



## EXAMEN PRÁCTICO OPOSICIONES 2013

### Esquema resuelto de 2 preguntas del examen

#### 1. How to treat the behaviour and the discipline in a 5<sup>th</sup> course.

##### a) Theory:

Classroom Rules: Assembly / coordination with the rest of the teachers and parents

Rewards and positive reinforcement

##### b) Laws:

RRI (rights and duties of children, teachers and parents)

Lomce/RD.126/D.108: transversals

##### c) Activities:

- Write letters about feelings (Young pupils can draw faces: happy, sad...)
- Post-office to write/know/resolve problems (aim c)
- Watch films about bad/good behaviour (as: the war) in English with subtitles.
- Project for the peace day and songs (as: imagine, here's the world, we are the world...)
- In Christmas: a good wishes tree
- Memorize rules with mimic or comics... role-plays, wallcharts...

#### 2. Things to bear in mind in the teaching-learning process with a moderate deaf child in a 3<sup>rd</sup> class.

##### a) Theory:



Sit the child in front of/near you.  
Use visual material too and non verbal communication.  
Repeat the things a lot.  
Active and varied activities, promoting motivation, realia...

b) Laws:

Order 16<sup>th</sup> of July, attention to diversity.  
Same level as the rest and access to curriculum adaptation.  
Broadcasting station with a microphone.

c) Activities:

- **Examples:**
- Listen to a song/story and do gestures or show images
- In explanations, be sure that we have been understood: ask him/her for an example
- Drama activities: jobs, animals, body, weather, feelings, sports...
- Buy in a supermarket: food in English and do a recipe
- Follow directions with a map.

(Estas preguntas están resueltas de forma esquemática, ahora sólo habría que desarrollarlas y explicarlas bien con la información dada. También podemos marcarnos algunos objetivos, según lo que nos demande la pregunta).

Otros prácticos preparados y resueltos en clase

- Do a project bearing in mind the cross curricular aspects about science area, in 5<sup>th</sup> course. Try to introduce the ICT.



- 1- Differences between CLIL and Cross Curricular...  
Importance of ICT and transversal aspects... Computers and interactive board... Join with entrepreneurship, initiative and learning to learn (competence 4).  
(Communicative Competence: 5 sub-competences)

(Unit 24 about computers and interactive boards – add information)

- 2- Lomce and RD.126 (transversals-ICT, CLIL, Cross curricular)  
D. 108: key competence 3 and aim i about ICT.  
Aim G about science, maths.../aim J arts

- 3- Activities:  
(Science for 5<sup>th</sup> course)

Topics we can choose: the universe, recycling, comparing animals (pets, wild, farm animals)...

Grammar: comparatives and superlatives

ITC: look for information in internet at home to prepare the topic. (Fill a sheet)

Explain the project in front of the class with the interactive board.

- How could you work the basic competences number 4 and 6 in a 3<sup>rd</sup> course to develop the topic directions.

- 1- Lomce + RD126 + D108:  
B.competence 4 : learning to learn  
B.competence 6: entrepreneurship and initiative / RD 126 article 10 about transversal aspects.  
Aim N: vial education D.108 + article 10 about transversal aspects too.



2- Explanation of competence 4 and 6: constructivism and learning to learn = relationship with entrepreneurship and initiative: promote curiosity, they can look for information at home in internet (ICT- B.competence 3 and aim i), let them to propose topics or activities to work in class.  
(Units 20-21)

3- Activities: 3<sup>rd</sup> course/directions

-Individual: we give them some important places of Valencia and at home, to promote ICT and initiative, they look for an underground map (of Valencia) and they think about a place to visit and they tell to the rest in class.

-Individual activity/ big group: they have a map of the city and they follow the directions the teacher says, taking into account the places they want to visit and going on foot ...

(We motivate them with attractive activities so that they can go on with this project = learning to learn)

-Pairs/group at home: they prepare a "gymkhana" with easy writing instructions (turn right two steps/left...) to find a hidden object in the class. (Entrepreneurship).

-Pairs/group in class: they look for the objects with the instructions the pupils have prepared at home. (Initiative).

- Develop a session in the 1<sup>st</sup> course to work songs taking into account that you have a boy in a wheel chair.

1- Order 16<sup>th</sup> July.../ Lomce...D. 108 aim F...

Boy in a wheel chair but with the same level. Be careful with TPR, for example, he can move arm, don't dance... motivate him, low self-esteem... do things as the rest, so the rest adequate the movements to him.

2- Songs (unit 17)... motivation, break routine, ICT to introduce images, videos... Types of songs/TPR... repetitions, learn to learn...



3- Activities for 1<sup>st</sup> class: 3 P's (Harmer): Topic: animals

- Presentation:
  - Introduce vocabulary with a poster of a farm (stick animals in the poster while we introduce them).
  - Listen to the song Old Mcdonald/ they have flash cards and they raise the animal they listen.  
(The boy in the wheel chair can do it too).
- Practice:
  - Sing the song and sing/do the sounds of animals.
  - Watch the song in you tube/PDI and stop before listen to the animal so that they say it. What animal is it?  
(The boy in the wheel chair can do it too).
- Production:

Assign/attribute a gesture to each animal and perform/do it while they sing. Take into account only to use the top of the body to do the gestures to adapt the activity to the boy in the wheel chair. (The whole class do the same).

  - Individual sheet activity/written skills: fill in the gaps with the animals while they listen to the song. We stop to give them time... Important to have the written words in a box because they are in 1<sup>st</sup> course.
  - (The boy in the wheel chair can do it too, we adapt every activity...)

**Other questions to develop.**

- Develop a Reading Plan using your library corner.
- How do you evaluate the future “going to”, in a 5<sup>th</sup> level?
- In a 6<sup>th</sup> class, how do you introduce the basic competences? Write activities to develop each one and compare them with the multiple intelligences by H.Gardner.