If the student is caught cheating a second time, in the same subject, they will receive a 0 as the final mark."

3.3 Final Assessment:

The school year is divided into three terms with three exam periods. The mark given to the student will be the mark of the student at that given time. In accordance with continual assessment, the averages will be calculated accordingly:

1st term: exams + class marks

2nd term: first term average + second term exams and class marks divided by 2.

3rd term: second term average + third term exams and class marks divided by 2.

"Cheating and plagiarism will not be tolerated. If a student is caught doing so they will fail said exam with a 0. If the student is caught cheating a second time, in the same subject, they will receive a 0 as the final mark."

Effort and Sacrifice

The revision of notebooks, class, activities, punctuality and attitude will be used to round up or down the final mark.

Special Needs Students

The evaluation criteria will be the same for all students taking into account that the exams **will be adapted** in accordance with guidance provided by the Orientation Department in the following way(s):

- Reducing the number of questions per page, if necessary
- Combining oral and written evaluations, if necessary
- Highlighting **key words** in bold in each question/ activity
- Combining different styles of question in a test: multiple choice, fill in the gaps, true or false, complete the sentence etc
- Not giving two instructions in the same question. (An example of two instructions: "Write numbers 1 -20 and highlight the even numbers.)
- Checking all the questions on the exam have been answered before the students hands it in.
- Giving extra time
- Upon correcting the exam, orthographical errors and expressions won't be held against them
- If necessary, reading every question to the student and checking that they understand what is required of them

Unit Contents

UNIT 1.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
The Present Perfect	<ul style="list-style-type: none"> -To know the present perfect structure in positive, negative and interrogative -To know the uses of the present perfect -To know how to use the present perfect with <i>just, yet, still, already, ever, never, for, since, how long...?</i> 	<ul style="list-style-type: none"> -Understands and uses the general structure of the present perfect in positive, negative and interrogative form -Recognises when to use the present perfect -Identifies when and how to use the following particles: <i>just, yet, still, already, ever, never, for, since, how long...?</i>
The Present Perfect vs The Past Simple	<ul style="list-style-type: none"> -To know how to compare and contrast the uses of the present perfect and past simple -To know how to use the past simple and past simple correctly 	<ul style="list-style-type: none"> -Recognises the difference between the past simple and present perfect -Identifies the correct tense needed, choosing either present perfect or past simple, when given the verb in context
The Present Perfect Continuous	<ul style="list-style-type: none"> -To know the present perfect continuous structure in positive, negative and interrogative -To know the uses of the present perfect continuous -To know how to compare and contrast the uses of the present perfect and present perfect continuous 	<ul style="list-style-type: none"> -Understands and uses the general structure of the present perfect continuous in positive, negative and interrogative form -Recognises when to use the present perfect continuous - Differentiates between the present perfect and present perfect continuous
Normal and Extreme Adjectives	<ul style="list-style-type: none"> -To know the forms and uses of a selection of 'normal' and extreme adjectives to express opinions and feelings or describe people, things or situations -To know how to identify both types of adjectives in 	<ul style="list-style-type: none"> -Recognises the extreme adjective when given the normal version -Identifies when to use a normal or extreme adjective

	different contexts -To know how to use both types of adjective correctly	
Relationship Vocabulary	-To know vocabulary and some expressions to describe personal relationships -To know how to use the vocabulary and expressions in different contexts	-Demonstrates knowledge of relationship vocabulary and expressions are required within a given context
Prepositions	-To know how to use some prepositions associated with verbs and expressions related to making invitations and accepting or rejecting them	-Identifies the adequate preposition when given the verb in a sentence
Both and Neither	-To know the meaning and use of both and neither	-Understands the meaning and use of both and neither
IPA (international phonetic alphabet)	-To know and identify the sounds in English and learn how to represent them with the symbols from the IPA.	-Understands the use of the IPA chart and its symbols and sounds

UNIT 2.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Past Simple and Past Continuous	-To know the structure and uses of the past simple in positive, negative and interrogative form -To know the structure and uses of the past continuous in positive, negative and interrogative form -To know how to use the past simple and past continuous in one sentence	-Understands and uses the general structure of the past simple in positive, negative and interrogative form -Understands and uses the general structure of the past continuous in positive, negative and interrogative form - Identifies which tense to use when using both in one sentence

While and When	-To know how to use the particles while and when with the past simple and past continuous	-Recognises the correct verb tense required with while and when
Used to	-To know the structure and uses of 'used to' in positive, negative and interrogative form	-Identifies when and how to use 'used to'
The Past Perfect	-To know the structure and uses of the past perfect in positive, negative and interrogative form -To know the differences between the past simple and the past perfect	-Recognises the structure and uses of the past perfect -Understands the differences between the past simple and past perfect
Uses of Get	-To know the uses of get in different situations (with adjectives or nouns, forming phrasal verbs)	-Recognises the uses of get in different situations (with adjectives or nouns, forming phrasal verbs)
Past times Vocabulary	-To know a selection of words and expressions to be able to talk about memories, different generations and eras	- Demonstrates knowledge of past time vocabulary
Subject and Object Questions	-To know how to identify the differences between subject and object questions -To know how to use subject and object questions successfully	-Identifies the differences between subject and object questions -Uses subject and object questions correctly

UNIT 3.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Auxiliary Modal Verbs	-To know which the auxiliary modal verbs are, their structures and uses - To know how to use auxiliary modal verbs - To know how to use the verbs to express capacity, ability, permission and	-Understands which the auxiliary modal verbs are, their structures and uses - Uses auxiliary modal verbs correctly -Expresses capacity, ability, permission and prohibition using the

	prohibition	modal verbs
Past Modals	-To know how to use 'have' and the past participle to form past modals	-Uses past modals correctly
Argumentative Essay	-To know the structure and typical expressions for an argumentative essay	-Understands how to write an argumentative essay correctly, using the correct structure and expressions
Medical and Health Vocabulary	-To know a selection of vocabulary related to health and the world of medicine	-Demonstrates knowledge of vocabulary related to health and the world of medicine
Noun Suffixes	-To know a variety of suffixes and how to use them correctly	-Applies the correct suffix to a selection of verbs and adjectives

UNIT 4.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Future Forms (<i>going to, will</i>)	-To know the structures and uses of <i>going to</i> and <i>will</i> - To know the differences between <i>going to</i> and <i>will</i> -To know when to use <i>going to</i> or <i>will</i> for plans, predictions and intentions	-Understands the structures and uses of <i>going to</i> and <i>will</i> - Identifies the differences between <i>going to</i> and <i>will</i> -Uses the adequate tense in a given situation
Future with Present Simple vs Present Continuous	-To know the structures of the present simple and present continuous for future use	-Uses correctly the present simple and present continuous for future
Phrasal Verbs for Travel	-To know a variety of phrasal verbs and expressions related to travel	-Understands the uses of travel phrasal verbs
Time and Timetable Vocabulary	-To know some vocabulary and expressions to be able to talk about times and timetables	-Demonstrates knowledge of vocabulary and expressions to be able to talk about times and timetables
Descriptive Writing	-To know some vocabulary and typical expressions to be able to describe plans	-Uses adequate vocabulary and

		expressions to describe plans
--	--	-------------------------------

UNIT 5.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Active and Passive Voice	-To know the structure and uses of the passive voice -To know the differences between the active and passive voice -To know how to use the passive voice correctly	- Understands the structures and uses of the passive voice -Identifies the differences between the passive and active voice -Uses the passive voice correctly
Particles (<i>so, such, too, (not) enough</i>)	-To know the particles <i>so, such, too, (not) enough</i> and how to use	-Understands and uses the particles <i>so, such, too, (not) enough</i> correctly
Negative Prefixes	-To know how to use negative prefixes	-Uses negative prefixes correctly
Fashion and Trade Vocabulary	-To know vocabulary about fashion and trade	-Demonstrates knowledge of fashion and trade vocabulary
Descriptive Writing	-To know structures and expressions to be able to describe or write about a product	-Understand structures and expressions to be able to describe or write about a product

UNIT 6.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Reflexive Pronouns and <i>Each Other</i>	-To know the forms and uses of the reflexive pronouns -To know the differences between reflexive pronouns and each other	- Understands the forms and uses of reflexive pronouns -Identifies the differences between reflexive pronouns and each other
Defining and Non-Defining Clauses	-To know the forms and uses of relative pronouns -To know the differences between defining and non-defining clauses -To know how to use defining and non-defining clauses in different contexts	-Identifies the forms and uses of relative pronouns -Understands the differences between defining and non-d

Have Something Done	-To know the structures and uses of <i>have something done</i>	-Uses <i>the have something done</i> structure correctly in a variety of tenses
Urban Tribes, Fashion and Appearances Vocabulary	-To know a selection of vocabulary in order to be able to give opinions about tribes, fashion and appearances	-Demonstrates knowledge of vocabulary in order to be able to give opinions about urban tribe, fashion and appearance vocabulary
Colloquial Language	-To know a selection of colloquial language related to urban tribes	-Distinguishes a selection of colloquial language related to urban tribes
-ed and –ing Suffixes	-To know how to form adjectives with –ed and –ing suffixes in order to describe feelings	-Uses adjectives with –ed and –ing suffixes in order to describe feelings
Giving Advice	-To know a selection of vocabulary and expressions to be able to give advice -To know linking words such as <i>in addition, since, as, although, besides or while</i> to be able to give advice	-Demonstrates knowledge of a selection of vocabulary, expressions and linking words to be able to give advice

UNIT 7.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Conditional Clauses	-To know the differences between a condition and a result - To know the structure and uses of the first conditional -To know the structure and uses of the second conditional -To know the differences between the first and second conditional -To know how to use <i>unless</i> in conditional sentences	-Identifies the differences between a condition and a result -Demonstrates having understood the structure and uses of the first and second conditional -Understands the differences between the first and second conditional -Uses <i>unless</i> correctly in conditional structure
I wish/ If only	-To know the structure of <i>I wish/ If only</i> with the past	-Uses <i>I wish/ If only</i> with the past simple correctly

	simple	
Apologising Vocabulary	-To know vocabulary and expressions to be able to apologise	-Demonstrates knowledge of vocabulary and expressions to apologise
Make, Let, Be Allowed To	-To know how to use expressions with <i>make, let, be allowed to</i>	-Uses expressions with <i>make, let, be allowed to</i>
Political Vocabulary	-To know a selection of vocabulary and expressions related to politics	-Demonstrates knowledge of a selection of vocabulary and expressions related to politics
Opinion Writing	-To know the structure and vocabulary appropriate for an opinion essay	-Applies the correct structure and vocabulary when writing an opinion essay

UNIT 8.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Conditional Clauses	-To know the structure and uses of the third conditional -To know the differences between the first, second and third conditional	-Demonstrates having understood the structure and uses of the third conditional -Understands the differences between the first, second and third conditional
Comparative and Superlative	-To know the rules of how to form comparative and superlative adjectives and adverbs according to their number of syllables -To know the irregular comparative and superlative adjectives and adverbs -To know the different types of comparison (equality, superiority and inferiority)	-Identifies the rules of how to form comparative and superlative adjectives and adverbs according to their number of syllables -Recognises the irregular comparative and superlative adjectives and adverbs - Distinguishes between the different types of comparison (equality, superiority and inferiority)
Infinitive vs Gerund	-To know the forms and uses of the infinitive and gerund -To know some of the	-Shows understanding of know the forms and uses of the infinitive and gerund and some of the

	verbs which are followed by an infinitive (with or without to) or gerund	verbs which are followed by an infinitive (with or without to) or gerund
Behaviour and Personality Vocabulary	-To know a selection of vocabulary related to behaviour and personality	-Demonstrates knowledge of a selection of vocabulary related to behaviour and personality
Vocabulary to Console or Encourage	-To know some vocabulary and expressions to be able to console and encourage	-Uses some vocabulary and expressions to be able to console and encourage
Experiences Text	-To know the structure and some expressions to be able to write a text about an experiences	-Writes a text about an experience with the required structure and expressions

UNIT 9.

Evaluation Criteria	Linguistic Contents	Evaluable Learning Standards
Direct and Indirect Speech	<ul style="list-style-type: none"> -To know the difference between direct and indirect speech -To know the basic reporting verbs -To know how to recognise direct sentences as <i>statements, questions, orders</i> and <i>requests</i> -To know how to transform <i>orders</i> and <i>requests</i> into indirect speech -To know how to transform <i>statements</i> into indirect speech -To know how to transform <i>questions</i> into indirect speech 	<ul style="list-style-type: none"> -Understands the difference between direct and indirect speech -Identifies the basic reporting verbs -Distinguishes between <i>statements, questions, orders</i> and <i>requests</i> direct sentences -Transforms <i>orders</i> and <i>requests</i> into indirect speech -Transforms <i>statements</i> into indirect speech -Transforms <i>questions</i> into indirect speech
Honour, Ethics and Morals Vocabulary	-To know a selection of vocabulary and expressions about honour, ethics and morals	-Demonstrates knowledge of a selection of vocabulary and knowledge about honour, ethics and morals
<i>Make</i> and <i>Do</i>	-To know the differences between <i>make</i> and <i>do</i>	-Understands the differences between <i>make</i> and <i>do</i>

Activities

For all units students will carry out activities such as defining and giving synonyms for vocabulary, constructing sentences in the tense studied that unit, fill in the gaps, identifying mistakes, comprehension activities, writings.

TICs

For all units there are audio visual TICs, used both in class and at home via the use of moodle. TICs in the classroom include; audios, short videos and films with comprehension activities.