

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Máster de Formación Inicial del Profesorado en Educación
Secundaria Obligatoria, Bachillerato y Formación Profesional

**Programación para la asignatura Lengua Moderna: Inglés, 4º
de E.S.O. Proyecto de innovación: La historia y la geografía
como medio para la enseñanza del inglés**

**Long-term plan for English Language, Year 4 of Compulsory
Secondary Education. Innovation project: History and
geography as a medium for teaching English**

TRABAJO FIN DE MÁSTER

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1. RESUMEN

En este Trabajo Fin de Máster (TFM) se encuentran plasmados los contenidos aprendidos a lo largo del curso en el Máster de Formación Inicial del Profesorado en Educación Secundaria Obligatoria, Bachillerato y Formación Profesional. Se divide en tres partes. La primera se corresponde con un análisis crítico sobre la formación recibida en las distintas asignaturas que componen el máster. Asimismo, incluye una valoración personal sobre las prácticas realizadas en un centro de Educación Secundaria. En la segunda parte se encuentra el proyecto de innovación, donde se integran la historia y la geografía del mundo anglófono en las distintas unidades docentes. El proyecto se entrelaza con la tercera parte, que plantea la programación, orientada a 4º de E.S.O. Se incluirán contenidos de historia y geografía de distintas formas y utilizando formatos diferentes. Servirán como un recurso principal para la práctica de las cuatro destrezas. Tanto el proyecto como la programación se realizan a fin de estimular la curiosidad del alumnado por la lengua extranjera: inglés a través de hechos históricos que han formado la cultura anglófona tal y como la conocemos hoy en día. Esto hará que los estudiantes entiendan mejor la lengua que estudian.

2. ABSTRACT

The contents learnt during the academic course in the Master's Degree in Initial Teacher's Training, Secondary Schools and Vocational Training are presented in this Master's Degree Dissertation (MDD). It is divided into three parts. The first one consists on a critical analysis regarding the contents studied in the different subjects that make up the Master's Degree. Likewise, it includes a personal assessment on the external work experience acquired in a Secondary Education school. In the second part, the innovation project can be found, where the history and geography of Anglophone countries are incorporated in the different teaching units. The project is intertwined with the third part, which presents the teaching plan, oriented to Year 4 of Compulsory Secondary Education. By using different means and methods, contents regarding Anglophone countries' history and geography are included. They will serve as a key resource for practicing the four English language skills. Both the project and the long-term plan are carried out with the aim of stimulating students' curiosity concerning the foreign language through historical events that have shaped Anglophone culture as it is today. This will result in students getting a better grasp of the language they study.

3. INTRODUCCIÓN

Este Trabajo Fin de Máster supone la plasmación crítica y personal del aprendizaje adquirido en el Máster de Formación Inicial del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional. Se encuentran incluidos tanto los contenidos de tipo teórico impartidos por los profesores en la Facultad de Formación del Profesorado y Educación como los contenidos de tipo práctico experimentados en el Instituto de Educación Secundaria, donde debimos realizar las prácticas externas.

El trabajo se divide en cuatro partes. En la primera parte se encuentran las reflexiones críticas extraídas a partir de la formación teórica y práctica recibidas en el máster. Se hace una valoración tanto de las asignaturas impartidas como del prácticum.

Las partes segunda y tercera se encuentran interrelacionadas y constituyen los contenidos más significativos del trabajo. Se ha decidido cambiar el orden en el que estas dos partes aparecen, primero se explica la propuesta de innovación y luego la programación.

Como aparece estrechamente relacionada con la programación, en la segunda parte se presenta la propuesta de innovación docente planteada para la asignatura de inglés. Lo que se pretende con la propuesta de innovación es integrar la historia y la geografía de los distintos países que componen el mundo anglófono en las unidades que componen un curso de 4º de E.S.O. de un grupo bilingüe. Se trata la historia de modo cronológico y la geografía sirve como acompañante visual utilizado a fin de observar la evolución de los hechos históricos. Se escogen episodios históricos importantes y relevantes que hayan tenido peso en la creación de la cultura anglófona tal y como la conocemos hoy día. Las dos materias se integran a modo de tareas o actividades y se utilizan distintos recursos (documentales, mapas, textos originales y adaptados...) a fin de poner en práctica las cuatro destrezas de una lengua extranjera y aprender más sobre la cultura y la lengua de una asignatura que, en muchas ocasiones, se presenta como ajena para los estudiantes.

La tercera parte está compuesta por la programación docente pensada para la asignatura de inglés impartida en 4º de la E.S.O. Descrita de modo detallado, se presentan 15 unidades docentes con contenidos incluidos en el currículo oficial del Principado de Asturias. Además, se integra la propuesta de innovación a modo de tareas o actividades presentando distintos hechos históricos y datos geográficos en todas las unidades docentes del curso.

En la cuarta y última parte se encuentran las conclusiones y una reflexión final, donde se valora el TFM como proyecto y las partes de las que se compone.

4. PRIMERA PARTE: REFLEXIÓN

Este apartado se compone de una reflexión y valoración de los contenidos teóricos y prácticos aprendidos durante el año lectivo en el Máster de Formación Inicial del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional. Se realiza, además, un análisis crítico del currículo oficial pensado para la E.S.O. en el Principado de Asturias.

4.1. REFLEXIÓN CRÍTICA SOBRE LA FORMACIÓN RECIBIDA

La formación recibida durante el curso me sirvió para aprender conceptos nuevos que no había tratado en el Grado de Estudios Ingleses, donde se abordan temas y materias relacionados con la Lengua Inglesa en su conjunto, pero la docencia no forma parte de esa formación. Por esto, el máster me resulta fundamental para futuros profesores, ya que se centra en cómo ser docente y en todo lo relacionado con la Educación Secundaria, el Bachillerato y los Ciclos Formativos, información que antes me resultaba muy desconocida. El máster ofrece las pautas y los conocimientos suficientes como para llegar a un centro con un mínimo de experiencia teórico-práctica y reflejar cierta seguridad. Esto, en mi caso, me resultaría imposible si no hubiera cursado el máster.

Se reflexionará ahora sobre lo aprendido en las distintas asignaturas de tipo más bien teórico que componen el máster. Se tratarán tanto sus aspectos positivos como aquellos que podrían beneficiarse de una mejora.

Comenzaremos por la asignatura Diseño y Desarrollo del Currículum, donde se impartieron aspectos fundamentales que todo docente debe conocer. Estos aspectos son la programación y el diseño de unidades docentes, regidos a normas como la ley educativa en vigor y el sistema por competencias, el curso al que nos referimos y el currículo oficial del Principado de Asturias. Asimismo, observamos y exploramos distintos tipos de actividades que podíamos llevar al aula, atendiendo a las diferencias entre los conceptos de ejercicio, actividad y tarea, y los beneficios y debilidades de todos ellos. Atendimos también a los tipos de aprendizaje que existen, debatiendo sobre aquellos que nos resultaban más útiles y eficaces y aquellos que no. Aunque la asignatura resulta de una gran utilidad al sentar las bases de la temporalización de unidades docentes y la programación, al tener una carga lectiva tan pequeña resulta demasiado general. Deja de

lado aspectos que, a mi parecer, resultan importantes. Por ejemplo, los estudiantes nos habríamos beneficiado de disponer de ejemplos específicos de unidades docentes o programaciones realizadas para nuestra especialidad, ya que no todas las especialidades pueden programarse utilizando las mismas pautas.

En la asignatura Sociedad, Familia y Educación aprendimos, a partir de los dos bloques impartidos, teoría básica sobre las cuestiones de tipo social relacionadas con el día a día impartiendo clase en un centro educativo, como son las relaciones con el alumnado y las familias. El primer bloque se correspondió con los factores de etnia y género, desenmascarando y superando estereotipos que puedan afectar a estudiantes que pertenezcan a minorías. Aprender estos temas facilita la comprensión entre alumnado-profesorado, favoreciendo un ambiente agradable de entendimiento mutuo y consiguiéndose así una educación pública igualitaria. Del mismo modo, el tema de los derechos humanos también formaba parte de este bloque. Conocerlos y respetarlos resulta fundamental a la hora de enfrentarse a un aula que será, con toda seguridad, heterogénea. El segundo bloque se correspondió con las tipologías en las que podemos diferenciar las distintas familias. Visto desde un punto de vista cronológico, observamos cómo los tipos de familias distinguidos y aceptados por la sociedad fueron cambiando con los años, hasta llegar a la gran heterogeneidad que se nos presenta hoy día. Además, se valoró la importancia de las relaciones familia-centro educativo, ya que una eficiente comunicación entre los dos agentes favorece la correcta integración del alumnado y la superación de obstáculos. Aprendimos sobre la importancia de los distintos organismos y asociaciones en los que participan las familias, dándoles voz y cierta autonomía a la hora de decidir la educación de sus hijos. Aunque la asignatura me resultó útil, se apoyó demasiado en la teoría pura. Habría resultado muy beneficioso tratar casos reales o ejemplos de actividades donde viéramos la importancia del docente tanto en el aula como en las relaciones con las familias.

Procesos y Contextos Educativos sentó las bases del máster, ya que se trata de una de las asignaturas con más carga lectiva y con la mayor cantidad de contenidos impartidos. Se dividió en cuatro grandes bloques de distinta índole pero que estaban relacionados entre sí, ya que todos trataban el contexto educativo español, aunque fuera desde perspectivas diferentes. El primer bloque estaba a su vez dividido en dos partes: la legislación del sistema educativo en España y los documentos institucionales que siguen los centros. En la parte dedicada a la legislación, observamos los cambios que vivió el

sistema educativo español de un modo cronológico, tratando las leyes más importantes que le dieron forma. Fue muy útil repasar las distintas leyes y familiarizarse más con el sistema educativo español desde un punto de vista histórico y social. Por otro lado, aprendimos los distintos documentos institucionales que se utilizan en un centro para su organización. Resultó extremadamente importante conocerlos a la hora de realizar el prácticum, ya que debimos leerlos, examinarlos y valorarlos y para ello, debíamos conocer su función de antemano. En el segundo bloque se trataron temas relacionados con la vida en las aulas y las interacciones con los distintos grupos. En primer lugar, observamos los roles que los estudiantes pueden representar en un grupo-clase concreto y las pautas de actuación ante esos comportamientos. De entre todas las prácticas en las que se dividió este bloque, cabe destacar una en la que masterandos que se habían presentado voluntarios para realizar la práctica debieron preparar una clase e impartirla al resto de compañeros, los cuales actuaban como estudiantes de secundaria, por lo que ejercían los distintos roles aprendidos anteriormente en la asignatura. Sirvió para conocer pautas de actuación y saber cómo llevar un aula complicada, aunque partamos desde la inexperiencia. El tercer bloque trató temas como la acción tutorial y la orientación educativa. Entendimos la importancia que tiene el tutor como figura y cómo su relación con el resto del profesorado, el alumnado al que tutoriza y las familias beneficia al centro en su conjunto. Asimismo, se nos explicó la gran utilidad que tiene una relación cordial y continuada con el Departamento de Orientación, ya que se presenta como clave a la hora de coordinar y programar las clases. Para ello, conocimos la labor que ejerce el Departamento de Orientación en un centro educativo y sus funciones más características. El cuarto y último bloque se relacionó con la atención a la diversidad. Personalmente, a pesar de las pocas horas lectivas de las que disponía, me resultó la parte más interesante y desconocida, ya que nos ofreció pautas para tratar con estudiantes con necesidades educativas especiales o con necesidades específicas de apoyo educativo. Para esto, se nos presentaron los casos más comunes y se ejemplificó con algún caso real. Sin embargo, no fue hasta realizar las prácticas externas que comprendimos cómo funcionaban y si funcionaban las medidas propuestas en la asignatura.

La asignatura Aprendizaje y Desarrollo de la Personalidad trató temas relacionados con la psicología. Abarcó desde la Psicología del Desarrollo hasta la Psicología Educativa. En el primer tema se conversó sobre las principales corrientes psicológicas relacionadas con el desarrollo cognitivo en niños, adolescentes y adultos. Deteniéndonos

más en aquellas que estaban menos obsoletas a día de hoy y dándoles importancia a la hora de actuar como docentes. El segundo tema amplía lo visto en el primero centrándose en el desarrollo cognitivo y cómo este ocurre en la etapa conocida como adolescencia. Sirvió para conocer más esta etapa y cómo afecta al alumnado con que nos vamos a encontrar. En el tercer tema se enseñó el desarrollo social y afectivo de los adolescentes. Conocer mejor esto desde un punto de vista psicológico, nos ayudará a realizar una acción tutorial más completa y satisfactoria. El cuarto tema se centró más en la Psicología de la Educación, comenzando por comentar la importancia de los premios y los castigos en el aula, procurando utilizar premios en lugar de castigos, siempre que sea posible y la situación sea sostenible. Además, aprendimos distintos tipos de técnicas que se pueden utilizar cuando el ambiente en el aula no es el correcto o un alumno no se comporta de la forma debida. Resultó especialmente útil conocer estas técnicas y trucos, ya que somos docentes en formación y carecemos de experiencia real. En el último tema se trataron aspectos como la memoria y sus tipos, observando ejemplos y actividades en las que utilizamos distintos tipos de memoria y cuáles resultan más beneficiosas para los estudiantes. Esta asignatura me resultó muy atractiva y diferente, ya que se trata la función educativa de un modo psicológico y cognitivo, haciéndola destacar entre el resto de las asignaturas del máster. Del mismo modo, el hecho de que se hayan utilizado ejemplos y actividades han hecho la asignatura aún más enriquecedora y útil para un futuro profesor.

La asignatura Tecnologías de la Información y la Comunicación versó sobre la correcta utilización de las TIC en las aulas de secundaria en una sociedad donde los adolescentes las usan de manera constante. Debido a mis conocimientos previos sobre las nuevas tecnologías, me resultó una asignatura muy atractiva y en la que me sentía cómoda por la familiaridad que representaba. Encontramos recursos de dónde poder extraer materiales para algunas clases y páginas web para formarnos más como docentes. Sin embargo, me habría gustado ver más actividades y tareas. Resultaría útil para una minoría de masterandos con escasos conocimientos sobre nuevas tecnologías. La práctica propuesta para la evaluación de la asignatura me resultó de utilidad en un futuro, ya que debíamos encontrar diez recursos que pudiéramos llevar al aula para nuestra especialidad.

Una de las asignaturas más centradas en nuestra especialidad fue Complementos a la Formación Disciplinar, la cual se dividió en dos partes que se impartían al mismo tiempo: una parte general, en la que compartíamos aula y profesora con los alumnos de Francés y Asturiano, y una parte específica para el Inglés. En la parte general aprendimos

los documentos más importantes que debe conocer cualquier profesor de lenguas extranjeras, como son el Marco Común Europeo de Referencia para las Lenguas (MCER) y el Pasaporte de Lenguas. Estudiamos a fondo estos dos documentos, leyéndolos y reseñándolos a modo de debate en el aula. Además, algunas clases se dedicaron a ampliar nuestro vocabulario a través de conceptos imprescindibles para todo docente, como, por ejemplo: ‘diglosia’ o ‘bilingüismo’, entre otros. Asimismo, observamos las diferencias entre evaluar y calificar y cuáles son las técnicas de evaluación más útiles y beneficiosas para el alumnado. La actividad para evaluar esta parte consistió en preparar e impartir una clase pensada para un grupo de secundaria específico a nuestros compañeros. Esta clase tendría una duración de entre 15-30 minutos, se haría en la lengua extranjera y los compañeros debían actuar como alumnos. Resultó muy útil y gratificante, ya que no solo pudimos ponernos en la piel de un docente de lenguas extranjeras, sino que también pudimos apreciar las similitudes y diferencias que existen al impartir las distintas lenguas. En la parte específica dedicada al inglés fue donde más llevamos a la práctica, a partir de actividades, lo aprendido en la general. Repasamos los conceptos impartidos en la parte general centrándonos en el inglés. Además, aprendimos vocabulario específico a utilizar en las aulas de inglés. Me resultó muy útil ya que se presentó como totalmente desconocido para mí y fundamental para que los estudiantes no aprendan las expresiones en inglés de forma errónea, algo que pasa muy frecuentemente al desconocer este tipo de vocabulario. Por otra parte, realizamos muchas actividades propuestas para mejorar la competencia comunicativa de los estudiantes. Se nos impartió, además, bastante teoría relacionada con la enseñanza del inglés desde el punto de vista de filólogos expertos. Uno de los contenidos que más novedoso e interesante me resultó fue el análisis de errores, donde observamos casos reales de errores en alumnos que cursan secundaria y debimos corregirlos siguiendo unas pautas y detectando los distintos tipos de errores que nos vamos a encontrar en las aulas. Nunca había observado la corrección de errores desde ese punto de vista y me resultó muy eficiente para un futuro docente. Aunque la actividad final pensada para la evaluación de la parte específica fue similar a la realizada para la parte general, la de la parte específica fue más exigente y completa. No solo debíamos impartir una clase, sino que también debíamos subir nuestra clase planificada al campus virtual para ser analizada y editada por la profesora antes de realizarla en el aula. Me pareció una actividad útil sobre todo por las correcciones y el *feedback* anteriores y posteriores a impartir la clase. Personalmente, creo que nos habríamos visto beneficiados si la parte específica hubiera tenido más carga lectiva que la parte general.

La asignatura Innovación Docente e Iniciación a la Investigación Educativa sirvió como una iniciación básica al amplio mundo de la innovación e investigación en educación. Realizamos muchas actividades grupales cooperativas de búsqueda y análisis de innovaciones e investigaciones relacionadas con nuestro campo. Al realizar una actividad, siempre hacíamos puestas en común con toda la clase, lo cual nos beneficiaba porque teníamos la oportunidad de aprender otras innovaciones o investigaciones distintas a las que habíamos observado en nuestro grupo más pequeño. Asimismo, esta asignatura nos dotó con herramientas y enlaces a la hora de buscar innovaciones o investigaciones educativas. Todo lo nombrado más arriba sirvió para la realización de la actividad individual para la evaluación de la asignatura, la cual consistió en realizar una innovación propia y desarrollarla tanto en papel como en una exposición oral breve. Además, esta asignatura fue muy útil a la hora de abordar el proyecto de innovación que se presenta en este TFM, ya que algunos de los recursos e innovaciones observados sirvieron como inspiración para su realización. A pesar de haber sido una asignatura interesante e importante para buena parte del TFM y para nuestra labor como futuros docentes, me resultó algo general y que disponía de mucha teoría. Con pocos ejemplos, fue más bien una asignatura pensada para una primera toma de contacto con la innovación y la investigación educativas, más que para aprender a realizar y programar un proyecto de innovación o de investigación propios.

Aprendizaje y Enseñanza fue la otra asignatura del máster que contenía recursos específicos para inglés. Al igual que Complementos a la Formación Disciplinar, se dividía en una parte general con los alumnos de las especialidades de Francés y Asturiano y en otra específica para los masterandos de Inglés. Esta vez, sin embargo, las dos partes no transcurrieron al mismo tiempo, sino que la parte general se impartió primero y la parte específica después. Esto resultó, para mí, un desacierto, ya que funcionaba mejor la distribución de las clases en Complementos a la Formación Disciplinar. En la parte general ampliamos lo aprendido en Diseño y Desarrollo del Currículum zambulléndonos más en el tema de la programación y planificación de sesiones. Por otro lado, nos centramos en entender y reflexionar sobre el currículo para la secundaria utilizado en el Principado de Asturias. Se debatió sobre cuestiones como los indicadores y los estándares de aprendizaje y su utilidad a la hora de programar una materia. También estudiamos a fondo la historia del aprendizaje de lenguas y los distintos métodos utilizados en diferentes etapas y países. Para la evaluación de esta parte debimos programar unas

lecciones para la asignatura de inglés y traducir unos textos teóricos sobre la enseñanza de lenguas del español al inglés. Todas las actividades se realizaron en parejas o en grupos, lo cual me resultó un acierto, ya que nos retroalimentábamos y nutríamos de las ideas que salían de cada persona. La parte específica nos otorgó muchos recursos para el aula de inglés. Proponíamos actividades para practicar las cuatro destrezas de la lengua o para desarrollar las siete competencias. Todas las actividades pretendían ser entretenidas, atractivas y educativas para el alumnado de secundaria. Asimismo, las actividades o tareas propuestas eran realizadas en clase, comportándonos como alumnos, y a partir de esas, creábamos otras. Las clases me resultaron especialmente útiles y participativas, ya que todos aportábamos nuestras ideas y la profesora actuaba como una guía orientativa. La mayor parte de las actividades se realizaban en parejas o grupos excepto la tarea final, que consistió en la elaboración de un portafolio, el cual recogía todas las actividades realizadas y propuestas en las clases, además de algunas nuevas elaboradas por cada estudiante. Lo que más útil me pareció fue el hecho de que todos los portafolios se compartieron. Por ello, los masterandos teníamos acceso a los portafolios de los compañeros, dándonos la oportunidad de ampliar nuestra caja de recursos aún más.

Para finalizar, comentaré mi experiencia cursando la asignatura optativa que escogí: La Comunicación Social en el Aula: Prensa, Información Audiovisual y Nuevos Medios de Comunicación. En ella, aprendimos el uso que se les puede dar a los distintos medios de comunicación de los que disponemos en un aula de secundaria. Desde enseñar al alumnado su correcta utilización en su día a día hasta cómo nos pueden servir para la enseñanza-aprendizaje de lenguas extranjeras y conocer mejor la cultura de la lengua meta. La evaluación de la asignatura consistió en dos partes: un trabajo grupal cooperativo y un examen final. En el trabajo debimos escoger un medio de comunicación de nuestra elección y elaborar un número de sesiones para un curso concreto en nuestra especialidad dónde se utilizaría el medio como elemento clave.

4.2. REFLEXIÓN CRÍTICA SOBRE EL PRÁCTICUM

Aparte de las asignaturas de tipo más teórico y tradicional analizadas en el apartado anterior, el máster ofrece otras dos asignaturas más llamadas Prácticum I y Prácticum II. La primera se refiere a la realización de unas prácticas externas en un centro de Educación Secundaria de Asturias y la segunda se corresponde con la elaboración de un cuaderno en el que debimos anotar y analizar todo lo observado y vivido durante nuestra estancia en los centros. Aunque compaginar las prácticas externas con las clases por las tardes del

máster no fue tarea fácil, mereció la pena por la experiencia vivida y por todo lo aprendido en el centro.

Realicé las prácticas en un centro situado en Oviedo. Se trata de un I.E.S. con un gran número de alumnos, más de mil, de los cuales casi la mitad cursan ciclos de formación profesional. Además de un gran número de alumnos también tiene muchos profesores, más de un centenar, lo cual hacía que las relaciones entre el profesorado fueran algo complicadas, ya que muchos ni siquiera se conocían entre sí. Tuve la oportunidad de conocer a muchos de ellos, sobre todo a aquellos adscritos al Departamento de Idiomas. Estos me dieron muchos consejos, trucos y pautas de cómo impartir una clase y cómo comportarme con los distintos grupos, ya que ellos los conocían de haberles impartido clases previamente. Aprendí que cada profesor tiene su forma de explicar y de impartir una lección, así como su manera personal de tratar o comportarse con el alumnado.

La acogida a los alumnos en prácticas fue muy buena, lo que hizo que me sintiera cómoda en todo momento. Desde enseñarnos el centro hasta las relaciones con todo el profesorado y con la tutora que se mantuvieron durante toda mi estancia, la experiencia resultó muy positiva desde un primer instante.

Las primeras semanas en el centro estaban dedicadas a tomar contacto con el alumnado y el I.E.S. en general, por lo que mi compañera y yo nos dedicamos mayoritariamente a observar cómo impartía clase nuestra tutora a los distintos grupos (1º E.S.O., 2º E.S.O., 3º PMAR, 4º E.S.O. y 2º Bachillerato de Humanidades y Ciencias Sociales). Aunque resulta en un primer vistazo una tarea sencilla, la observación crítica resulta crucial para futuros docentes sin experiencia, apuntando aquellos aspectos de los que podremos aprender. Además, realizamos alguna actividad con los alumnos con la ayuda de nuestra tutora, para que los estudiantes nos conocieran más y fueran tomando confianza para cuando llegase el momento de impartir nuestras propias clases.

Debimos realizar dos unidades docentes. En mi caso, realicé una para 1º E.S.O. no bilingüe. Impartirla me resultó una experiencia muy útil y enriquecedora, ya que los alumnos respondieron bien al cambio de profesora desde un primer momento. Aunque eran alumnos movidos y con problemas de atención continuada, eran curiosos y estaban interesados por muchos de los conceptos que se impartían en la materia, haciendo mi labor más sencilla. Realicé sobre el papel otra unidad docente para 2º Bachillerato, la cual

no impartí, sino que actué como ayudante de mi compañera. Sin embargo, tuve la oportunidad de preparar e impartir unas cuantas sesiones al alumnado de 3º E.S.O. pertenecientes al Programa de Mejora del Aprendizaje y del Rendimiento (PMAR). Estas clases resultaron un reto para mí, ya que se trataba de un curso conflictivo donde el alumnado, aunque escaso, ejercía distintos roles y requería mucha atención por parte del docente. Aunque era una clase difícil de llevar, me adapté, hasta lograr que los alumnos estuvieran interesados en algunas de las actividades que ofrecí en las sesiones. Personalmente, me pareció una experiencia extremadamente gratificante y de gran utilidad, ya que los docentes de inglés siempre deben impartir clases en PMAR, por lo que fue un ensayo para el tipo de grupos que me podré encontrar en un futuro.

Por otra parte, asistimos a actividades celebradas fuera del horario lectivo de los estudiantes, pero que forman parte del día a día de un profesor fuera de las aulas. Aprendimos el funcionamiento de los órganos por los que se rige un centro, como pueden ser el Claustro de Profesores, la Comisión de Coordinación Pedagógica (CCP), las reuniones de Departamento o las reuniones de Evaluación. Aquí, pudimos comprender y aceptar las funciones que cumplen los miembros y los deberes que tienen. De gran utilidad para futuros profesores, comprendimos mejor la teoría aportada por las asignaturas del primer cuatrimestre, la cual antes nos resultaba abstracta y descontextualizada. Del mismo modo, tuvimos la oportunidad de consultar y analizar los distintos documentos institucionales vistos en las materias del máster. Comprendimos, de nuevo, la teoría mucho mejor al disponer de un contexto.

El tutor académico también resultó un agente importante en la realización de estas prácticas. Este visitó el centro tres veces y vio cómo impartíamos al menos una clase completa. El *feedback* y los comentarios hechos por el tutor sirvieron para aplicarlos, no solo en otras clases en ese I.E.S., sino también en nuestro futuro como profesores.

En general, el Prácticum I me resultó especialmente útil. Aunque superó en carga lectiva y de trabajo al resto de asignaturas, fue la más representativa y clara de lo que significa ser un docente de lenguas extranjeras en un centro de Educación Secundaria. Dotó de un contexto real y pudimos llevar a cabo todo lo aprendido en las distintas materias que ofrece el Máster de Formación Inicial del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional.

El Prácticum II me pareció un documento amplio y bastante completo, aunque con algunos aspectos a mejorar. Si bien puede resultar útil para una consulta en caso de dudas sobre el funcionamiento de un I.E.S. en un futuro cercano, estuvo demasiado centrado en el análisis de documentos institucionales del centro, y no lo suficiente en las experiencias personales de cada masterando en prácticas.

En su conjunto, tanto el Prácticum I como el Prácticum II me resultaron dos partes necesarias del máster. Fue donde realmente pude ponerme en la piel de un docente día a día y analizar todo lo relacionado con un I.E.S. a partir de una experiencia real y personalizada.

5. SEGUNDA PARTE: PROPUESTA DE INNOVACIÓN DOCENTE

LA HISTORIA Y LA GEOGRAFÍA COMO MEDIO PARA LA ENSEÑANZA DEL INGLÉS

5.1. INTRODUCCIÓN Y JUSTIFICACIÓN

Se ha decidido efectuar un cambio de orden y hablar primero sobre la propuesta de innovación. La principal razón del cambio es que la propuesta está estrechamente relacionada con la programación. El papel que ocupa dentro de la programación resultará más evidente si se explica primero la innovación. Para cada unidad docente se incluye una ficha con actividades relacionadas con los temas que recoge la innovación.

La propuesta de innovación que se presenta está pensada para ser llevada a cabo en un grupo de 4º de E.S.O. con un alumnado que sigue el programa bilingüe en la materia de Primera Lengua Extranjera: Inglés. Debido a que se incluirán muchos contenidos culturales a través de hechos históricos y de mapas, los estudiantes deberán tener una competencia comunicativa bastante alta para poder realizar las actividades y que la innovación sea fructífera. La propuesta se desarrollará durante todo el año lectivo y se presentará a modo de distintas actividades a lo largo de las quince unidades docentes que componen la programación.

Las razones por las que desarrollo esta propuesta de innovación son, principalmente, dos. En primer lugar, nos encontramos con un alumnado que está desmotivado y falto de interés. Muchos no atienden en el aula ante el carácter repetitivo de las clases. Añadiendo un componente novedoso y en un formato más atractivo, conseguiremos que los estudiantes aprendan la lengua mediante aspectos que antes les resultaban desconocidos, como son la historia y la geografía de la segunda lengua, comprendiéndola de un modo mucho más amplio y detallado.

En segundo lugar, aunque sí se incluyen elementos históricos de la cultura anglófona en los libros de texto, estos se presentan como anécdotas puntuales, totalmente descontextualizados y sin seguir un orden lógico. Esto hace que el alumnado no solo no se quede con el hecho histórico que se presenta, sino que además no le aporte la menor importancia y no relacione la historia con la formación y progreso de la lengua extranjera. Este hecho promueve la disociación que el alumnado tiene con la lengua meta, ya que, en muchas ocasiones, no comprender la cultura de esta les resulta extremadamente frustrante.

Se presentarán los hechos históricos con el fin de conseguir que los estudiantes empaten más con los hablantes de la lengua que estudian y tengan un mayor deseo de aprenderla. Comprendiendo y conociendo más la cultura de un país a través de hechos históricos que la formaron, el alumno será capaz de entender la importancia que se le otorga al aprendizaje de una lengua extranjera.

In addition to cultural knowledge, cultural sensitivity is essential. Just knowing something about the culture of an English-speaking country will not suffice. What must be learned is a general empathy and openness toward other cultures. Sociocultural competence includes a willingness to engage in the active negotiation of meaning along with a willingness to suspend judgment and take into consideration the possibility of cultural differences in conventions of use. (Savignon, 2002: 10)

Se pretenderá generar un ambiente que hará que los estudiantes no vean la lengua meta como una desconocida y de forma pasiva, sino como una lengua rica e interesante. Asimismo, se potenciará el aprendizaje de la lengua desde un punto de vista comunicativo, ya que también se enseñarán aspectos como la gramática y el vocabulario del inglés y sus usos en situaciones reales de habla, potenciando la práctica de las cuatro destrezas principales.

5.1.1. CONTEXTO Y ÁMBITO DE APLICACIÓN

El contexto donde se realizaría la innovación es un centro que se encuentra en el Principado de Asturias en un área urbana con alumnado de 1º E.S.O. hasta 2º Bachillerato. Se llevará a cabo con el alumnado que cursa 4º E.S.O. en el área de inglés del grupo bilingüe (25 alumnos). El grupo-clase está compuesto por un 60% de varones y un 40% de mujeres. Los ámbitos educativos que participarán en la innovación serán el Centro Educativo, el Departamento de Idiomas, y la Biblioteca. Aunque el contexto elegido para la innovación es un entorno urbano, podría realizarse en cualquier otro entorno, adaptando y cambiando aquellas prácticas o tareas que no puedan hacerse debido a falta o escasez de recursos. Aunque se presentan temas históricos cerrados y concretos, esto no quiere decir que no se puedan realizar tareas diferentes para cada unidad docente, atendiendo a las necesidades del grupo y a los distintos ritmos de aprendizaje. Sin embargo, que el grupo sea bilingüe o que tenga un nivel de competencia medio-alto será crucial a la hora de entender y manejar los distintos materiales que se incluyen en la innovación, ya que para entender la cultura de la lengua meta utilizándola, se necesita un buen manejo de esta. Además, deberá realizarse con grupos que se correspondan con el segundo ciclo de

Secundaria en adelante, puesto que el tema puede resultar demasiado complicado para el alumnado de menor edad, que está aún familiarizándose con la historia y la geografía de su lengua materna.

Para detectar el nivel del aspecto cultural de la lengua extranjera del alumnado, se llevará a cabo un *test* diagnóstico. El Departamento de Idiomas lo elabora y entrega al alumnado el primer día de clase. Se espera que tengan un nivel bajo y desconozcan la mayor parte de contenidos sobre los que se preguntan. Sirve como un diagnóstico previo a la puesta en práctica del proyecto de innovación y demostrar lo alejados que se encuentran los alumnos de entender la lengua que estudian.

Se pretenderá dar respuesta a la falta de conocimientos por parte de los estudiantes de la cultura de la lengua meta.

5.1.2. ENMARQUE TEÓRICO

Aunque sobre la competencia cultural existen bastantes artículos, ha resultado complicado encontrar escritos académicos sobre la enseñanza del inglés a través de los hechos históricos o geográficos de la lengua.

Hablaremos, en primer lugar, de la importancia que se le otorga al aspecto cultural en las clases de lenguas extranjeras.

Actualmente, el componente sociocultural del aprendizaje se integra dentro de la competencia comunicativa, otorgando prioridad a las necesidades del alumno a la hora de enfrentarse a las dificultades de tipo cultural que pueden surgir en la vida cotidiana del país extranjero. Se trata de convertir al estudiante de idiomas en un intermediario cultural haciéndole consciente tanto de su cultura de partida como de la de llegada. Ha de comprender que, en su lengua materna, posee una cultura, una identidad y un status social que pueden no corresponderse con los de la L2, lo cual suele ser causa de estrés cultural. (Galindo, 2005: 435)

Debemos entender los conceptos de lengua y cultura como dos términos asociados e interrelacionados, que se nutren el uno del otro. Se necesitará entender el aspecto cultural si deseamos que el alumnado se convierta en competente en una lengua. Los estudiantes pueden tener un buen nivel de inglés desde un punto de vista puramente lingüístico, pero, si no conocen la cultura y cómo se originó esta, no solo no estaremos siguiendo un enfoque comunicativo, que es lo que se pretende, sino que además no

fomentaremos el aprendizaje autónomo y de observación. Se cae así, en una educación en lengua extranjera carente de interés e incompleta.

A la hora de comprender la cultura de cualquier lengua extranjera, poseer conocimientos sobre su historia y geografía resulta necesario y esclarecedor. De acuerdo con Miquel y Sans (2004) la cultura se divide en dos: la cultura con mayúsculas, aquella referida a acontecimientos clave, como hechos históricos, geográficos o literarios, y la cultura con minúsculas, referida al comportamiento, el carácter y la cultura más específica de los hablantes nativos que comprenden esa cultura. Se entiende, pues, la cultura como una mezcla entre la cultura con mayúsculas y la cultura con minúsculas.

Personalmente, creo que comprender la geografía y la historia que conforman la lengua meta no es simplemente anecdótico o de valor cultural. Necesitamos ese tipo de conocimientos para poder llegar a entender, empatizar y ser competentes en situaciones reales de habla, donde se utiliza un tipo de cultura derivada y conformada por hechos históricos anteriores. Si deseamos centrarnos en un país en particular, deberemos hacer una distinción entre aquellos que son de cultura anglófona y aquellos que utilizan el inglés como lengua vehicular, ya que existen grandes diferencias entre ellos.

[E]l objetivo consiste en comportarse de forma adecuada al enfrentarse a situaciones, acciones y expectativas de personas de otras tradiciones, lo cual implica conocer las diferencias culturales entre ambas sociedades y adquirir la habilidad para solucionar los problemas derivados de ellas, sin poner en peligro la identidad de los interlocutores. (Galindo, 2005: 438)

Si añadimos el componente cultural como medio para la enseñanza del inglés en cada una de las quince unidades docentes, potenciaremos la curiosidad del alumnado por conocer mejor la lengua que estudia y a empatizar más con esta, favoreciendo así la obtención de unos mejores resultados en una materia que suele resultar difícil.

5.2. OBJETIVOS

En el siguiente apartado se encuentran los objetivos que se deberán conseguir para el cumplimiento de la propuesta de innovación. Para facilitar la lectura, los objetivos se encuentran divididos en generales o finales y específicos.

5.2.1. OBJETIVOS GENERALES

Los objetivos principales que se deberán cumplir son tres: Dar la debida importancia al componente cultural en la competencia comunicativa en lengua inglesa, implicar al alumnado en su aprendizaje de la Lengua Extranjera: Inglés y contextualizar la Lengua Extranjera: Inglés a partir de su cultura.

- ✚ **Dar la debida importancia al componente cultural en la competencia comunicativa en lengua inglesa.** Se realizarán distintas tareas y actividades en las quince unidades docentes que comprenderán temas históricos o geográficos clave de la segunda lengua. Serán presentados de forma sencilla y adaptada. Se pretenderá mostrar la cultura de la lengua meta, comprendiendo esta como un elemento formado a partir de los hechos históricos que se presentan y no como algo aislado.
- ✚ **Implicar al alumnado en su aprendizaje de la Lengua Extranjera: Inglés.** Las tareas y actividades que componen el proyecto de innovación requieren, en muchas ocasiones, del pensamiento dinámico y crítico de los estudiantes. Como los temas históricos no se mostrarán de forma teórica, sino en forma de actividades, el alumnado tendrá un papel activo.
- ✚ **Contextualizar la Lengua Extranjera: Inglés a partir de su cultura.** Explicar por qué la impartición de lenguas extranjeras es importante en el sistema educativo. Hacer comprender al alumnado que la lengua que estudia no es un simple conjunto de leyes lingüísticas, sino que también es el resultado de siglos y siglos de historia y cultura.

5.2.2. OBJETIVOS ESPECÍFICOS

Los objetivos específicos son cuatro: practicar y desarrollar las cuatro destrezas lingüísticas, fomentar la tolerancia y la empatía por la cultura de la Lengua Extranjera: Inglés, interesar al alumnado por la cultura de la lengua que estudia y ampliar los componentes culturales presentes en los libros de texto de Educación Secundaria para la materia de inglés.

- ✚ **Practicar y desarrollar las cuatro destrezas lingüísticas.** La expresión oral, la expresión escrita, la comprensión auditiva y la comprensión lectora serán practicadas a través de las actividades propuestas con el mismo nivel de importancia. A partir de los textos originales y adaptados que componen

algunas de las tareas, el alumnado también aprenderá léxico general y específico, además de distintas estructuras gramaticales del inglés.

- ✚ **Fomentar la tolerancia y la empatía por la cultura de la Lengua Extranjera: Inglés.** Comprender y empatizar con la tradición y cultura de una lengua promueve una mayor asimilación de esta, además de educar en valores éticos al alumnado, afectando positivamente en su desarrollo.
- ✚ **Interesar al alumnado por la cultura de la lengua que estudia.** Mostrar interés por la cultura de una lengua favorece el correcto aprendizaje de esta como hablante competente. Se despierta, por otro lado, un interés por conocer otras culturas y, por lo tanto, por aprender otras lenguas extranjeras adscritas a esas culturas.
- ✚ **Ampliar los componentes culturales presentes en los libros de texto de Educación Secundaria para la materia de inglés.** Si bien es cierto que los manuales para la enseñanza-aprendizaje de inglés contienen materiales de tipo cultural, histórico o geográfico, estos aparecen de modo descontextualizado y sin seguir un patrón lógico. Se pretenderá paliar esto conectando la historia y la geografía en las distintas unidades docentes siguiendo un orden cronológico.

5.3. DESARROLLO DE LA PROPUESTA

La innovación puede encontrarse dentro del apartado dedicado a la programación, ya que forma parte de los contenidos que conforman las 15 unidades docentes expuestas. En la sección de nombre *Through the Ages* se presentan las actividades y tareas propuestas para desarrollar las cuatro destrezas lingüísticas y el pensamiento crítico de los estudiantes. En el apartado ‘Cronograma Orientativo’, encontraremos una lista con las distintas unidades, así como los distintos temas históricos en que se basan.

La propuesta consta de tres fases: Preparación del material, presentación y explicación de la innovación al alumnado y realización de las tareas y actividades. Además, durante todo el período en que se desarrolla la propuesta, se evaluará a los estudiantes.

En la primera fase, previa al comienzo del año lectivo, se celebrará una reunión donde los distintos miembros del Departamento de Idiomas que dan clase en 4º E.S.O. propondrán, elaborarán e integrarán los materiales en las 15 unidades docentes a impartir. Entre todas las actividades que han de elaborar, destaca un *test* de conocimientos

culturales e históricos sobre la lengua inglesa previos preparado para entregar al alumnado el día que se presente la innovación en el aula. Aunque este *test* no se utilizará como método de evaluación, si que servirá como medio de obtención de datos para ser conscientes del nivel de conocimientos culturales que tiene el alumnado sobre la lengua meta.

La segunda fase se corresponde con la presentación de la innovación y la explicación de esta en el aula. Mediante una presentación PowerPoint, el docente de 4º E.S.O. bilingüe expondrá el orden que se seguirá, el tipo de contenidos que se darán, las destrezas que se practicarán y los beneficios que acarrea conocer la historia y la cultura de la lengua que deben estudiar. Del mismo modo, se explicará cómo se va a evaluar la innovación y qué lugar ocupa en las unidades docentes. Se repartirá, además, el *test* de conocimientos culturales previos a los estudiantes. Estos deberán cumplimentarlo y entregarlo.

La tercera fase resulta ser la más amplia de todas, ya que supone la realización de todas las actividades y tareas relacionadas con la innovación. El docente realizará un seguimiento semanal del aprendizaje de cada uno de los grupos, atendiendo a aspectos como el comportamiento, la participación, el avance y el interés mostrado. Algunas de las actividades a realizar serán recogidas por el docente, editadas y evaluadas.

Aparte de estas tres fases, podríamos distinguir una cuarta que se correspondería con la evaluación, esta se encuentra explicada de forma detallada en el apartado 5.4.

5.3.1. MATERIALES Y RECURSOS

Haremos una distinción entre los materiales y los recursos humanos.

En cuanto a los materiales necesarios, el centro deberá disponer de una pizarra (tradicional o electrónica), tizas, rotuladores o bolígrafo digital, papel y tinta suficientes para las fotocopias a entregar y un proyector o cañón, a modo de apoyo visual en caso de dudas o de necesitarse indagar más sobre un tema. Se precisará, del mismo modo, de un ordenador con acceso a Internet. Asimismo, será importante que el aula sea, como mínimo, de un tamaño mediano, ya que necesitaremos reorganizar la clase cuando haga falta la creación y separación de grupos en las actividades que así lo manden. Como se puede comprobar, se trata de un material básico y sencillo, algo de lo que disponen la mayor parte de los centros, se encuentren bien en entorno urbano o rural.

Por otra parte, los recursos humanos que se presentan como vitales serán el alumnado de 4º E.S.O. bilingüe y el docente que imparta las clases de inglés a ese grupo. Asimismo, se considera que el Departamento de Idiomas también actúa como agente y, por lo tanto, como recurso humano, puesto que se dedica a la creación de materiales y a su integración en las distintas unidades docentes.

5.3.2. CRONOGRAMA ORIENTATIVO

Unidad docente	Tema
Unidad 1. New Visitors	<i>Roman Invasion of Britain</i>
Unidad 2. Thrilling Experiences	<i>The Viking Age</i>
Unidad 3. Never have I ever	<i>The Norman Conquest</i>
Unidad 4. And all that Jazz	<i>The Black Death</i>
Unidad 5. Which path will I take?	<i>The Hundred Years' War</i>
Unidad 6. I'll be there for you	<i>The Tudor Dynasty</i>
Unidad 7. A simulated life	<i>Slavery in the Colonies</i>
Unidad 8. Tasty!	<i>The American Revolution</i>
Unidad 9. Breaking News	<i>The Industrial Revolution</i>
Unidad 10. Robotic Future	<i>The Great Famine</i>
Unidad 11. Workout Session	<i>The Abolition of Slavery</i>
Unidad 12. Going against the grain	<i>Victorian England</i>
Unidad 13. Cold Case	<i>World War I</i>
Unidad 14. You make me blush	<i>World War II</i>
Unidad 15. Clean Air	<i>Independence of Colonies</i>

5.4. EVALUACIÓN Y RESULTADOS

Para evaluar la propuesta de innovación se tendrán en cuenta los siguientes factores o indicadores:

- ✚ **La participación, el comportamiento, la actitud y el interés mostrado.**
Se evaluará positivamente el buen comportamiento, una actitud positiva y un interés por realizar las actividades o tareas. Además, se tendrá en cuenta el trabajo en grupo o en parejas y se valorará el trabajo cooperativo y el respeto entre todos los integrantes. También será bien recibida la proactividad en el aula, participar en voz alta e intentar comunicarse en la lengua meta.
- ✚ **La realización satisfactoria de las actividades recogidas por el docente.**
Algunas de las actividades que componen las unidades docentes serán recogidas, editadas y evaluadas por el docente. Se valorará positivamente el buen uso de la lengua (las estructuras gramaticales y el léxico), así como la calidad en el discurso. Estas actividades se realizarán individualmente o por parejas-grupos, según se indique.
- ✚ **La elaboración en parejas o grupos de un *lapbook*¹.** Cada grupo o pareja elegirá un tema histórico presente en una de las 15 unidades docentes e indagará más. Deberán crear un *lapbook* a partir de la información que hayan buscado. Se valorará positivamente el uso de manualidades, la creatividad y la exactitud de la información.
- ✚ **Una presentación oral en el aula a partir del *lapbook*.** Todos los *lapbooks* realizados se presentarán en el aula. Las exposiciones durarán unos 5 minutos y se dedicarán dos clases para la cómoda y completa realización de estas. Como el formato *lapbook* es visual y, por lo general, entretenido, se espera que los estudiantes presten atención a las presentaciones de sus compañeros, ampliando aún más sus conocimientos sobre otros temas históricos. Se evaluarán, con ayuda de una rúbrica, aspectos como el tono

¹ Un *lapbook* consiste en una cartulina doblada y dividida por secciones donde los estudiantes pueden integrar distintos aspectos relacionados con un mismo tema. Se trata de un tipo de actividad muy visual y creativa, donde el estudiante debe elegir la información que se va a incluir.

de voz, el uso correcto de las estructuras gramaticales y el vocabulario general y específico aprendido en el aula, la pronunciación y el contenido.

Además de esto, se realizará un *test* sobre los conocimientos culturales que hayan conseguido asimilar los estudiantes a modo de recapitulación de todo lo aprendido con la innovación. Se esperan unos resultados bastante mejores que los obtenidos en el *test* de conocimientos previos elaborado en la presentación de la innovación. Este *test* tendrá un carácter informativo y servirá para que el docente vea si la innovación ha resultado satisfactoria.

Se espera que el alumnado amplíe sus conocimientos de historia, geografía y cultura de los países anglófonos, pero, sobre todo, una mejora considerable de las cuatro destrezas de la lengua.

6. THIRD PART: LONG TERM PLAN

In the following sections, the teaching plan for Year 4 of Compulsory Secondary Education is explained in detail.

6.1. CONTEXT

The designed teaching plan has been developed as a result of following the current Spanish Education Laws: The Organic Law of Education 2/2006, 3rd May, the Organic Law on the Improvement of the Quality of Education 8/2013, 9th December, the Royal Decree 1105/2014, 26th December, and the Decree 43/2015, 10th June. All of them compose the Spanish Education system nation-wide with the exception of the latest, which refers to the curriculum followed in Compulsory Secondary Education in the Principality of Asturias alone. This long-term plan will be targeted towards those students in Year 4 of Compulsory Secondary Education (CSE) who follow the so-called Bilingual Programme. According to the Royal Decree 1105/2014, 26th December, Year 4 of CSE is the only course composing the second stage in the Spanish Education System for CSE. The ages of pupils at this stage are fifteen or up and, since students choose to be part of the Bilingual Programme, it is supposed that they wish to develop their English skills and knowledge further. A higher level of competence than their peers who do not follow the Bilingual Programme in the Second Language is also expected.

Students in the Year 4 of CSE have four hours dedicated to English in their schedule. However, those who are participants in the Bilingual Programme have other subjects which use the English language as a vehicle for communication in the classroom either partly or completely. The subjects engaged in the programme tend to change depending on the school, group and year.

This teaching plan is designed for an imaginary school. It is however based on real schools located in urban towns of the Principality of Asturias. With all this in mind, we shall expect a big school, both in size and in number of students enrolled, with many teachers assigned to the Department of Modern Languages. There are also different groups formed for all stages of CSE and Post Compulsory Secondary Education (PCSE). Distributing students so that all groups are heterogeneous, fair and even. Since the school is large, every group will be composed of 20-30 pupils. There is a percentage of students who have special education needs to whom teachers must adapt their classes. These have been carefully distributed in the groups having in mind in which they would feel the most comfortable. Socioeconomic and cultural backgrounds must also be tackled, since,

though a majority of students come from middle class and well-adjusted families, there is a minority who face difficult situations in the home. These difficulties range from economic issues to disorders of all sorts. The resources needed for the correct functioning of the school are offered. There are computers with Wi-Fi access available in the classrooms, both a digital blackboard and a traditional one, projectors and speakers. There are photocopy-machines scattered throughout the school as well, with enough paper and ink.

6.2. KEY COMPETENCES AND THEIR DEVELOPMENT

The concept of key competences was first developed in the Organic Law on the Improvement of the Quality of Education 8/2013, 9th December, which listed seven different competences conceived as key for the optimal learning of all subjects. Nonetheless, the Organic Law of Education 2/2006, 3rd May had already proposed something similar seven years back introducing the eight basic competences but was later modified to improve the design. The seven key competences² explained below are: Linguistic communication competence, digital competence, social and civic competences, mathematics competence and basic competences in science and technology, cultural awareness and expression, initiative and entrepreneurial spirit and learning to learn.

Linguistic Communication Competence. It refers to the utilisation of the language as a vehicle for oral and written communication, interpretation and understanding of real situations. It also refers to the correct reflection of thoughts, emotions and behaviours using language. Foreign Language learning is based on the development of communicative abilities, which not only includes those aspects related to grammar, structure and vocabulary, but also to the registers and varieties that shape the language. The activities included in this teaching plan help develop this competence as students are asked to use different registers and adapt their speaking taking context into account.

Digital Competence. It deals with the usage of the Internet both in the classroom and outside of it. Teachers are as obliged to inform their students on the dangers of the

² These competences as stated here are a translation from the teaching plan followed in a Secondary Education school located in Asturias. It is mixed with some personal reflections.

Internet, as on the resources which are accurate and safe to consult. In a world where teenagers are always connected, it is our responsibility to teach them how to use the Internet for educational purposes. English is obviously a very important subject here, as most of the information we find online is in English. Being familiarised with the English language will surely help pupils navigating the Internet and will grant them access to new information that cannot be found in their mother tongue. By utilising the projector and the Internet in class to carry out some activities, the teacher ensures students are practising this competence.

Social and Civic Competences. It deals with being familiarised with the key aspects that have shaped the culture of a country or countries. It aims to make us understand the social reality in which we live in a broad sense. By favouring tolerance and acceptance of cultural and behavioural differences, students are sure to not only show interest in other cultures, but also show interest in interacting with people from other countries. As regards this competence, English is a key subject, as studying a foreign language implies taking a look at its culture. In the teaching plan, different activities on socio-cultural aspects will be developed, as well as those activities related to the innovation project.

Mathematics Competence and Basic Competences in Science and Technology. This competence aims to apply logic and reasoning in daily life situations. Even though it does not seem to fit language learning, it is actually very important, as students will need to understand elements related to the foreign language's fields of science, mathematics and technology such as: maps, graphics, measurement units or dates in order to grasp language differences better.

Cultural Awareness and Expression. It refers to teaching students to show interest and respect artistic and cultural aspects of a language or country. This is related to fields such as art, music, history or literature. By stimulating students to participate and express themselves in class, they are bound to understand the language better through discussing and therefore understanding cultural diversity. Foreign language learning goes hand in hand with culture learning, as cultural products of the language are constantly present in class activities.

Initiative and Entrepreneurial Spirit. A student's learning process should be characterised with a focus on the development of key abilities: entrepreneurial spirit, self-

confidence, proactive behaviour, critical thinking, initiative and maturity. In foreign language classes, together with other abilities, students will have to make decisions, take on responsibilities and use critical thinking when participating.

Learning to Learn. Since language is used to structure our thoughts and knowledge, a reflection on how language is formed and how language functions will provide useful strategies for autonomous student work, both individually and in pairs or groups. This proves to be very beneficial, as students learn how to study and work on their own, deriving in higher rates of success in their learning processes. English language classes will help develop this ability thanks to the activities done in groups or autonomously, where the teacher acts as a guide, and not as the only information provider, giving students the chance to think and use what they know.

6.3. CONTENTS

In the following table, the contents which compose the teaching plan can be found. They have been organized according to the *notions*, which express something abstract, the *functions*, which refer to the purpose of communication according to a context, and the *language exponents* used to express those *functions*. The *socio-cultural aspect* is also tackled. Regarded as key not only for the innovation project, as it is based in English-speaking cultures, but also for the whole teaching plan, since students are presented with a lot of socio-cultural texts throughout the units. Two other aspects included are *pronunciation and speaking* and *writing*, they are both related to the different *topics* which shape each of the units. The 15 units presented are described in more detail further down. Including all the information appearing in this contents' table along with more sections on matters such as: the aimed objectives for the unit, the competences, the grammar and vocabulary, the comprehension and production of oral texts and the comprehension and production of written texts. Also, the innovation project appears closely linked to the teaching plan. It can be found under the section called *Through the Ages*. Those 15 worksheets thought for the innovation project appear after every unit has been presented.

Unit	Topics	Notions	Functions	Pronunciation and Speaking	Language exponents	Socio-cultural aspects	Writing	Innovation project
1. New Visitors	Teenage life Hobbies Likes/dislikes	Time (present) Time (progress)	Describing physical appearance Describing hobbies Describing current likes and dislikes	Description of people Description of hobbies Informal presentation Pronunciation of -ing endings /n/ and /p/	Present simple Present continuous	Differences between teenagers around the world	Description of a person	<i>The Roman Invasion of Britain</i>
2. Thrilling Experiences	Holidays Events Emotions	Time (past) Time (past progression) Time (past habits)	Describing past events Describing past emotions Narrating past experiences	Description of events in the past Description of emotions in the past Narration of past experiences Pronunciation of -ed endings: /ɪd/, /t/ and /d/	Past simple Past continuous Used to	'Exotic' holidays	Narration of an experience	<i>The Viking Age</i>
3. Never have I ever...	TV series/Movies Young Adult Literature	Time (present perfect) Time (past)	Describing actions in the past which are relevant in the present Describing finished actions	Description of actions in the past that are still relevant in present time Description of finished actions Pronunciation of /dʒ/ and /j/	Present perfect Past simple For/since/just/yet	The 'Anime' phenomenon in Asian countries	An application letter	<i>The Norman Conquest</i>

4. And all that Jazz	Music	Confirmation Emphasis Comparison Purpose	Checking information Emphasising a statement Comparing Expressing purpose	Information check Emphasis on a statement Comparison of comparative and superlative adjectives Intonation in questions	Question tags Comparative and superlative adjectives Gerunds and infinitives	Traditional instruments in India	An interview	<i>The Black Death</i>
5. Which path will I take?	Professions Studies	Time (future)	Talking about arranged actions or events Talking about predicted actions or events	Arranged actions or events talk Predicted actions or events talk Pronunciation of /p/ and /b/	Future simple: will/going to	Strange professions	An informal e-mail	<i>The Hundred Years' War</i>
6. I'll be there for you	Dating Friends	Time (future progress)	Talking about actions that will be in progress in the future	Future actions in progress talk Pronunciation of /k/ and /g/	Future continuous	Dating differences around the world	A blog entry	<i>The Tudor Dynasty</i>
7. A simulated life	Video games	Consequence Condition	Expressing consequence Expressing condition	Consequence expression Condition expression	Zero conditional First conditional	How <i>Fortnite</i> has become so popular	A note	<i>Slavery in the Colonies</i>

				Pronunciation of vowel /ə/				
8. Tasty!	Food	Hypothesis (unlikely to happen) Regrets	Making hypothesis which are unlikely to happen Regretting	A hypothesis made A regret Pronunciation of /I/ and /i:/	Second conditional Third conditional	Traditional British food	A recipe	<i>The American Revolution</i>
9. Breaking News	Press	Transitivity (present) Transitivity (past)	Emphasising the object of a sentence in the present Emphasising the object of a sentence in the past	An emphasis on the object of a sentence Pronunciation of /v/ and /f/	Passive (present) Passive (past)	Broadsheet vs tabloid	A formal letter	<i>The Industrial Revolution</i>
10. Robotic Future	Innovation/ Inventors Technology	Transitivity (future)	Emphasising the object of a sentence in the future	An emphasis on the object of a sentence Pronunciation of diphthongs /əʊ/ and /aʊ/	Passive (future)	Humanoid robots	An article	<i>The Great Famine</i>

11. Workout Session	Sports	Ability Possibility	Expressing ability Expressing possibility	Ability expression Possibility expression Pronunciation of /l/ and /ʌ/.	Modals of ability Modals of possibility	Teenagers and parkour	A personal profile	<i>The Abolition of Slavery</i>
12. Going against the grain	Rules Policies	Advice Obligation Prohibition	Offering advice Asking for advice Expressing obligation Expressing prohibition	Advice offering Advice seeking Obligation expression Prohibition expression Pronunciation of silent /l/.	Modals of obligation Modals of prohibition	Policies in North Korea	A for and against essay	<i>Victorian England</i>
13. Cold Case	Crime	Rephrasing	Rephrasing statements, orders, requests and suggestions	Statements, orders, requests and suggestions rephrased Pronunciation of /æ/ and /ɑː/	Reported speech	Scammers in India	A formal e-mail	<i>World War I</i>

<p>14. You make me blush</p>	<p>Beauty Cosmetics Plastic surgery</p>	<p>Specification Explanation</p>	<p>Referring to something mentioned Adding information</p>	<p>Referral to stated information Addition of information Pronunciation of English /r/</p>	<p>Defining relative clauses Non-defining relative clauses</p>	<p>Beauty trends in South Korea</p>	<p>A product review</p>	<p><i>World War II</i></p>
<p>15. Clean Air</p>	<p>Environment</p>	<p>Vagueness Subjectivity</p>	<p>Expressing vagueness Expressing subjectivity</p>	<p>Vagueness expression Subjectivity expression Pronunciation of / u:/ and /ʊ/</p>	<p>Indefinite pronouns Reflexive pronouns</p>	<p>Trash dumps in Africa</p>	<p>A letter of complaint</p>	<p><i>Independence of Colonies</i></p>

6.4. METHODOLOGY

Foreign language teaching has followed many different approaches in history. Education laws on how foreign languages should be tackled have also changed immensely. With different laws came different focuses, as each regarded a different aspect of language as the most essential. This resulted in ineffective second language education. With this problem came a solution, the inclusion of communicative competence as the approach to be followed. Though referred to as a new and original concept of learning a language, it was actually in 1971 when Dell Hymes coined the term, developing Chomsky's notion of competence his way. But it was not until 1980 that Canale and Swain developed the sub-competences in which communicative competence should be divided. These were: grammatical competence, focusing on grammar rules and lexicon, sociolinguistic competence, aiming at context and adequacy, discourse competence, referring to coherence and cohesion when using the language, and strategic competence, on how to save a failed or misunderstood conversation. Though not very used in the Spanish education system, these prove very helpful when analysing students' errors in English, as they go to the root of the problem. Communicative competence, however, is far from being perfect. Though presented as the most complete of the approaches, it is also important to note that most pupils have not developed an accepted level of competence in English once their Compulsory Secondary Education studies are finished. This is backed by Laspra, who states: 'communicative competence is far from being achieved by many Spanish learners after several years devoted to the study of English as a foreign language' (2008). Also, carrying out activities concentrating only on real life situations and anglophone culture can derive into a simplified use and understanding of the English language.

Stress on 'useful' and 'realistic' situational contexts can degenerate into denying attention to the aesthetic, playful or creative uses of the language. Above all, the belief that communicating effectively means using the language in a situationally and culturally appropriate way can be interpreted as the EFL learner having to conform strictly to the norms and conventions of an English-speaking community, something all the more absurd in our contemporary world, which is an English-speaking world, but by no means a culturally 'anglicized' world. (Coletes, 2008: 117)

Taking all this into account and having dealt with the weaknesses which accompany the communicative approach, it is, nonetheless, one of the most multi-faceted and

complete approaches on foreign language learning to date, so it is the one followed in the teaching plan.

The innovation project is closely related to the teaching plan, since the cultural component of language learning is included as a way of making students comprehend English much better.

According to Byram's (1997) model, when the acquisition of a foreign language is enhanced by critical cultural awareness (CCA), [...] students leave the classroom equipped with the skills needed to participate in local and global communities due to a deeper level of cultural awareness and understanding. (Nugent & Catalano, 2015: 16)

The activities designed for the worksheets try to develop and practice all seven competences, but their main focus lies on the Cultural Awareness and Expression competence. Students are going to be more familiarised with other cultures and histories, making them more empathetic and aware of the differences and similarities between their culture and the foreign language's culture. This one becoming a lesser alien concept for students.

6.5. TIMING

The Spanish education system that regulates the current calendar for Year 4 of CSE stipulates that the total of hours for English will be 4 per week. If we do the math, that results in 140 hours in total. The teaching plan is developed as if there were 120 hours in total. Those 20 hours are left in case some units need extra sessions for students to grasp, for exams, extracurricular activities and school trips. This results in two weeks (8 sessions) per unit. As the first term is the longest and the second is longer than the third, units have been divided accordingly.

Term	Unit	Sessions	Hours
First Term	1	8	48
	2	8	
	3	8	
	4	8	
	5	8	
	6	8	
Second Term	7	8	40
	8	8	
	9	8	
	10	8	
	11	8	
Third Term	12	8	32
	13	8	
	14	8	
	15	8	

6.6. TEACHING UNITS

UNIT 1. New Visitors					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To talk and write about the present. To describe people's appearance both orally and in written form. To talk and write about hobbies and likes/dislikes. To learn about British history related to the Roman Invasion of Britain. 	<p>³YouTube video: teenagers talk about hobbies.</p> <p>⁴Podcast: videogames in teens' lives.</p>	<p>Description of classmates' appearance.</p> <p>Discussion and debate: current popular hobbies.</p> <p>Oral presentation: students talk about what they love and hate.</p>	<p>Texts: teens describe their families physically.</p> <p>⁵Article: popular hobbies in Japan.</p>	<p>Students write their partner's daily routine.</p> <p>Students write a description of themselves.</p>	<p>Students do revision activities to check their knowledge of the present simple and present continuous, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Time (present)</p> <p>Time (progress)</p>	<p>Describing physical appearance.</p> <p>Describing hobbies.</p> <p>Describing current likes and dislikes.</p>	<p>Present simple</p> <p>Present continuous</p>	<p>Pronunciation of -ing endings: /n/ and /ŋ/ sounds.</p>	<p>Differences between teenagers around the world.</p>	<p>Hobbies</p> <p>Adjectives and nouns related to appearance</p> <p>Activities</p> <p>Daily routines</p>
Competences				<p>Through the Ages</p> <p>A worksheet on <i>The Roman Invasion of Britain</i>.</p>	
<p>Linguistic Communication Competence (C1), Mathematics Competence and Basic Competences in Science and Technology (C2) Digital Competence (C3), Learning to learn (C4), Cultural Awareness and Expression (C7).</p>					

³ Students: Hobbies and Interests [<https://www.youtube.com/watch?v=Qkxj2Rsljic>]

⁴ 'The Good, Bad, and Ugly of Video Games — and How Parents Can Tell the Difference and Take Action' [<https://www.additudemag.com/podcast-video-games-wes-crenshaw-ryan-sipes/>]

⁵ 10 Popular Hobbies to Try in Japan [<https://liife.jp/hobby/10-popular-hobbies-try-japan/>]



Roman Invasion of Britain



The Romans invaded Britain in the year 43 AD, they wanted Britain's land, its metals and **riches**. Before them, Britain was **ruled by** different tribes called Celts. Though the Romans gave them the opportunity to live peacefully under Roman **sovereignty**, there were those who fought against the Romans in order to keep their land. One of the most **renowned** fighters was Boudica, a queen who **raised** an army of 200.000 men. Though she and her army fought fiercely and bravely, the Romans were better trained and were the winners. Not everything was horrible, as the Romans gave Britain things such as modern-day calendars, **sewage systems**, roads, streets, the Latin language, the Latin alphabet and the Roman Law. The Latin Language and alphabet were essential for the creation and formation of the English language as we know it today. If not for the Romans, we would be learning a completely different language, how difficult!



Queen Boudica



A map of the Roman Empire

Activity 1. How do you imagine Boudica looks like? Imagine you are chatting with Boudica via the Internet and she tells you about her physical appearance. Use the present simple and the present continuous.

Activity 2. Imagine you are at a café with Boudica and you are getting to know each other. Write a short conversation in which both of you talk about your hobbies. For this activity you have to work in pairs, one of you will act as Boudica.

Activity 3. 4 groups chosen at random will stage the conversation they have written in front of the class.

For more information on the Roman Invasion of Britain visit:

[<https://www.bbc.com/bitesize/articles/z9j4kqt>]

UNIT 2. Thrilling Experiences					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To talk and write about the past. To narrate an experience. To appreciate the distinction between the /ɪd/, /t/ and /d/ sounds. To learn about British history related to the Viking Age. 	<p>⁶Recording: dangerous holiday destinations.</p> <p>Radio programme: people's worst past nightmares.</p>	<p>A debate on the topic of the existence of human zoos in the past.</p> <p>Students work in pairs and talk about things they used to like when they were little kids.</p>	<p>⁷Experiences of people who have climbed the Everest.</p> <p>Some horror-themed short stories.</p> <p>Celebrities share their most embarrassing life stories.</p>	<p>Students are to write about their last holiday destination.</p> <p>All students are to create a story using the same piece of paper.</p>	<p>Students do revision activities to check their knowledge of the past simple and past continuous, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Time (past)</p> <p>Time (past progression)</p>	<p>Describing past events.</p> <p>Describing past emotions.</p> <p>Narrating past experiences.</p>	<p>Past simple</p> <p>Past continuous</p> <p>Used to</p>	<p>Pronunciation of -ed endings: /ɪd/, /t/ and /d/</p>	<p>'Exotic' holidays</p> <p>Through the Ages</p> <p>A worksheet on <i>The Viking Age</i></p>	<p>Holidays</p> <p>Adjectives related to feelings</p> <p>Events</p>
Competences	<p>Linguistic Communication Competence (C1), Learning to learn (C4), Social and Civic Competences (C5), Cultural Awareness and Expression (C7).</p>				

⁶ 10 Most Dangerous Holiday Destinations [<https://www.youtube.com/watch?v=w0IwhdGa30o>]

⁷ What it's really like to climb Everest, according to 10 people who've done it [<https://www.businessinsider.com/mount-everest-stories-from-climbers-2019-6?IR=T>]

The Viking Age

You are going to listen to a YouTube video excerpt about the Vikings in Britain [4:03-6:02].

Activity 1. Write whether these sentences are true or false. Correct those that are false.

1. Vikings **attacked** monasteries often.
2. Vikings wore horns on their helmets.
3. Vikings **invaded** Britain because of religion.
4. People were so afraid of Vikings that they gave them their goods without a fight.

Try pronouncing the words in bold

Activity 2. Imagine you were on a time travel machine and went back in time to the Viking Age. You had to survive so... what did you decide to do in the following situations and how did you feel?

A Viking tried to steal my mobile phone to examine the weird object, I...

- a) **Kicked** him on the knee and ran away.
- b) Gave it to him, I didn't want to die.
- c) **Tried** to talk to him.

I felt...

I saw a group of Vikings but they didn't see me, I decided to hide ...

- a) Under a bed.
- b) Behind the bush.
- c) I didn't hide, I faced them.

I felt...

My not-that-helpful sidekick made too much noise and two Vikings saw him, I...

- a) Tried to trade him for money.
- b) Tried to trade him for sheep.
- c) Sold myself so that he could escape.

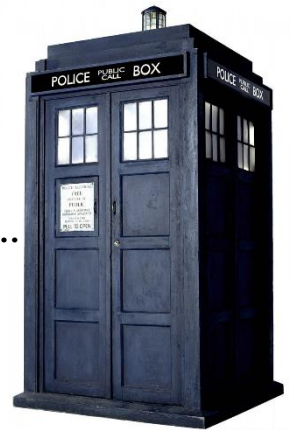
I felt...

Activity 3. You are back from your journey and you are eager to tell your partner about your experience. Tell them about the time you felt the most vulnerable or in danger. Students should both do the exercise. You have to use the past simple and the past continuous.

The time I felt really in danger was...

To watch the whole video, go here:

[\[https://www.youtube.com/watch?v=Wc5zUK2MKNY\]](https://www.youtube.com/watch?v=Wc5zUK2MKNY)



UNIT 3. Never have I ever...					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To talk and write about past events or actions that are still relevant in the present. To understand recordings or written texts about TV series, books and movies. To learn about British history related to the Norman Conquest. 	<p>Instagram stories in video form: people summarising movies they have watched recently</p> <p>⁸A radio interview: the author of a famous Young Adult book trilogy.</p>	<p>Discussion and debate about Anime and its popularity.</p> <p>Students talk about their favourite books in pairs.</p> <p>A game in groups in which students are to guess the TV series the other group is talking about.</p>	<p>An excerpt from one of Harry Potter's books.</p> <p>⁹An article: reading preferences of the youth in Asia.</p> <p>A televised interview: an actor from a fantasy movie.</p>	<p>Students write about an imagined experience they have lived together.</p> <p>Students are to write an application letter to work on Netflix.</p>	<p>Students do revision activities to check their knowledge of the present perfect and past simple, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Time (present perfect)</p> <p>Time (past)</p>	<p>Describing actions in the past which are relevant in the present.</p> <p>Describing finished actions.</p>	<p>Present perfect</p> <p>Past simple</p> <p>For/since/just/yet</p>	<p>Pronunciation of /dʒ/ and /j/</p>	<p>The 'Anime' phenomenon in Asian countries</p>	<p>TV Series/Movies</p> <p>Young Adult Literature</p>
Competences				Through the Ages	
Linguistic Communication Competence (C1), Learning to learn (C4), Social and Civic Competences (C5), Cultural Awareness and Expression (C7).				A worksheet on <i>The Norman Conquest</i> .	

⁸ Between the Lines: An Interview Series with Kelly Corrigan [<https://www.creativelive.com/class/between-the-lines-an-interview-series-kelly-corrigan/lessons/marie-lu>]

⁹ Manga and Anime in Japan [<https://www.asiahighlights.com/japan/manga-and-anime.htm>]

The Norman Conquest

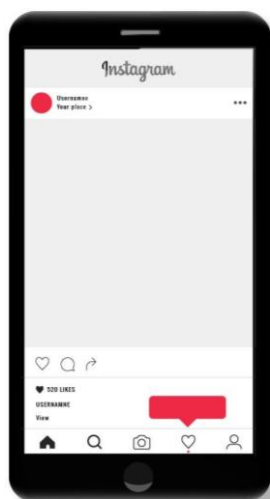
You are going to listen to a short lecture on The Norman Conquest [5:02]. **Fill in the gaps with the exact words the woman says:**

1. In _____ the King of England, Edward the Confessor, _____.
2. Unfortunately, Edward _____ any children and there _____ a logical choice for the next _____.
3. Duke William of Normandy _____ King Edward. He also _____ Edward had promised him the throne.
4. Both sides had about the same _____, but William had the advantage of having more _____.
5. The Normans instituted many _____ and brought the _____ with them.

Activity 1. Imagine you are an English peasant and have an audience with the king William of Normandy. Write complaints to him. Use the present perfect and the past simple. For example:

a) *The taxes have increased too much.*

Activity 2. Work with a partner and write an Instagram post to king William telling him about the life you had before he took your land by force. Use the present perfect and the past simple.



Activity 3. You have watched a new HBO TV series about *The Norman Conquest*. What was it like? You can use these questions as a guide. Tell your group about it.

Which actors/actresses participated?

Was it entertaining/boring/accurate?

To hear the listening used again go here:

[\[https://www.ducksters.com/history/middle_ages/norman_conquest.php\]](https://www.ducksters.com/history/middle_ages/norman_conquest.php)

UNIT 4. And all that Jazz					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To use question tags correctly. To compare using comparative and superlative adjectives. To be able to produce English intonation in questions. To learn about British history related to the Black Death. 	<p>Radio interview: a musician presenting her new album.</p> <p>¹⁰YouTube video: music genres that are unpopular.</p>	<p>Debate and discussion on Reggaeton music.</p> <p>Students write down all the comparative and superlative adjectives they hear in a song.</p>	<p>A magazine interview with a dancer.</p> <p>An informal conversation between two family members comparing albums.</p>	<p>Students write an interview with their favourite singer/group.</p>	<p>Students do revision activities to check their knowledge of question tags, comparative and superlative adjectives and gerunds and infinitives, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Confirmation/Emphasis</p> <p>Comparison/Purpose</p>	<p>Checking information.</p> <p>Emphasising a statement.</p> <p>Comparing.</p> <p>Expressing purpose.</p>	<p>Question tags</p> <p>Comparative and superlative adjectives</p> <p>Gerunds and infinitives</p>	<p>Intonation in questions.</p>	<p>Traditional instruments in India</p> <p>Through the Ages</p> <p>A worksheet on <i>The Black Death</i>.</p>	<p>Music</p>
Competences	<p>Linguistic Communication Competence (C1), Learning to learn (C4), Social and Civic Competences (C5), Cultural Awareness and Expression (C7).</p>				

¹⁰ Top 10 Music Genres That Died Out [<https://www.youtube.com/watch?v=M7KecqoO8yk>]

The Black Death

It's hard to imagine how scary life was in the Middle Ages during the Black Death. By the time the disease ran its course, it had killed at least one third of the people in Europe and probably **more than** that. In Paris, France it's estimated that around 800 people died a day. There were so many dead that they couldn't bury them. [...]. Unfortunately, the people in the Middle Ages didn't know that the disease was carried by rats. This made **larger** cities and towns, which were **dirtier** than ever during the Middle Ages, especially dangerous as there were lots of rats there. Sometimes entire towns or villages were wiped out by the plague. Many people thought that the Black Death was a punishment from God, which provided the church with a lot of power during the whole duration of the Middle Ages.

Extracted and adapted from: [https://www.ducksters.com/history/middle_ages_black_death.php]

Activity 1. Choose the option that fits your opinion the most. Change it into a comparative or superlative adjective.

In the Middle Ages would you rather...

- a) *Be strong/anyone else: Be stronger than anyone else*
- b) Be smart/anyone else
- c) Be rich (superlative)

Would you rather the death was...

- a) Quick (superlative) but you could not say goodbye to your loved ones
- b) Slow (superlative) but you could say goodbye to your loved ones

Explain your decisions to the rest of the class.

Activity 2. Imagine you are immune to this illness and are a doctor investigating the illness. Here is an interview you would have with a Black Death survivor. Complete with the correct superlative or comparative or with a fitting question tag.

You: Good morning and thanks for meeting me. How do you feel?

Survivor: I feel ok, that's nice of you to ask, and you?

You: Fine, thanks. So you survived the infamous Black Death, _____?

Survivor: Yes, indeed. I remember those days as the _____ (worse) days of my life.

You: And you don't know the reasons why you were infected, _____?

Survivor: No, I don't. I remember being in bed when my arm started itching and it became _____ (worse) and _____ (worse) until I had to go to the doctor. You are writing that down, _____?

You: Yes, thank you, sir. [...]

Activity 3. Work with a partner and talk about objects you could use or actions you could do to protect yourself from the epidemic. Write down a list.

UNIT 5. Which path will I take?					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To talk and write about arranged events or actions. To write an informal e-mail. To learn about British history related to the Hundred Years' War. 	¹¹ TED talk: dreamed profession. ¹² YouTube video: the most profitable jobs.	Debate and discussion on 'Study what you like vs Study what will give you the most money' Students guess what some teens would like to do in the future from some pictures.	Article: bizarre jobs. An excerpt from a TV series.	Students write an informal e-mail talking about what they would like to study in the future and why.	Students do revision activities to check their knowledge of the future simple, as well as activities to develop their vocabulary further.
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Time (future)	Talking about arranged actions or events	Future simple: will/going to	Pronunciation of /p/ and /b/	Strange professions	Professions
Competences	Talking about predicted actions or events			Through the Ages	
Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).				A worksheet on <i>The Hundred Years' War</i> .	Studies

¹¹Find your dream job without ever looking at your resume [<https://www.youtube.com/watch?v=wfnX1cHk-fE>]

¹² 10 Highest Paying Jobs Without A Degree [<https://www.youtube.com/watch?v=6Htr0hh0UPI>]

The Hundred Years' War

The Hundred Years' War was a conflict between the **kingdoms** of France and England, as both wanted the French **throne**, that originated in the 14th century and ended in the 15th century. Though the name can be deceiving, it actually lasted for 116 years! They weren't fighting all the time, obviously, no country's **treasuries** or **army** could have resisted that amount of **warfare**. For the English, there was a **battle** which was key, The Battle of Agincourt, this gave them a huge advantage over the French army. They primarily won thanks to the **longbow**, an English type of **bow** that could penetrate the enemy's **coat of armour** and injure him severely. Nonetheless, the French didn't stop and when the figure of Joan of Arc appeared, they started winning most battles. No peace **treaty** was signed, however, the war stopped. This rivalry between the French and the British will continue for centuries to come.

For more information visit: [<https://www.history.com/topics/middle-ages/hundred-years-war>]

Pay attention to the words in bold, they are all related to the topic of war

Activity 1. Imagine you are a chronicler for the British army and have to draw the next attack on the French. Draw a comic depicting a battle scene (the beginning, during or the end). Draw at least 4 scenes and write dialogues and narration. The drawings don't have to be detailed. Use the future 'will/going to'.

Activity 2. Joan of Arc ended up being sold to the English and burned at the stake. Imagine you are her in jail and have to write a letter to the king of France asking for a ransom. Use the future and work in groups.

Activity 3. The king of France has read Joan's letter and he and his counsellors are deciding whether to rescue her or not. This is the conversation, write what counsellor 4 would say, give reasons to defend Joan's innocence/culpability. The class will vote and choose the most original or interesting one.

King: (shows the letter to council) Joan has been imprisoned by the enemy! what will we do? If we don't rescue her, the English are surely going to kill her.

Counsellor 1: Well, it is true she is an asset to our army, we will have to rescue her if we want to win this war.

Counsellor 2: I don't agree, she is becoming too powerful, if we are not careful, she could rebel against you, Your Majesty! We should leave her right where she is and let the English deal with her.

Counsellor 3: What you are saying is outrageous! Joan is definitely innocent, and you don't have proof to support what you're saying. She has been our most important soldier in years, she is loyal to our king and our country, she would never betray us, I'm sure of it. I suggest we pay the ransom.

Counsellor 4:



UNIT 6. I'll be there for you					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To talk and write about in progress future events or actions. To produce the /k/ and /g/ sounds the English way. To write a blog entry. To learn about British history related to the Tudor Dynasty. 	<p>Conversation: two friends talking about a date.</p> <p>Audios: four different people talk about their plans for the summer.</p>	<p>Debate and discussion on the topic of dating apps.</p> <p>Oral presentation: Students will prepare and perform a conversation.</p> <p>Students read their blog entry to the class.</p>	<p>¹³Newspaper article: the differences in dating in some countries.</p> <p>A blog entry of a person talking about how he is going to ask for his partner's hand.</p>	<p>Students write a blog entry about a plan.</p>	<p>Students do revision activities to check their knowledge of the future continuous, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Time (future progress)	Talking about actions that will be in progress in the future	Future continuous	Pronunciation of /k/ and /g/	Dating differences around the world	Dating
Competences					Friends
Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).				Through the Ages	
				A worksheet on <i>The Tudor Dynasty</i> ,	

¹³Here's what dating is like in 20 countries around the world [<https://www.insider.com/what-dating-is-like-in-different-countries-2018-5>]



The Tudor Dynasty

You are going to listen to a song explaining King Henry VIII's history and his wives [<https://www.youtube.com/watch?v=Pb4j29AbQXQ>]. If you paid attention you should know that...

Henry VII married _____ times.

He killed _____ of them.

He divorced _____ of them.

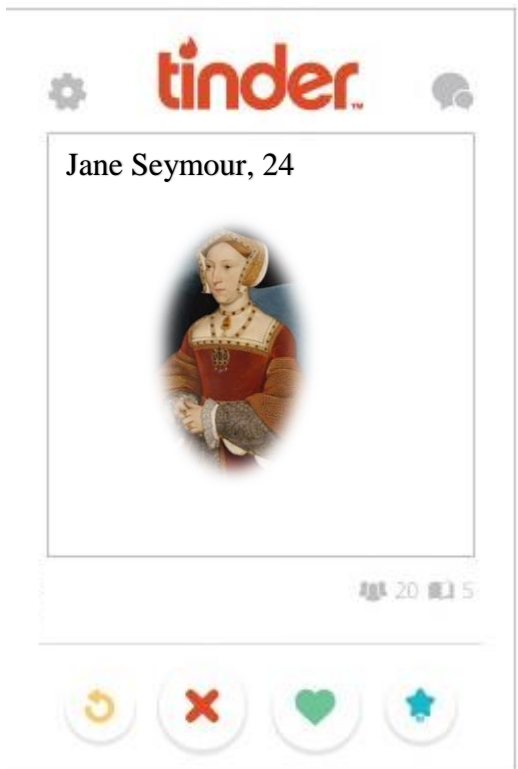
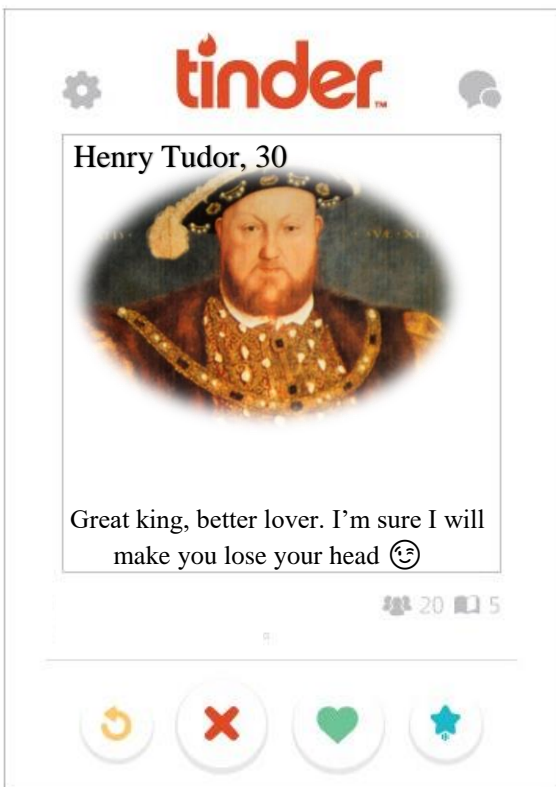
The Pope wouldn't let him divorce _____.

A memory device to remember his wives' fates is this one: "Divorced, beheaded, died; divorced, beheaded, survived"

Since the Pope didn't let him divorce his wife, Henry VIII created his own church, The Church of England, in which he would be the head, not the Pope.

Activity 1. Henry had a daughter who would become one of the most important queens of England, Elizabeth I. Let's watch a short video about her. Now that you know these two historical figures, you are going to imagine what sort of songs they would listen to. Work in pairs and create two playlists with at least 4 songs, one playlist per historical figure. [<https://www.youtube.com/watch?v=cDg9AoJYxeY>]

Activity 2. Henry has just been widowed from his second wife and has downloaded a dating app to find his third wife. Write Jane Seymour's profile with a partner. Now create another profile for Elizabeth and two imaginary suitors.



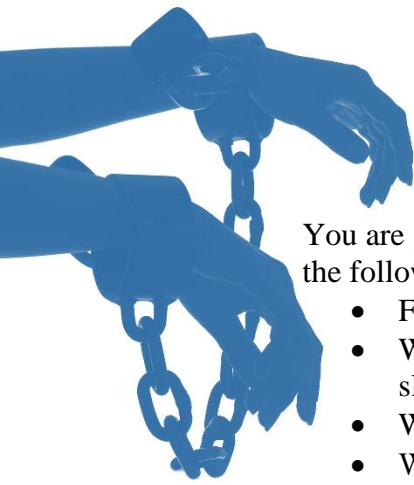
IT IS A MATCH!

UNIT 7. A simulated life					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To talk and write about consequences. To talk and write about conditions. To understand recordings or written texts about video games. To learn about British history related to Slavery in the Colonies. 	<p>¹⁴Interview: CEO of company talks about video game.</p> <p>¹⁵Recording on the dangers of too much video game playing.</p>	<p>Debate and discussion: the success of video games.</p> <p>Students work in groups and talk about a game of their liking.</p>	<p>Twitter discussion: <i>Fortnite</i>'s success.</p> <p>¹⁶Article: tips on mobile gaming.</p>	<p>Students write a note to their siblings asking them to behave.</p>	<p>Students do revision activities to check their knowledge of the zero and first conditionals, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Consequence</p> <p>Condition</p>	<p>Expressing consequence.</p> <p>Expressing condition.</p>	<p>Zero conditional</p> <p>First conditional</p>	<p>Pronunciation of vowel /ə/.</p>	<p>How <i>Fortnite</i> has become so popular.</p> <p>Through the Ages</p> <p>A worksheet on <i>Slavery in the Colonies</i>,</p>	<p>Video games</p>
Competences					
<p>Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).</p>					

¹⁴ CD PROJEKT RED: The Past, Present and Future [<https://www.youtube.com/watch?v=eiN9WibHcS8>]

¹⁵ What Happens To Your Body When You Play Video Games For Hours [https://www.youtube.com/watch?v=8Ij2cD_o3qE]

¹⁶ 'Mobile gaming tips and tricks for an awesome gaming experience' [<https://www.digit.in/features/mobile-phones/mobile-gaming-tips-and-tricks-for-an-awesome-gaming-experience-48754.html>]



Slavery in the Colonies


You are going to listen to a short audio on colonial North America [4:08]. Answer the following questions:

- From which continent were most of the slaves?
- Why did indentured servants become more expensive? Who were the first slaves?
- What types of jobs did slaves have to do?
- What happened to the slaves' children?

Thomas Jefferson, one of the first American presidents, is famous for this quote:

'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness'

However, he owned slaves, look at this real advert written by Jefferson for a newspaper:



RUN away from the subscriber in *Albemarle*, a Mulatto slave called *Sandy*, about 35 years of age, his stature is rather low, inclining to corpulence, and his complexion light; he is a shoemaker by trade, in which he uses his left hand principally, can do coarse carpenters work, and is something of a horse jockey; he is greatly addicted to drink, and when drunk is incontinent and disorderly, in his conversation he swears much, and in his behaviour is artful and knavish. He took with him a white horse, much scarred with traces, of which it is expected he will endeavour to dispose; he also carried his shoemakers tools, and will probably endeavour to get employment that way. Whoever conveys the said slave to me, in *Albemarle*, shall have 40 s. reward, if taken up within the county, 4 l. if elsewhere within the colony, and 10 l. if in any other colony. from
THOMAS JEFFERSON.

- What type of advert is it?
- Are you impressed?
- Do you see any discrepancies when comparing the quote and the advert?

Activity 1. Imagine you are a runaway slave and are offered the opportunity to tell people about the disgust and unfair nature of slavery and slave-owning. Use the conditionals.

For example: Imagine if you were separated from your children.

Activity 2. Since we have been dealing with video games in this unit, let's watch part of a gameplay from a videogame depicting slavery [6:25-8:03]. [<https://www.youtube.com/watch?v=dP7gPNTiNuU>].

- What do you think about this? Should video games about slavery be made or is it too far-fetched? Do you think it could be hurtful/disrespectful? Discuss it in groups.

Activity 3. We are going to divide the class into two big groups to perform a debate, one group will defend making video games about the topic of slavery and the other will be against it.

To listen to the short audio on Colonial America again go here:

[https://www.ducksters.com/history/colonial_america/slavery.php]

UNIT 8. Tasty!					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To write a recipe. To understand recordings or written texts about food and recipes. To learn about British history related to the American Revolution. 	<p>¹⁷Video: a chef making a recipe for cheesecake.</p> <p>An excerpt from a TV series.</p>	<p>Discussion and debate: 'what types of food will we be eating a thousand years from now?'</p> <p>Students are shown pictures of popular dishes and make up the recipe on their own.</p>	<p>An article: people who attempted to do a recipe and failed</p> <p>¹⁸Text: Traditional British food.</p>	<p>Students write a recipe.</p> <p>Students imagine they have messed up the recipe and write all the scenarios in which they regret having done it.</p>	<p>Students do revision activities to check their knowledge of the second and third conditionals, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Hypothesis (unlikely to happen)</p> <p>Regrets</p>	<p>Making hypothesis which are unlikely to happen.</p>	<p>Second conditional</p>	<p>Pronunciation of /I/ and /i:/.</p>	<p>Traditional British food.</p>	<p>Food</p>
Competences	<p>Regretting.</p>	<p>Third conditional</p>	Through the Ages		
<p>Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).</p>			<p>A worksheet on <i>The American Revolution</i>.</p>		

¹⁷ Strawberry cheesecake [<https://www.allrecipes.com/video/8263/strawberry-cheesecake/>]

¹⁸ British food [<https://www.theguardian.com/lifeandstyle/wordofmouth/2012/jan/23/food-in-britain>]

The American Revolution



The Revolutionary War (1775-1783), also known as the American Revolution, arose from growing tensions between residents of Great Britain's 13 North American colonies and the colonial government, which represented the British crown. Clashes between British troops and colonial militiamen in 1775 kicked off the armed conflict, and by the following summer, the rebels were waging a full-scale war for their independence. By June 1776, with the Revolutionary War in full swing, a growing majority of the colonists had come to favour independence from Britain. On July 4, the Continental Congress voted to adopt the Declaration of Independence. France entered the American Revolution on the side of the colonists, turning what had essentially been a civil war into an international conflict. After French assistance helped the Continental Army force the British surrendered at Yorktown, Virginia, in 1781, the Americans had effectively won their independence, though fighting would not formally end until 1783.

Adapted from: [<https://www.history.com/topics/american-revolution/american-revolution-history>]

Activity 1. Have you ever played *Cards Against Humanity*? If not, you are about to. You will find some cards with sentences you have to complete as you want. You will work in groups of 3-4 people. Each turn, one group will not play, they will act as the judge and choose the funniest/most creative one the other groups have written. The group whose sentences have been elected as the best will win the game.

*If I were the first president
of the United States...*

*Unless we have another
battle against the British...*

*Even though France
has joined the war...*

*When we were signing the
Declaration of
Independence, one person...*

*Surrender at once or we...
You should have...*

*What would... do if the
British...?*

For example: When we were signing the Declaration of Independence, one person... started laughing uncontrollably.

Activity 2. You will now create 4 more cards. Use those in activity 1 as a model. Work in pairs and make at least two of them related to *The American Revolution*.

Activity 3. Imagine you could create your own country. What characteristics would it have? You can include:

- Name of the country, national anthem, flag and official languages.
- Economy, currency, culture and education.
- Population, politics and religion.

UNIT 9. Breaking News

Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To rephrase in the present/past. To understand recordings or written texts about the press. To learn about British history related to the Industrial Revolution. 	<p>¹⁹A video: differences between broadsheets and tabloids.</p> <p>²⁰A video on interrogatories.</p>	<p>Debate and discussion: ‘Can we trust our sources of information?’</p> <p>Students choose an article from any British newspaper and do an oral presentation about it.</p>	<p>A tabloid article on the lives of celebrities.</p> <p>A broadsheet article on George Orwell’s journalism.</p>	<p>Students are given different newspaper headlines in the active voice.</p> <p>Students write a formal letter to a tabloid journalist.</p>	<p>Students do revision activities to check their knowledge of the passive (present) and the passive (past), as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Transitivity (present)</p> <p>Transitivity (past)</p>	<p>Emphasising the object of a sentence in the present.</p>	<p>Passive (present)</p> <p>Passive (past)</p>	<p>Pronunciation of /v/ and /f/.</p>	<p>Broadsheet vs tabloid</p>	<p>Press</p>
Competences	<p>Emphasising the object of a sentence in the past.</p>			Through the Ages	
<p>Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).</p>				<p>A worksheet on <i>The Industrial Revolution</i>.</p>	

¹⁹ Newspaper articles: Tabloid and Broadsheet [<https://www.youtube.com/watch?v=4YwtfVLkms0>]

²⁰ Rules to follow when answering Interrogatories [<https://www.youtube.com/watch?v=6bUMHs8Pbpo>]



The Industrial Revolution

You are going to watch a short video on The Industrial Revolution [3:58]. Are the following sentences true or false? Correct all of them.

1. The economic developments of the 1700s saw the development of agrarian and handicraft economies in Europe and America transform into industrial ones.
2. Smoking factories dominated the skyline.
3. Textiles were previously made mechanically.
4. The mass-producing steel process was expensive.
5. By 1850, over 50% of the entire population of Great Britain lived in either a town or a city.

The mediums of transport changed thanks to *The Industrial Revolution*. People could now travel longer distances because of a new invention, the railway.

Activity 1. Look at these two paintings and do a short oral presentation about one of them. What you will have to do is create a story inspired by one of them. You can do this activity individually or in pairs.

For example: *You could imagine yourself as a local and talk about all the places you have visited thanks to the railway or tell the life story of one of the workers depicted in the second painting.*



Activity 2. One of the most prominent features of *The Industrial Revolution* was child labour. Write a letter to the mayor of the town of London denouncing this. Use the passive voice.

Activity 3. Imagine your classmate is the mayor and swap your letter with them, each one of you will read the other's letter out loud. As both of you will have to act as the mayor, you must read it as if you were either:

- Bored (Another letter about this, Jesus)
- Angry (Why is this not in the trash?)
- Sad (Poor kids, but economy depends on them)
- Offended (Those peasants, the insolence of this is unprecedented!)

To watch the video again go here: [<https://www.youtube.com/watch?v=xLhNP0qp38Q>]

UNIT 10. Robotic Future					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To rephrase with the aim of emphasising the object and not the subject in the future. To understand recordings or written texts about technology and innovations. To learn about British history related to the Great Famine. 	<p>A conversation between two young inventors discussing key developed technologies.</p> <p>²¹An interview with the inventor of a robot.</p>	<p>Debate and discussion: 'will robots take over?'</p> <p>Students work in groups and discuss the technological advances they couldn't live without.</p>	<p>²²An article comparing Tesla's inventions to Edison's.</p> <p>A company announces their newest smartphone.</p>	<p>Students write an article presenting a technological invention.</p>	<p>Students do revision activities to check their knowledge of the passive voice, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Transitivity (future)	Emphasising the object of a sentence in the future.	Passive (future)	Pronunciation of diphthongs /əʊ/ and /aʊ/.	Humanoid robots	Innovation/ Inventors Technology
Competences Linguistic Communication Competence (C1), Digital Competence (C3) Learning to learn (C4), Cultural Awareness and Expression (C7).				Through the Ages A worksheet on <i>The Great Famine</i> .	

²¹ David Hanson, Founder and CEO, Hanson Robotics, and SOPHIA [<https://www.youtube.com/watch?v=fkqjtkJnbSs>]

²² Nikola Tesla vs. Thomas Edison: Who Was the Better Inventor? [<https://www.livescience.com/46739-tesla-vs-edison-comparison.html>]

The Great Famine

You are going to watch a short video on The Great Famine, one of the worst catastrophes ever to happen in Ireland [4:47]. Complete the sentences with the exact words said by the narrator:

- It spread throughout Europe, but _____.
- Potatoes were _____, a great _____ and their harvest was _____.
- The British government _____ the Irish as _____ human.
- Irish left _____ and _____. Some to _____ and many to _____.
- The _____ was one of the _____ times in _____.

Activity 1. Imagine you are an Irish peasant during The Great Famine. You have to write 3 situations with which you could be presented and two options for every situation. Here is an example:

Situation 1: *You must give half of your crops to your British master, but if you give them to him, you might die of hunger. If you don't, you will be sentenced to 10 years in a very uncomfortable prison. You...*

<i>Give him the crops, it's your duty.</i>	<i>Rebel against him by not giving him the crops. If he wants them, he can grow them himself.</i>
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Activity 2. This activity is to be carried out in pairs. Imagine you are an American citizen and encounter an Irish immigrant who is asking you for directions. Draw a map of an imaginary American city and give him instructions to get to these places:

- The local market
- The doctor's clinic
- The post office
- The nearest Catholic church
- The town hall

Activity 3. Four voluntary pairs will come to the front of the class and perform one of the scenes presented in activity 2. Each pair will choose a different place and act as the two characters.

Lets Act

To watch the video again go here: [<https://www.youtube.com/watch?v=M8Rbj7H0eX4>]

UNIT 11. Workout Session

Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To express ability both orally and in written form. To express possibility both orally and in written form. To write a personal profile. To learn about British history related to the Abolition of Slavery. 	<p>²³A famous NBA player talks about his journey to success.</p> <p>A conversation about the differences between football and soccer.</p>	<p>Discussion and debate: 'In the sports world, is it more important to have talent or to work hard?'</p> <p>Students discuss their PE classes in pairs.</p>	<p>Texts: people who became famous in sports when old.</p> <p>An article: the parkour phenomenon in today's youth and its dangers.</p>	<p>Students choose a famous sportsman/sportswoman of their preference and write their personal profile.</p>	<p>Students do revision activities to check their knowledge of the modals of ability and the modals of possibility, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
<p>Ability</p> <p>Possibility</p>	<p>Expressing ability</p> <p>Expressing possibility</p>	<p>Modals of ability</p> <p>Modals of possibility</p>	<p>Pronunciation of /l/ and /ʌ/.</p>	<p>Teenagers and the <i>parkour</i> phenomenon</p> <p align="center">Through the Ages</p> <p>A worksheet on <i>The Abolition of Slavery</i>.</p>	<p align="center">Sports</p>
Competences					
<p>Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).</p>					

²³ Michael Jordan 's Wisdom (Rare Interviews) [<https://www.youtube.com/watch?v=gfvuF5qf9v0>]



The Abolition of Slavery

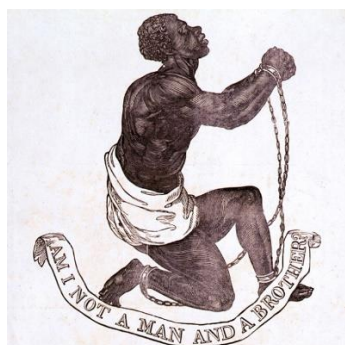


The Abolitionist movement in the United States of America was an effort to end slavery in a nation that valued personal freedom and believed ‘all men are created equal.’ Over time, abolitionists grew more strident in their demands, and slave owners angrily responded, fuelling regional divisiveness that ultimately led to the American Civil War, in which the North (abolitionists) and the South (pro-slavery) fought from 1861 until the year 1865, when the North was proclaimed as the victor. In 1865, a new amendment, the 13th amendment was added to the Constitution, it was said to end slavery in all states in the USA. However, slavery continued to be a common practice in the Southern states, as white masters would still ‘hire’ black workers under terms that were slavery in all but name.

Abolition had been, in theory, achieved, but the lessons learned by those in the abolition movement would be applied to other social concerns in the decades to come, notably the civil rights and woman’s suffrage movements.

Adapted from: [<https://www.historynet.com/abolitionist-movement>]

Activity 1. Images such as the ones presented below circulated throughout the whole USA thanks to abolitionists. Imagine you are an anti-slavery advocate and want to draw an anti-slavery image and write a slogan for *The Liberator* newspaper. Work in groups of 3-4 people.



The Liberator (1831-1865) was an abolitionist newspaper in the USA. It included articles and images depicting how harsh and unfair slaves’ lives were.

Activity 2. Though the 13th amendment was included in the Constitution so as to end slavery, it actually didn’t. Imagine you are still a slave who was promised freedom but wasn’t granted it. Write a short note to the president telling him about this in pairs. For example:

I must tell you that I am still a slave. I am not allowed to work anywhere else.

UNIT 12. Going against the grain					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To offer/ask for advice both orally and in written form. To express obligation/prohibition both orally and in written form. To write a for and against essay. To learn about British history related to Victorian England. 	<p>²⁴A recording on crazy laws that exist in the USA.</p> <p>²⁵TED Talk about fashion.</p>	<p>Debate and discussion: 'are rules necessary?'</p> <p>Students talk about school rules they find important/stupid.</p>	<p>²⁶An article: laws in today's North Korea.</p> <p>An opinion essay on the increasing use of the mobile phone in the classrooms.</p>	<p>Students write a for and against essay on: 'Effects of social media'.</p> <p>Students imagine they are the president of an imaginary country.</p>	<p>Students do revision activities to check their knowledge of the modals of obligation and the modals of prohibition, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Advice/Obligation/Prohibition	Offering advice Asking for advice	Modals of obligation Modals of prohibition	Pronunciation of silent /l/.	Policies in North Korea	Rules Policies
Competences	Expressing obligation Expressing prohibition			Through the Ages	
Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).				A worksheet on <i>Victorian England</i>	

²⁴ 10 Laws You Didn't Know Existed In The USA [<https://www.youtube.com/watch?v=BL48XCBOBeI>]

²⁵ Fashion your future: Think more like a fashion designer [<https://www.youtube.com/watch?v=NkjNx CzBUqQ>]

²⁶ Brutal and inhumane laws North Koreans are forced to live under [<https://www.telegraph.co.uk/news/2017/09/19/brutal-inhumane-laws-north-koreans-forced-live/>]

Victorian England

The Victorian era was a period of dramatic change that brought England to its highest point of development as a world power. The rapid growth of London, from a population of 2 million when Victoria came to the throne to one of 6.5 million by the time of Queen Victoria's death, indicates the dramatic transition from a way of life based on the **ownership** of land to a modern urban economy. England experienced an enormous increase in **wealth**, but rapid and unregulated industrialization brought a host of social and economic problems. Women were denied the right to vote or hold **political office** throughout the period, but gradually won significant rights such as **custody** of minor children and the ownership of **property** in marriage. By the end of Victoria's reign, women could take degrees at twelve universities. Literacy increased significantly in the period, and publishers could bring out more material more cheaply than ever before. The most significant development in publishing was the growth of the **periodical**. Novels and long works of non-fiction were published in serial form, fostering a distinctive sense of a community of readers.

Adapted from: [<https://www.wwnorton.com/college/english/nael/victorian/review/summary.htm>]

Activity 1. In the Victorian era, both men and women had fixed roles assigned to them, they had to be perfect ladies and gentlemen according to Victorian values. Do this test to find out if you would have been the perfect Victorian lady/gentleman or an outcast. Write at least two more questions and answers. Work in groups.

Would you be a nice Victorian lady or a sinner?

At what age would you like to get married?

- a) I don't want to get married.
- b) At 18.

Would you ever wear a piece of clothing above the knee?

- a) I always do
- b) Never, that's so unladylike!

Would you prefer to...

- a) Be a factory worker
- b) Be a noblewoman

If you chose mostly a's I'm sorry, you are a sinner! If you chose mostly b's congratulations! You are ladylike and would have fit perfectly with Victorian values.

Would you be a nice Victorian gentleman or a sinner?

You are at a party, which of these do you value most?

- a) Having fun
- b) Etiquette and politeness

Would you rather...

- a) Let the lady step in the puddle, her clothes are probably cheap
- b) Throw your new designer coat on a puddle to protect a lady

You would spend all of your free time...

- a) Betting at illegal horse races
- b) Reading the newspaper

If you chose mostly a's I'm sorry, you are a sinner! If you chose mostly b's congratulations! You are a gentleman and would have fit perfectly with Victorian values.

Activity 2. Do you think values like these still exist nowadays? Discuss it with your classmate. Four pairs will come to the front of the class and talk briefly about this. For example, you could talk about how *social media imposes certain beauty standards on people*.

UNIT 13. Cold Case					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To report something someone said both orally and in written form. To understand recordings or written texts about crime and criminals. To learn about British history related to World War I. 	<p>Video: police interrogation of a serial thief.</p> <p>An excerpt from TV series <i>Criminal Minds</i>.</p>	<p>Discussion and debate: ‘Are all criminals evil or sick?’</p> <p>Students imagine they have interviewed a famous criminal from fiction.</p>	<p>Text: police officers telling their boss about the interrogation of a criminal.</p> <p>²⁷Blog entry: protection from scammers in India.</p>	<p>Students write a formal e-mail to a British newspaper telling them about a conversation they had with a wanted man.</p>	<p>Students do revision activities to check their knowledge of reported speech, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Rephrasing	Rephrasing statements, orders, requests and suggestions	Reported speech	Pronunciation of / æ/ and /ɑ:/	Scammers in India	Crime
Competences				Through the Ages	
Linguistic Communication Competence (C1), Learning to learn (C4), Initiative and Entrepreneurial Spirit (C6), Cultural Awareness and Expression (C7).				A worksheet on <i>World War I</i> .	

²⁷ WARNING: 20 Common Tourist Scams in India [<https://hippie-inheels.com/common-tourist-scams-in-india/>]



You are going to listen to an audio about *World War I* [3:27]. Complete the sentences with the exact words said by the narrator.

https://www.ducksters.com/history/world_war_i/

World War I was a _____ fought between _____ and _____.

World War I was fought between the _____ and the _____.

The main members of the Central Powers were _____, _____, _____, and _____.

Although there were a number of causes for the war, the _____ Archduke Franz Ferdinand was the _____ for starting the war.

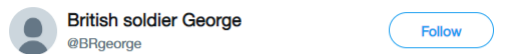
The war _____ between Germany and the Allies with the _____ of Versailles.

Image by National Geographic Kids

Activity 1. Imagine you are a young man during this era and a police officer comes to your house and wants to recruit you for the war. You don't want to go. Give him reasons why you should stay at home with your family.

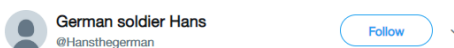
For example: *I'm very rich, how much do you want?*

Activity 2. Read the *did you know?* text above and imagine you have to plan the encounter between the British and the German soldiers. Write the Twitter discussion they would have about it. Work in groups of 4 people, two will write the part of the British soldiers and the other two will write the part of the German soldiers. Four groups will read the conversation they have written.



12:00 PM - 1 Oct 2018

3 Retweets



12:00 PM - 1 Oct 2018

3 Retweets



UNIT 14. You make me blush

Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To use subordination to refer to something previously mentioned both orally and in written form. To use subordination to add information both orally and in written form. To be able to produce English /r/. To learn about British history related to World War II. 	<p>²⁸A YouTube video: a beauty guru reviewing cosmetic products.</p> <p>An interview with a person who has 90% of their body tattooed.</p>	<p>Discussion and debate: ‘Can plastic surgery be justified?’</p> <p>Students are given bizarre beauty trends from different parts of the world.</p>	<p>²⁹An article on beauty trends in South Korea.</p> <p>Reviews on make-up products.</p>	<p>Students choose a cosmetic product of their preference and write a review.</p>	<p>Students do revision activities to check their knowledge of relative pronouns, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Specification/Explanation	Referring to something mentioned	Defining relative clauses	Pronunciation of English /r/	Beauty trends in South Korea	Beauty
Competences	Adding information	Non-defining relative clauses		Through the Ages	Cosmetics
Linguistic Communication Competence (C1), Learning to learn (C4), Cultural Awareness and Expression (C7).				A worksheet on <i>World War II</i> .	Plastic surgery

²⁸ Reviewing Overhyped Skincare Products [<https://www.youtube.com/watch?v=u-47LxW5sH0>]

²⁹ K-beauty: the ugly face of South Korea’s obsession with women looking forever flawless [<https://www.scmp.com/lifestyle/fashion-luxury/article/2125286/k-beauty-ugly-face-south-koreas-obsession-women-looking>]



World War II

You are going to watch a video about World War II [6:50]. Answer the following questions:

1. By whom did fascists feel threatened?
2. How did Hitler become the leader of Germany? (by force, democratically...)
3. Where did Britain have superiority over Germany?
4. What did Hitler and Stalin agree on?
5. Where did the military attack on Pearl Harbor take place?

Activity 1. We are going to play a mimicry game. You have to come to the front of the class and mimic one of the cards below. Your classmates will have to guess the action or the word you are referring to.

A soldier is having dinner with a comrade	War	A group of soldiers are going for a jog in the morning	Friendship
A wife is writing a letter to her husband	Bravery	A soldier is smoking a cigar while he reads a letter	Four soldiers are riding horses

Activity 2. Imagine you are the son or the daughter of a British soldier who is at war. Write a short letter to him in which you tell him about a typical day at school. You shall send it to one of your classmates, who will write a short response to that letter. Two pairs will read both letters out loud.

If you want to watch the video again go to:

[\[https://www.youtube.com/watch?v=vwDFsxjaPaE\]](https://www.youtube.com/watch?v=vwDFsxjaPaE)

The new weapons and technological advances used in World War II made it one of the deadliest in history.

UNIT 15. Clean Air					
Objectives	Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts	Use of English
<ul style="list-style-type: none"> To express vagueness and subjectivity both orally and in written form. To understand recordings or written texts about the environment. To learn about British history related to the Independence of the Colonies. 	<p>An interview: a member of Greenpeace talks about pollution.</p> <p>³⁰A podcast on plastic emissions.</p>	<p>Discussion and debate: ‘Is global warming inevitable?’</p> <p>Students work in pairs and think of ways in which they could reduce pollution.</p>	<p>³¹An article on trash dumps in Africa.</p> <p>Texts: people complaining about pollution.</p>	<p>Students write a letter of complaint to the president criticising the government’s latest law.</p>	<p>Students do revision activities to check their knowledge of indefinite and reflexive pronouns, as well as activities to develop their vocabulary further.</p>
Notions	Functions	Language exponents	Pronunciation	Socio-cultural aspects	Vocabulary
Vagueness/Subjectivity	<p>Expressing vagueness</p> <p>Expressing subjectivity</p>	<p>Indefinite pronouns</p> <p>Reflexive pronouns</p>	<p>Pronunciation of /u:/ and /ʊ/.</p>	<p>Trash dumps in Africa</p>	<p>Environment</p>
Competences				Through the Ages	
Linguistic Communication Competence (C1), Mathematics Competence and Basic Competences in Science and Technology (C2), Cultural Awareness and Expression (C7).				A worksheet on <i>Independence of Colonies</i> .	

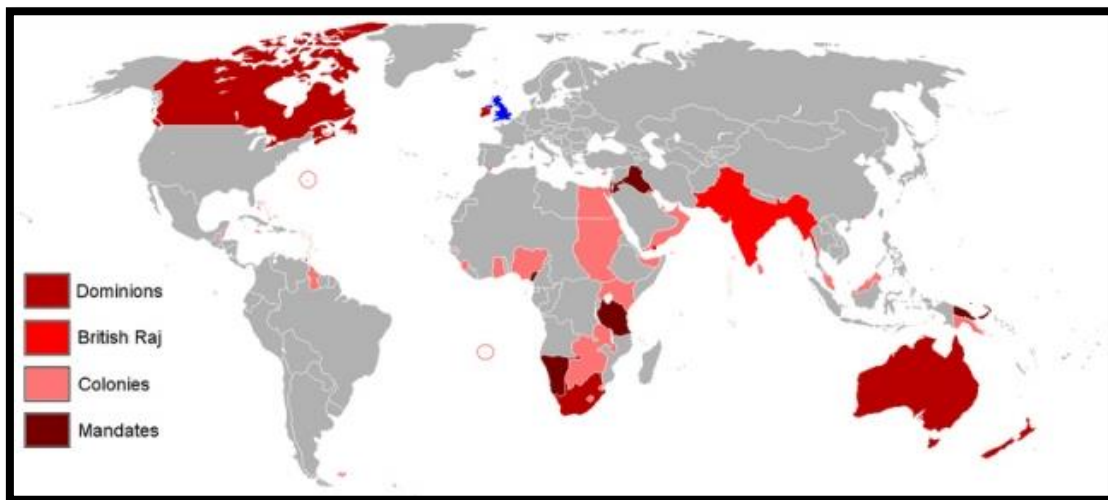
³⁰ Carbon Emissions of Plastic [<https://www.stitcher.com/podcast/zero-waste-countdown-podcast/e/61619216>]

³¹ Toxic shock: How Western rubbish is destroying Africa [<https://www.independent.co.uk/news/world/africa/toxic-shock-how-western-rubbish-is-destroying-africa-5330605.html>]



Independence of Colonies

Look at the map of the British Empire before it lost most of its colonies. Can you name at least 5 of the countries that were part of it?



Activity 1. For this activity, you will have to work in groups. Choose one of the countries listed below, I will give you a paper with information on the country you have chosen. Prepare a short oral presentation on the country's history of independence. This way, you will know about most of the countries without having the need to read about all of them.

- **India**
- **Ireland**
- **Canada**
- **New Zealand**
- **Australia**
- **Ghana**
- **Nigeria**

Pay attention and take notes for activity 2!

Activity 2. To make sure you understood your classmates, do a short writing on the topic of independence of one of the countries that your group did not talk about. You can do this individually or in pairs.

Activity 3. What would you prefer?

To be rich but live under another country's rule or... To be poorer but live in an independent country


Let's debate!

6.7. RESOURCES

To make sure the teaching plan is utilised at its fullest, the school will need a variety of resources. Though most of them are generally available in all state schools in the Principality of Asturias, some resources related to technology could be insufficient. These are the resources needed:

- ✚ **Traditional blackboard/Electronic blackboard.** In order to explain some elements from the teaching units, the teacher will need to use a blackboard. The blackboard will also be used to revise and check homework.
- ✚ **Projector.** In case the blackboard is traditional, a projector will be essential so as to show different images or activities that students have to see on screen. If the blackboard is electronic, the projector will not be needed.
- ✚ **PowerPoint presentations.** The teacher will use this type of programme to explain concepts or activities. Students will need to do some oral presentations about different topics for some of the teaching units. If they want some visual aid, they can use programmes such as PowerPoint or others.
- ✚ **Technological resources.** The classroom must have at least one computer with Internet access and speakers to do the activities related to oral comprehension. It is highly important, since whenever doubts arise, they will be easily resolved if there are ICT resources.
- ✚ **Audio and Audio-visual files.** These will be used to develop the listening skill by the completion of different activities or tasks subtracted from the file. They are taken from different sources. Socio-cultural aspects of the language are also included in some of these files. Audio-visuals are very important in CSE, since images help students understand context better.
- ✚ **Excerpts from texts.** To develop the written comprehension skill, excerpts from texts of all kinds will be presented to the students. From Instagram posts and tweets to newspaper articles and short stories. The texts come from different sources to show students the varieties in register in written English.
- ✚ **Worksheets.** The innovation project on history and geography is mostly developed using worksheets. They are also used a lot for doing exercises,

revision of contents and extra activities. They are a mixture of teacher-created worksheets and source material.

 **Tasks/Activities.** The teacher or the Department of Modern Languages will create and prepare the tasks and activities for the classroom. Some of them are original, others have been adapted from books, webpages, blogs... The teacher will make sure innovative activities are done in class. This should be achieved by using *lapbooks*, *realia*³², roleplay and *kahoots*.

6.8. ASSESSMENT

Students' assessment will be ongoing, as it is the best way to ensure they have acquired the objectives listed in the Decree 43/2015, 10th June. Based on the objectives, the criteria assessed will follow this division:

Comprehension of oral texts

- Understanding the main ideas and specific ideas that appear on oral texts.
- Understanding oral texts with different styles and registers.
- Appreciating pronunciation and intonation in English, especially those aspects practiced in class.
- Being aware of some of the cultural references included in the oral texts.

Comprehension of written texts

- Comprehensively reading texts adapted to their level.
- Understanding and detecting the most important information from different kinds of texts.
- Exercising critical thinking when reading.
- Being aware of some of the cultural references included in the written texts.

³² The term *realia* refers to any real objects we bring to the class that would not usually belong there. It stands for any object used in the class to bring it to life and make learning more enjoyable and realistic.

Production of oral texts

- Expressing and communicating in normal real-life situations in a comprehensive way.
- Expressing and communicating in normal real-life situations autonomously.
- Avoiding Spanish like pronunciation and intonation.
- Including cultural aspects of the foreign language in their oral productions.

Production of written texts

- Writing simple texts about different topics in a comprehensive and cohesive way.
- Writing simple texts following the correct structures for the different types of written texts.
- Using the correct English spelling, specially for those words studied in class.
- Including cultural aspects of the foreign language in their written productions.

Attitude and behaviour

- Working in pairs or groups successfully.
- Working autonomously and individually.
- Being punctual and attending classes.
- Participating actively in class.

So as to know the level of English with which students start Year 4 of bilingual CSE, they will have to sit for a *Use of English* test. This test will not be graded, as it is made for the teacher to know how they should organize their classes. Students will do two exams per skill for each term, that is, two *Listening* tests, two *Reading* tests, two *Writing* tests, two *Speaking* tests and two *Use of English* tests. Since the assessment is ongoing, contents studied in previous units will appear in all the tests. The completion of all activities in class, proactivity, good behaviour and participation in the innovation project will also be a graded subject. Thus, the criteria considered for grading students is as follows:

- ✚ Use of English tests (25%)
- ✚ Listening tests (15%)
- ✚ Reading tests (15%)
- ✚ Writing tests (15%)
- ✚ Speaking tests (15%)
- ✚ Innovation project (10%)
- ✚ Attitude, completion of activities and homework (5%)

6.9. RE-TAKE ASSIGNMENTS

6.9.1. REINFORCEMENT

The English subject follows an ongoing type of assessment, meaning that there are no specific resit assignments for the school year. However, it is the teacher's duty to observe and look for deficiencies in the students' learning path. They should make sure those pupils are not left behind and are given extra activities to reinforce those contents which may be alien or difficult for them. Those activities will be personalised for each student and will be, whenever possible, in context with all the contents of the unit. If this individualised plan and extra help has not been successful, students who fail will be granted the opportunity to resit an exam in the month of September. That exam will include the following skills:

- Speaking
- Writing
- Reading
- Listening

In case pupils fail again in September, the Department of Modern Languages will be notified of this with the aim of helping the student and, if it was the case, the new English teacher, who will be able to tackle the pupil's difficulties from the beginning of the year.

6.9.2. SPECIAL EDUCATION NEEDS

Students with special education needs should also be taken into account when designing and developing our teaching plan. Once we have been assigned a group, we should see if there are any pupils with special needs in the class. If there are any, communication and meetings with the Counselling and Guidance Department will be regarded as essential in order to propose an individualised teaching plan for those students. It is the teacher's job to look for information and tips on how to work with pupils with specific disorders in the foreign language class. Though sometimes teaching plans have to be completely modified for those students with severe mental disorders, generally speaking, teachers only have to modify some of the activities, maybe not even the content, but stylistic aspects such as font type, font size or the separation between paragraphs or different activities.

7. CUARTA PARTE: CONCLUSIONES Y REFLEXIÓN FINAL

Finalizaré este Trabajo Fin de Máster comentando mis apreciaciones sobre todo lo que conllevó la realización del Máster de Formación Inicial del Profesorado en Educación Secundaria Obligatoria, Bachillerato y Formación Profesional y el TFM en sí. Tanto las asignaturas teóricas del máster como las prácticas han supuesto un cambio en mi forma de pensar y trabajar. Al adentrarme en el mundo de la educación, he podido aprender aspectos sobre la docencia que desconocía y que se presentan como esenciales para la formación de cualquier profesor. He desarrollado capacidades como la empatía hacia los estudiantes y otros docentes, el trabajo cooperativo y la tolerancia, que, aunque estaban ahí en un principio, debían perfeccionarse. Con la información y los conceptos nuevos recibidos en el máster, he comprendido que un buen docente no es un mero trasmisor de conocimientos, más debe atender a distintos temas, como los distintos ritmos de aprendizaje, las dificultades del alumnado y las necesidades especiales, entre otros.

Las secciones en que se divide el TFM me resultan un acierto, ya que engloban todo lo aprendido en el máster. La realización de un proyecto de innovación original me parece de suma importancia, puesto que un docente debe encontrarse en constante desarrollo y buscar formas distintas de realizar actividades teniendo en cuenta los cambiantes intereses y gustos de los estudiantes. Un docente que no innova es un docente que se estanca y no crece profesionalmente. El diseño y desarrollo de una programación también me parece un acierto. Programar y sincronizar todos los contenidos de un curso es algo de vital importancia para cualquier docente. La organización y la estructura claras son un pilar fundamental en la enseñanza de lenguas extranjeras. Además, deben tenerse en cuenta cuestiones como la evaluación, los recursos disponibles en el centro y las necesidades y preferencias del alumnado, así como la coordinación de todo el Departamento de Idiomas.

En resumen, la formación recibida en el máster y este Trabajo Fin de Máster guardan una estrecha relación, ya que este último se considera el medio con que el alumnado expresa y demuestra todo lo que ha aprendido durante el año lectivo.

8. REFERENCIAS

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9. ANEXOS

Anexo 1. *Test* sobre conocimientos previos de historia y cultura del mundo anglófono.

Name:

Course:

You are going to complete a test in which you will have to show your knowledge of cultural and historical aspects of English. Do not worry, this will not be graded, but please do try your best at answering the questions.

Question 1. Did the Romans ever invade Britain? If so, could you say at least two things they brought with them?

Question 2. Name, at least, four countries that were part of the British Empire.

Question 3. Is English one of the official languages in India?

Question 4. Which dynasty was Queen Elizabeth I from? Clue: there is a famous TV series based on this family.

Question 5. Could you say all the countries that form what is known as the British Isles? Remember that Great Britain is NOT a country.

Question 6. What is the capital of the USA?

Question 7. Did the United Kingdom participate in World War I and II?

Question 8. Do you know who the Prime Minister of the United Kingdom is?

Anexo 2. Rúbrica para el seguimiento grupal de los estudiantes.

Students' names:

Course:

The group ...	A lot	Sometimes	Not enough	None
Participates in class				
Behaves				
Shows progress				
Has difficulties with some aspects of learning				
Works autonomously				
Works in pairs or groups				
Shows an interest for the subject				

In case difficulties in learning have been detected, specify them and explain them here:

Anexo 3. Rúbrica para la evaluación de presentaciones orales.

Knowledge of topic	Excellent	Good	Acceptable	Insufficient
Preparation				
Content distribution				
Vocabulary				
Variety and relation to topic				
Adequacy				
Grammar				
Grammatical structures				
Variety and adequacy				
Pronunciation				
Intonation				
Clarity				

Note: If the oral presentation was in groups and not individually, another column would be added under the tag: ‘Group work’ and matters such as ‘division of contents’ and ‘work progress’ should be added.

Anexo 4. *Test* final sobre conocimientos históricos y culturales del mundo anglófono.

Name:

Course:

Do you remember that at the beginning of the course you had to answer some questions on the history and culture of English? Now you will do it again, let's see how much has been ingrained in your mind.

Question 1. Did the Romans ever invade Britain? If so, could you say at least two things they brought with them?

Question 2. Name, at least, four countries that were part of the British Empire.

Question 3. Is English one of the official languages in India?

Question 4. Which dynasty was Queen Elizabeth I from? Clue: there is a famous TV series based on this family.

Question 5. Could you say all the countries that form what is known as the British Isles? Remember that Great Britain is NOT a country.

Question 6. What is the capital of the USA?

Question 7. Did the United Kingdom participate in World War I and II?

Question 8. Do you know who the Prime Minister of the United Kingdom is?

Anexo 5. Instrucciones para hacer un *lapbook*.

For the innovation project, you will have to work in groups and create a lapbook. Here is information on everything you need to know about this task.

Choose the historical event or period you prefer and notify your teacher. There are 15 topics! So be quick if you want a specific one.

What is a lapbook? A lapbook consists of a cardboard split into sections in which you can integrate different aspects of a topic, as well as developing activities to understand that topic.

What should I include?

- ✚ **Realia:** These are real objects that you can integrate in the cardboard. For example, let's say you are talking about fabric, then include pieces of fabric in your lapbook.
- ✚ **Activities:** You can use things such as cards or envelopes to include activities.
- ✚ **Information about the historical event or period:** You will have to study the historical event or period and investigate further.

What will the teacher assess? I will assess your lapbook according to these criteria:

- ✚ Creativity and ingenuity
- ✚ Organization level or lack thereof
- ✚ Contents and knowledge of the topic
- ✚ Design and crafty things
- ✚ Group work and division of contents

You can find a lot of videos on the Internet on how to create a lapbook, here are some resources you can visit:

How to Make a Lapbook

[<https://www.youtube.com/watch?v=LPLEpiPspGw>]

What is a Lapbook (Knowledge Box Central)

[<https://www.youtube.com/watch?v=zFVJ2OBMICM>]

BE CREATIVE AND ENJOY!

Anexo 6. Actividad de pronunciación para la unidad 13.

You are going to listen to the song 'Lemon Tree' by Fools Garden. Complete the gaps and sing the song. Focus on the words that end in -r.

I'm sitting here in the boring _____

It's just another _____ Sunday _____

I'm wasting my time

I got nothing to do

I'm _____ around

I'm waiting for you

But nothing ever happens and I _____

I'm driving around in my _____

I'm driving too fast

I'm driving too _____

I'd like to change my point of view

I feel so _____

I'm waiting _____ you

Lyrics adapted from: [<https://www.lyricfind.com/>]

But nothing ever happens and I wonder

I wonder how

I wonder why

Yesterday you told me 'bout the blue blue _____

And all that I can see is just a yellow _____

I'm turning my head _____

I'm turning, turning, turning, turning, turning around

And all that I can see is just _____ lemon tree

I'm sitting here

I miss the _____

I'd like to go out taking a shower

But there's a heavy _____ inside my head

I feel so tired

Put myself into bed

Well, nothing ever happens and I wonder

Isolation is not good for me

_____, I don't want to sit on the lemon tree

I'm stepping around in the desert of joy

Baby, anyhow I'll get another toy

And everything _____ and you wonder

[Chorus]

Anexo 7. Modelo de examen de *writing* para la unidad 2.

Name:

Group:

You are going to write about an experience you **had**. Choose one of the following topics and write about 150-200 words.

- An awful/amazing dream
- Your last holiday destination
- The last time you went to the cinema
- The time you met a celebrity

Remember! to talk about the past you can use:

- The past simple (Be careful with regular/irregular verbs)
- The past continuous
- *Used to*

The topic I have chosen is:

Word count

