



## **Universidad de Oviedo**

**Facultad de Formación del Profesorado y Educación**

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

**Programación docente para 4ºESO y proyecto de  
innovación para la mejora de la comprensión lectora  
contextualizada.**

**Long term plan for Year 4 of Compulsory  
Secondary Education and innovation project to  
improve contextualized reading comprehension.**

### **TRABAJO FIN DE MÁSTER**

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## Resumen

El Trabajo Fin de Máster aquí presentado propone una programación docente para un grupo de 4º de ESO en modalidad ordinaria para la asignatura *Primera lengua extranjera: inglés* y, a continuación, un proyecto de innovación docente ligado a esta. El objetivo de ambas es el correcto desarrollo de las siete competencias clave, con especial énfasis en la comunicación lingüística y la mejora de la comprensión lectora a través de metodologías orientadas al trabajo grupal y comunicativo en contextos realistas. Para su correcta implementación se tiene en cuenta la atención a la diversidad del alumnado, facilitando el desarrollo de las actividades a todo el estudiantado a través de las medidas de adaptación que sean necesarias.

Por otra parte, se deben considerar las características de los grupos ordinarios, formados por los/as alumnos/as que deciden no participar en el programa bilingüe y que, por tanto, concentran un mayor alumnado con un nivel de inglés bajo. Así pues, el diseño de las actividades propuestas ha de adaptarse a esta circunstancia para que, mediante el proyecto de innovación propuesto en este documento, el estudiantado reciba el refuerzo necesario para reducir la desventaja con el grupo bilingüe.

De esta forma, se espera que a lo largo del curso académico el alumnado alcance los objetivos de etapa y desarrolle las competencias clave de manera satisfactoria.

## Abstract

The Master's final dissertation hereby presented proposes a teaching programme for a group of Year 4 of Compulsory Secondary Education (CSE) in its regular modality for the subject *First Foreign Language: English*, and a teaching innovation project linked to it. The objective for both of them is the correct development of the seven key competences, with particular emphasis on linguistic communication, and the improvement of reading comprehension through a set of methodologies directed towards group and communicative work in realistic contexts. For its correct implementation, attention to the diversity of students is taken into account, facilitating

the implementation of activities to all students through the application of such measures as may be necessary.

On the other hand, the teaching body must take into consideration the characteristics of regular groups, formed by the students who decide not to participate in the bilingual program and that, therefore, concentrate a greater number of students with a low English level. Therefore, the design of the presented activities must be adapted to this circumstance so that, through the innovation project proposed in this document, students receive a reinforcement that aims to reduce the disadvantage with the group following the bilingual programme.

In this way, it is expected that, throughout the academic year, students will achieve the stage objectives and develop the key competences in a satisfactory manner.

## **1. Introducción**

La presentación de este Trabajo Fin de Máster supone el inicio en las competencias profesionales que, posteriormente, se consolidarán en el ejercicio docente. Por ello, debe reflejar cada uno de los aspectos que han formado parte del proceso de enseñanza-aprendizaje implicados en el curso, a saber: la gestión organizativa de los centros, las metodologías de enseñanza, la psicología aplicada a la educación, los modelos familiares o la innovación docente, por señalar algunos. Además, debe demostrarse la capacidad adquirida para llevar a cabo las funciones docentes de la materia —diseño de unidades didácticas, modelos de actividades, lenguaje específico— adquiridos en *Complementos a la formación disciplinar* y desarrollados durante el periodo de prácticas en el centro de educación secundaria IES Calderón de la Barca de Gijón.

La confluencia de los elementos mencionados ha llevado a la elaboración de este Trabajo Fin de Máster, el cual presenta la siguiente estructura:

En primer lugar, se realiza un análisis de la formación recibida durante el curso académico y las prácticas profesionales llevadas a cabo en el centro educativo mencionado con anterioridad, así como su influencia en el proceso de aprendizaje logrado.

Los conocimientos adquiridos se ponen en práctica y se desarrollan en una programación docente para la asignatura *Lengua extranjera: inglés* para un grupo de 4ºESO en la modalidad ordinaria, el cual ha sido seleccionado debido al mayor número de sesiones de docencia realizadas en este grupo durante las prácticas externas llevadas a cabo en el IES. Esta programación se compone de nueve unidades didácticas enmarcadas en el libro de texto *Way to English 4* y se sirve de metodologías activas que promueven la adquisición de las siete competencias clave, haciendo énfasis en la comunicación lingüística. Del mismo modo, el profesorado valora la adquisición de dichas competencias mediante evaluación diagnóstica, continua y sumativa, de modo que se facilite el aprendizaje progresivo del alumnado.

Esta programación está acompañada por una propuesta de innovación docente para el mismo grupo, la cual, a su vez, está dirigida a la mejora de la comprensión lectora tomando como referencia el nivel de rendimiento 2 establecido en las pruebas PISA; para ello, el/la docente utiliza metodologías basadas en la creación de comunidades de aprendizaje y prácticas guiadas de lectura activa. De este modo, las actividades diseñadas se implementan en conjunto con las lecturas y tareas de grupo propuestas en la programación docente a lo largo de todo el curso, facilitando así su implementación.

Posteriormente, se realiza una serie de conclusiones generales respecto a la importancia de la formación del profesorado, el conjunto de la programación docente, el proyecto de innovación y una visión personal sobre el futuro ejercicio de la docencia.

Para finalizar, se aporta la bibliografía empleada en la realización de este Trabajo Fin de Máster y un apartado de anexos con ejemplos de diversos documentos mencionados en la programación y proyecto de innovación.

## **2 Reflexión sobre la formación teórico-práctica recibida**

### **2.1 Reflexión sobre las asignaturas cursadas**

A lo largo de los nueve meses de duración del curso, el Máster ha proporcionado formación teórico-práctica en el ámbito de la educación mediante un total de nueve asignaturas. La formación durante el primer semestre (orientada a facilitar el aprendizaje de los conocimientos y recursos suficientes para trabajar en las prácticas

profesionales realizadas a partir de enero) aportó conocimiento teórico, legislativo, pedagógico, léxico, psicológico, didáctico y procedimental.

Empezando por las asignaturas *Procesos y Contextos Educativos* (PCE) y *Sociedad, Familia y Educación* (SFE), ambas tuvieron elementos comunes desde el principio, lo que permitió integrar la información legislativa de PCE en varios elementos de SFE. La primera proporcionó un amplio conocimiento relacionado con la legislación educativa actual y pasada, además de medios para entender la función del profesorado en las tutorías y su papel en la relación entre las familias y el alumnado. SFE ayudó a comprender esa relación con mayor profundidad y desde un punto de vista diferente, enfocado en la Teoría de las esferas superpuestas de Epstein.

Otros apartados de SFE se llevaron a cabo de forma práctica, estimulando entre el alumnado la resolución de diversas problemáticas en el aula, tales como la gestión de espacios comunes del centro, trato con familias en distintos contextos, acoso escolar o integración social. En total, PCE y SFE supusieron una elevada carga de trabajo, sin embargo, la coordinación de ambas asignaturas proporcionó un amplio repertorio de recursos que contribuyó a un mejor desempeño en el entorno educativo.

La siguiente asignatura fue *Diseño y Desarrollo del Currículum*, la cual supuso el primer contacto con las unidades didácticas y su elaboración. El resultado de dos meses de clases teóricas y trabajo grupal fue una unidad didáctica compleja, compuesta por más de veinte páginas dedicadas al desarrollo de seis sesiones de la asignatura *Primera lengua extranjera: inglés*. Al tratarse de una unidad extensa, se pudieron aplicar todos los conocimientos teóricos facilitados, necesarios para afrontar los retos de aprendizaje planteados en la siguiente asignatura analizada: *Complementos a la Formación Disciplinar*.

El desarrollo de esta materia se dividió en dos partes diferenciadas: una parte común a todas las especialidades de asturiano y lengua extranjera, y una parte específica para cada lengua. El tramo común tuvo relación con el aprendizaje de conceptos básicos sobre la enseñanza de las lenguas, tales como el bilingüismo, la interlengua, el análisis de libros de texto y diferentes metodologías de enseñanza. Asimismo, se hizo énfasis en la comprensión del Marco Común Europeo de Referencia para las Lenguas (MCER) y su aplicación en diferentes libros de texto y materiales educativos varios para, posteriormente, practicar el diseño de actividades de la especialidad correspondiente.

Esta práctica se llevó a cabo en las siguientes fases: análisis del alumnado objetivo, propuesta de la actividad y ensayo de esta simulando el aula de un centro educativo. De esta forma de trabajo surgieron ejercicios como la resolución de misterios mediante hipótesis —trabajo de *second conditional* y *past tenses*— o la descripción de los personajes ficticios favoritos de los/as alumnos/as.

Por lo que respecta a la parte específica de la enseñanza del inglés como lengua extranjera, la dirección de la asignatura tendió hacia la comunicación lingüística correcta y eficaz en el aula. Todo ello tuvo lugar a través de un considerable apoyo teórico sobre el léxico del ámbito educativo en lengua inglesa, análisis de errores en la competencia comunicativa y la comprensión del método nocio-funcional, planteamiento éste que utiliza la adquisición de funciones comunicativas como eje vertebrador de una programación docente. Los conocimientos adquiridos en esta materia sirvieron, además, para contrastar métodos de trabajo entre los/as compañeros/as de especialidad y de otras asignaturas, ampliándose así el rango de posibilidades para una mejor adaptación al ejercicio docente.

Las dos asignaturas restantes tuvieron implicaciones diferentes al no pertenecer a la especialidad de inglés ni centrarse en aspectos de la docencia relativos a legislación y documentación. *Tecnologías de la Información y la Comunicación* (TIC) se desarrolló en pocas sesiones. La asignatura consistió en la realización de una actividad integrada a través de un blog, la cual debía tener como eje central el uso de las tecnologías en el aula; sin duda, una experiencia extra a la hora del desarrollo de actividades. *Aprendizaje y Desarrollo de la Personalidad* (ADP), sin embargo, ocupó una gran parte del semestre. El componente teórico fue muy elevado y las competencias adquiridas fueron de gran utilidad. El aprendizaje contribuyó significativamente a la comprensión de aspectos clave de la atención a la diversidad, así como tratar de analizar las dimensiones y complejidad de las mentes en la adolescencia.

En el segundo semestre se ubicaron las asignaturas *Innovación docente*, *Aprendizaje y Enseñanza* y *Taller de Teatro*, esta última optativa. La primera de ellas supuso el primer contacto con la investigación dentro de la enseñanza y motivó el interés por contribuir a la misma. A través de las clases teóricas, la organización de jornadas sobre Innovación docente y la elaboración de proyectos por parte del alumnado, se proporcionaron los recursos necesarios para entender el funcionamiento de un proyecto de innovación y poder adelantar trabajo del presente TFM. No se trata de



una contribución leve, ya que supuso una mejoría en la contextualización de gran parte de la teoría y formación recibidas durante el primer semestre.

Por otro lado, *Aprendizaje y Enseñanza*, dividida en una parte general y otra específica, enmarcó e incrementó los conocimientos y competencias desarrolladas con anterioridad en asignaturas como *Complementos a la Formación Disciplinar*. La didáctica de las lenguas se realizó a través del estudio de textos académicos y la realización de tareas grupales, unidades didácticas y modelos de programación. En la parte general, los elementos estudiados partieron de unas nociones básicas de planificación didáctica hasta profundizar en el método comunicativo y su correcta aplicación y evaluación de acuerdo con el MCERL. En lo relativo a la parte específica de inglés, los esfuerzos se enfocaron en el diseño de actividades y unidades didácticas teniendo en cuenta las distintas destrezas contempladas en el MCERL, la importancia de los aspectos socioculturales de la lengua y la comprensión de esta a través de su uso y la capacidad de metacognición del alumnado.

Para finalizar, la optativa *Taller de Teatro*, escogida con el objetivo de aumentar la experiencia en el aula, así como de trabajar y aprender con alumnos/as de otras especialidades, supuso un complemento a la experiencia obtenida como docente en las prácticas realizadas en el IES Calderón de la Barca. En esta asignatura se elaboró una unidad didáctica que utilizase el teatro como medio para realizar las actividades. Cada alumno/a impartió una clase en la que realizó las diferentes actividades propuestas y, a su vez, participó en las clases de sus compañeros/as, elaborando un importante ejercicio de trabajo interdisciplinar debido a la mezcla de estudiantes de las especialidades de *Música, Dibujo, Asturiano, Lengua castellana, Historia e Inglés*. Este trabajo, paralelo a las prácticas en el instituto, constituyó, por tanto, un refuerzo muy importante a la hora de impartir una materia en el aula.

## **2.2 Reflexión sobre las prácticas profesionales**

En lo que concierne al *Practicum I* y el *Practicum II*, las prácticas referidas en este TFM tuvieron lugar entre los meses de enero y abril en un Centro urbano gijonés: IES Calderón de la Barca, frecuentado este, de acuerdo con su Proyecto Educativo de Centro (PEC, 2020), por más de 800 alumnos procedentes de diferentes colegios de la ciudad y familias en variadas circunstancias socioeconómicas. Desde un primer momento fue

evidente durante la realización de las prácticas, el gran esfuerzo que todo el personal, tanto docente como administrativo, debía realizar para gestionar con la mayor efectividad posible un Centro con tal afluencia de estudiantes. A esta primera impresión se le sumó un recibimiento muy cálido por parte de los/as trabajadores/as del centro, acompañándose este de una inmersión casi instantánea en los quehaceres del Centro.

Los primeros días supusieron un período de adaptación, pero, aunque no se permitiese la impartición de materias desde el inicio, la intención fue colaborar en todas las áreas y departamentos, dentro de lo posible, atendiendo a las obligaciones del *Practicum I y II*. Por tanto, se presenciaron sesiones del Programa de Mejora del Aprendizaje y Rendimiento (PMAR) e Inmersión lingüística, además de asistir en calidad de oyente a reuniones de Jefatura de estudios o del equipo directivo, como las Comisiones de convivencia y economía.

El trabajo principal desarrollado como profesor-alumno en prácticas se dividió en la atención educativa en tres grupos distintos: 4º de ESO en sus modalidades ordinaria y bilingüe, en los cuales se impartió la asignatura *Primera lengua extranjera: inglés*, y 2º de Bachillerato, en el que se impartieron las materias *Primera lengua extranjera: inglés*, e *Inglés para el mundo laboral y Tutoría*. El mayor punto de aprendizaje se situó en los dos grupos de 4º de ESO, ya que en ellos se ubicaron las primeras prácticas docentes que se llevaron a cabo en el aula. Estas, además, tuvieron características diametralmente opuestas debido a las diferentes peculiaridades de los grupos. En la modalidad bilingüe el nivel del alumnado era muy alto, por lo que su eficiencia exigía una velocidad y adaptación acorde. En la modalidad ordinaria la carga fue similar, pero motivada por el control constante que requerían los/as alumnos/as, la dificultad presente en la gestión de dudas y los problemas heterogéneos de más de veinte estudiantes supuso una exigencia y concentración igual de elevada que en el grupo bilingüe. Las prácticas docentes efectuadas en segundo de bachillerato resultaron, en cambio, mucho más sencillas en términos de adaptación e integración con el grupo, en parte gracias a la experiencia adquirida en las asignaturas de ESO. Por otro lado, la preparación de materiales y organización fueron igual de exigentes que en los demás grupos.

Así pues, el periodo de prácticas en el IES Calderón de la Barca ha sido de gran utilidad para el desarrollo de las capacidades prácticas, logrando un aumento significativo de la confianza e integración en el aula gracias a la formación recibida por parte de la tutora del Centro y a los consejos de otros miembros del Departamento de

inglés. Esto contribuyó, a su vez, a una corrección progresiva de los puntos débiles que se fueron advirtiendo a lo largo de las numerosas tutorías. Asimismo, fueron necesarias una organización y dedicación efectivas a la hora de gestionar el *Cuaderno de prácticas*, analizar toda la documentación institucional, comentarla y llevar al día todas las actividades del Máster realizadas en la Facultad.

En conclusión, las variadas experiencias de aprendizaje, de tipo inmersivas, han servido para ampliar las fronteras del conocimiento, para ejercitar la docencia desde el mismo epicentro de las aulas y para proporcionar recursos y herramientas que faciliten el futuro ejercicio de la enseñanza secundaria.

### **3 Long-term plan proposal**

#### **3.1 Introduction**

The long-term-plan presented in this dissertation has been developed for the subject *First foreign language: English* for a regular group of year 4 of Compulsory Secondary Education (CSE) and considering the characteristics of the Secondary Education Institution Calderón de la Barca, a big and urban educational institution in which there are approximately eight hundred students and one hundred teachers. It is framed within the *Organic Law on the Improvement of the Quality of Education* (2013) and it follows the guidelines established in *Decree 43/2015, June 10, which regulates the organization and establishes the curriculum of Compulsory Secondary Education in the Principality of Asturias*. It is intended to help students reach the objectives set for this stage, acquiring the seven key competences, and being this the last CSE year, it also aims to prepare their next step in academic or working life, starting Post Compulsory Secondary Education (PCSE), Vocational Training, or exploring Labour Market.

The Educational Institution offers a Bilingual Programme that enhances English level acquisition for students, which results in the organisation of both bilingual and regular groups for *Geography and History*, and *First foreign language: English* for year 4 of CSE. This long-term plan is aimed to the regular group of *First foreign language: English*, as a result, it is expected to find students at all levels, from low language skills to others with very well-developed communicative competence. Therefore, this programme pays heed to every potential necessity and ensures every student's

accessibility to the activities carried out by implementing attention to diversity measures when needed; following active methodologies to help students' autonomous and group development and providing all the required resources for its proper implementation.

The contents' distribution, follows the official curriculum for CSE in Asturias (*Decree 43/2015*), being this divided into four blocks: oral texts comprehension, written texts comprehension, oral texts production, and written texts production. These are allocated equally throughout nine teaching units framed within *Way to English 4* student's book, and are assessed by means of initial, summative, and continuous evaluation, weighting equally classroom work, homework, and language competence acquisition. This way, the students value continuous learning over a single exam result, and both teachers and students are able to focus on the teaching-learning process.

### 3.2 Official subject's programme

The following tables encompass the contents established by the official dispositions for the subject *First foreign language: English* for year four of CSE in Asturias (*Decree 43/2015*), as well as their distribution along the year and the key competences which are involved within each teaching unit.

<b>Block 1: Oral texts comprehension</b>
<p>Oral texts comprehension</p> <p>Comprehension strategies:</p> <ul style="list-style-type: none"><li>- Mobilization of prior information on type of task and topic.</li><li>- Identification of the textual type (presentations, exhibitions, interviews, debates, conversations between native and non-native speakers, warnings and instructions, broadcasts, and recorded material...), adapting the understanding to it.</li><li>- Identification of the attitude and intention of the speaker (narrate, request information, give instructions, establish personal relationships...).</li><li>- Distinction of understanding types (general sense, essential information, main points, relevant details) on known topics, issued in a clear and organized way by the audio-visual media and in face-to-face conversations.</li><li>- Formulation of hypotheses on content and context.</li><li>- Inference and formulation of hypotheses about meanings based on the</li></ul>

understanding of significant, linguistic, and paralinguistic elements (volume, speed of transmission of the message, accent, body language).

- Reformulation of hypotheses based on the understanding of new elements.
- Awareness of the importance of a global understanding of the message, not needing to understand each and every element of it.
- Self-assessment and reflection on how to learn how to learn.

Socio-cultural and socio-linguistic aspects:

- Identification of social conventions, rules of courtesy and registers of habitual use among speakers of the foreign language and of the customs, values, beliefs and attitudes more widespread in those cultures.
- Valuation of personal enrichment that involves the discovery of experiences of individuals belonging to other cultures.
- Recognition of similarities and identification of the most significant socio-cultural differences between speakers of the foreign language and their own one.
- Awareness of the globalization process of our current society and its socio-linguistic and socio-cultural repercussions.
- Recognition of cultural and sexual stereotypes in everyday oral language, as well as discriminatory behaviour.
- Recognition of nonverbal language (gestures and intonation) as a support for understanding oral texts.

Communicative functions:

Comprehension of oral texts where the following communicative functions appear:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places, and activities.
- Narration of specific and habitual past events, description of present states and situations and expression of future events.
- Request and offer of information, indications, opinions and views, advice, warnings, and notifications.
- Expression of knowledge, certainty, doubt, and conjecture.
- Expression of will, intention, decision, promise, order, authorization, and prohibition.

- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and its opposites.

- Formulation of suggestions, wishes, conditions and hypotheses.

- Establishment and maintenance of communication and understanding of discourse organization (introduction, development, exemplification, summary, conclusion).

Commonly used oral lexicon (reception):

Comprehension of oral texts containing lexical fields related to:

- Personal identification, housing, home, and environment; activities related to daily life, family and friends, work, and occupations.

- Leisure, leisure and sport; travelling and holidays; health and physical care, education and studies; shopping and commercial activities.

- Food and catering; transport, language, and communication; environment, climate and natural environment and Information and Communication Technologies.

- Revision and extension of the lexicon already acquired.

- Understanding and consolidation of the newly acquired lexicon.

Sound, accent, rhythmic and intonation patterns:

- Recognition and differentiation of patterns of rhythm, intonation and accentuation of words and phrases to help you understand them. - Recognition of the intention of the sender through the proper interpretation of the variations in rhythm and intonation of the oral messages.

- Comparison of the different sound, accent, rhythmic and intonation patterns with those of the own language or other known languages and support in the similarities of the same to help in the oral comprehension.

**Block 2: Production of oral texts: expression and interaction**

Strategies of production:

Planning

- Clear conception of the message, distinguishing its main idea or ideas and its basic structure.
- Text adaptation to the target person, to the context and to the channel (voice message, talks on social networks, informal face-to-face conversation, formal interview...) applying the register (formal, neutral, informal) and the structure of speech which might be more appropriate to each case.

Execution:

- Expressing the message clearly, coherently, structuring it appropriately and adjusting it to the models and formulas of each type of text.
- Readjusting the task (undertaking a more modest version of the task) or the message (making concessions on what you would really like to express), after assessing the difficulties and the resources available.
- Relying on previous knowledge to make the most of them (use "prefabricated" language, etc.).
- Compensation for linguistic deficiencies by means of linguistic, paralinguistic or paratextual procedures.

Linguistic procedures:

- Modification of words with similar meanings.
- Definition or paraphrasing of a term or expression.

Paralinguistic and paratextual procedures:

- Asking for help.
- Pointing out of objects, using deictics or performing actions that clarify the meaning.
- Use of culturally relevant body language (gestures, facial expressions, postures, eye, or body contact).
- Use of extralinguistic sounds and conventional prosodic qualities.

Socio-cultural and socio-linguistic aspects:

- Application of social conventions, courtesy rules and registers of most common use among the foreign language speakers.
- Showing respect and curiosity to know and understand the most characteristic

customs, values, beliefs, and attitudes of the countries where the foreign language is spoken.

- Valuation and use of the foreign language as an instrument of communication and learning inside and outside the classroom and the personal enrichment that this entails.
- Comparison of similarities and recognition of the most significant socio-cultural differences between the foreign language and one's own.
- Awareness of the globalization process of our present society and its socio-linguistic and socio-cultural repercussions.
- Demonstration of interest in participating in conversations, description of experiences, exchange of information.
- Demonstration of respect, understanding and appreciation for cultural diversity and different views of one's own.
- Rejection of any kind of sexual, cultural, religious, or racial discrimination through the careful application of cultural stereotypes.
- Use of non-verbal language to compensate for speech difficulties.

Communicative functions:

Production of oral texts with the following communicative functions:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places, and activities.
- Narration of specific and habitual past events, description of present states and situations and expression of future events.
- Requesting and offering of information, indications, opinions and views, advice, warnings, and notifications.
- Expression of knowledge, certainty, doubt, and conjecture.
- Expression of will, intention, decision, promise, order, authorization, and prohibition.
- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and its opposites.
- Formulation of suggestions, wishes, conditions and hypotheses.
- Establishment and maintenance of communication and discourse organization



(introduction, development, exemplification, summary, conclusion).

Commonly used oral lexicon (production):

- Autonomous use of the general or everyday oral lexicon related to personal identification, housing, home, and environment; activities of daily life, family and friends, work, and occupations.
- Appropriate use of the common and more specialised oral lexicon related to leisure, leisure, and sport; travel and holidays; health and physical care, education, and studies; shopping and commercial activities.
- Appropriate use of the common lexicon related to food and catering; transport, language, and communication; environment, climate and natural environment and Information and Communication Technologies.
- Activation and use of the already known lexicon.
- Use and consolidation of the newly acquired lexicon.
- Participation in simulations and real communication situations that allow a functional and contextualized use of the common lexicon.

Sound, accent, rhythmic and intonation patterns:

- Proper use of changes in rhythm and intonation in the reading of texts.
- Production of oral messages adapting the changes in rhythm and intonation to the type of situation.
- Adequate reproduction of vowel, consonant, and diphthong phonemes.
- Comparison of the different sound, accent, rhythmic and intonation patterns with those of the own language or other known languages and support in the similarities of the same to help in the oral production.

### **Block 3. Understanding written texts**

Comprehension strategies:

- Mobilization of prior information on type of task and topic.
- Identification of the textual type (short stories, formal interviews, informal dialogues, warnings and instructions, messages on social networks...), adapting the understanding to it.
- Identification of the intention of the narrator (narrating, requesting information,

giving instructions, establishing personal relationships...).

- Distinction of types of comprehension (general sense, essential information, main points, relevant details) in texts issued in paper or digital format.
- Formulation of hypotheses on content and context.
- Inference and formulation of hypotheses on meanings from the understanding of significant, linguistic, and paralinguistic elements (images, symbols, and colours).
- Reformulation of hypotheses based on the understanding of new elements.
- Use of dictionaries (paper or digital) and Information and Communication Technologies as a means of consultation and learning.
- Awareness of the importance of a global understanding of the message, without the need to understand each and every element of it.
- Self-assessment and interest in learning to learn.

Socio-cultural and socio-linguistic aspects:

- Approaching the experiences of individuals belonging to other cultures, through the reading of texts of medium length and short messages, and to value the personal enrichment that this implies.
- Identification of social conventions, comity rules and registers of customary use in the countries whose language is being studied, as well as of their more widespread customs, values, beliefs, and attitudes.
- Appreciation of the most significant similarities and socio-cultural differences between foreign culture and one's own.
- Assessment of the use of written language as a communication and learning tool in and outside the classroom and in international relations.
- Awareness of the globalization process of our present society and its socio-linguistic and socio-cultural repercussions.
- Participation in exchanges of information that allow students to get closer to the socio-cultural reality of the countries where the foreign language is spoken.
- Identification of cultural and sexual stereotypes in the written language of daily use, as well as discriminatory conduct that is reflected in them.
- Recognition and interpretation of the codes, signs, and signals of nonverbal language to complete the information and help the understanding of the written texts.

Communicative functions:

Comprehension of written texts with the following communicative functions:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places, and activities.
- Narration of specific and habitual past events, description of present states and situations and expression of future events.
- Request and offer of information, indications, opinions and views, advice, notifications, health recommendations and warnings.
- Expression of knowledge, certainty, doubt, and conjecture.
- Expression of will, intention, decision, promise, order, authorization, and prohibition.
- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise and its opposites.
- Formulation of suggestions, wishes, conditions and hypotheses.
- Establishment and maintenance of communication and discourse organization (introduction, development, exemplification, summary, conclusion).

Commonly used written lexicon (reception):

- Revision and extension of the general or daily oral lexicon concerning personal identification, housing, home and environment; activities of daily life, family and friends, work and occupations.
- Extension and consolidation of the common and more specialised oral lexicon related to leisure, leisure, and sport; travel and holidays; health and physical care, education and studies; shopping and commercial activities.
- Revision and extension of the common lexicon related to food and catering; transport, language and communication; environment, climate and natural environment and Information and Communication Technologies.
- Revision and extension of the lexicon already acquired.
- Understanding and consolidation of the newly acquired lexicon.

Graphic patterns and spelling conventions:

- Recognition of the different orthographic uses.

- Recognition of punctuation signs and different nuances that these contribute to the meaning of the sentence.
- Comparison of the different orthographic uses and punctuation signs with those of the own language or other known languages, and support in the similarities of the same ones to help in the text understandings.

#### **Block 4. Production of written texts: expression and interaction**

Strategies of production:

Planning

- Mobilise and coordinate their general and communicative skills in order to carry out the task effectively (review what is known about the subject, what can or is meant, etc.).
- Locate and properly use linguistic or thematic resources (use of a dictionary or grammar, getting help, etc.).
- Use different types of sources (paper, digital or multimedia), to obtain information in order to perform tasks.

Execution:

- Adapt the text to the person to whom it is addressed.
- Express the message clearly, according to the models and formulas of each type of text (use of formal, neutral, or informal registration).
- Readjust the task (undertake a more modest version of the task) or the message (make concessions on what you would really like to express), after assessing the difficulties and the resources available.
- Rely on previous knowledge to make the most of them (use "prefabricated" language, etc.).
- Use the basic elements of cohesion to clearly mark the relationship between the different ideas of the message.
- Use the basic strategies of the written production process (planning, textualization and revision).

Socio-cultural and socio-linguistic aspects:

- Application of social conventions, courtesy rules, and registers of most common use

among speakers of the foreign language.

- Comparison of similarities and differences in the most significant customs, values, beliefs and attitudes between foreign culture and one's own.
- Assessment of the use of written language as a communication and learning tool in and outside the classroom.
- Exchange of information and experiences with people belonging to other cultures and appreciation of the personal enrichment that this entails.
- Participation in communication exchanges that allow students to get closer to the socio-cultural reality of the countries where the foreign language is spoken.
- Rejection of any kind of sexual, cultural, religious, or racial discrimination through the careful application of cultural stereotypes.
- Use of nonverbal language (signs, codes, and signals) to complete the meaning of the text.

Communicative functions:

Production of written texts with the following communicative functions:

- Initiation and maintenance of personal and social relationships.
- Description of physical and abstract qualities of people, objects, places, and activities.
- Narration of specific and habitual past events, description of present states and situations and expression of future events.
- Request and offer of information, indications, opinions and views, advice, notifications, and warnings.
- Expression of knowledge, certainty, doubt, and conjecture.
- Expression of will, intention, decision, promise, order, authorization, and prohibition.
- Expression of interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise, and its opposites.
- Formulation of suggestions, wishes, conditions and hypotheses.
- Establishment and maintenance of communication and discourse organization (introduction, development, exemplification, summary, conclusion).

Commonly used written lexicon (production):

- Autonomous use of the general or everyday written lexicon related to personal

identification, housing, home and environment, activities of daily life, family and friends, work, and occupations.

- Appropriate use of the common and more specialised lexicon related to leisure, leisure, and sport; travel and holidays; health and physical care, education, and studies; shopping and commercial activities.
- Appropriate use of the common lexicon related to food and catering; transport, language, and communication; environment, climate and natural environment and Information and Communication Technologies.
- Activation and use of the already known lexicon.
- Use and consolidation of the newly acquired lexicon.
- Participation in real communication situations that allow a functional and contextualized use of the common lexicon.

Graphic patterns and spelling conventions:

- Proper use of spelling and different punctuation marks.
- Interest in careful presentation and good lyrics, both in printed texts on paper and in digital support.
- Comparison of the different orthographic uses and punctuation signs with those of the own language or other known languages, and support in the similarities of the same ones to help in the production of written texts.

### *Syntactic and discursive contents*

- Expression of logical relations: conjunction (not only...but also; both...and); disjunction (or); opposition/concession ((not...) but; ...,though); cause (because (of); due to; as); purpose (to- infinitive; for - ing); comparison (as/not so + Adj. as; less/more + Adj./Adv. (than); better and better; the highest in the world); result (so; so that); condition (if; unless); reported speech (reported information, offers, suggestions and commands).
- Time relations: (the moment (she left); while).
- Statements: (affirmative sentences; tags; Me too; Think/Hope so).
- Exclamation: (What + (Adj. +) noun, e. g. What beautiful horses!; How + Adv. + Adj., e. g. How very nice!; exclamatory sentences and phrases, e. g. Hey, that's my bike!).

- Negation: (negative sentences with not, never, no + noun (e. g. no chance), nobody, nothing; negative tags; me neither).
- Interrogation: (Wh- questions; Aux. questions; preguntas con preposición (e. g. What is the book about?); tags).
- Time expression: past (past simple and continuous; present perfect; past perfect); present (present simple and continuous); future (going to; will; present simple and continuous + Adv.).
- Verbal aspect expression: punctual (simple tenses); durative (continuous tenses: present continuous, past simple/perfect continuous and future continuous); habitual (simple tenses (+ Adv., e. g. every Sunday morning); used to); inchoative (be about to); terminative (stop + -ing).
- Modality expression: factuality (declarative sentences); capability (can; be able); possibility / probability (may; might; perhaps); necessity (must; need; have (got) to); obligation (have (got) to; must; imperative); permission (may; could; allow); intention (present continuous).
- Existence expression: (e. g. there could be); entity (count / uncountable / collective / compound nouns; pronouns (relative, reflexive / emphatic, one(s); determiners); quality (e. g. pretty good; much too expensive).
- Quantity expression: (singular/plural; cardinal and ordinal numerals; quantity: e. g. lots/plenty (of); degree: e. g. absolutely; a (little) bit).
- Space expression: (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement).
- Time expression: (points (e. g. at midnight), divisions (e. g. term), and indications of time (ago; early; late); duration (from...to; during; until; since); anteriority (already; (not) yet); posteriority (afterwards; later); sequence (first, second, after that, finally); simultaneousness (just when); frequency (e. g. twice/four times a week; daily)).
- Mode expression: (Adv. and phrases of manner, e. g. carefully; in a hurry).

<b>Contents distribution</b>			
<i>Teaching unit</i>	<i>Timing</i>	<i>Language contents</i>	<i>Key competences</i>
Unit 0: <i>Getting started</i>	First term	<ul style="list-style-type: none"> <li>- Vocabulary related to city locations.</li> <li>- Personality</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Mathematical,</li> </ul>

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	6 sessions	<ul style="list-style-type: none"> <li>- adjectives.</li> <li>- Time expression: present (present simple and continuous); past: (Past Simple and Past Continuous).</li> <li>- Adverbs, determiners, and adjective degrees.</li> <li>- Formulas for exchanging personal and class language information in an appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>- scientific, and technological competence.</li> <li>- Digital competence.</li> <li>- Learning to learn.</li> <li>- Social and civic competences.</li> <li>- Sense of initiative and entrepreneurial spirit.</li> <li>- Cultural consciousness and expression.</li> </ul>
Teaching unit 1: <b><i>Taking Risks</i></b>	First Term  10 sessions	<ul style="list-style-type: none"> <li>- Sports related vocabulary.</li> <li>- Adjectives related to experiences.</li> <li>- Use of be going to, will, Present Simple with future meaning, and Future Continuous.</li> <li>- Use of cause and consequence connectors.</li> <li>- Comprehensive reading of brochures reports and chronicles. (Block 3)</li> <li>- Comprehensive listening of conversations and interviews. (Block 1)</li> <li>- Oral exposition regarding activities planning and scheduling; oral interviews. Block 2</li> <li>- Report writing about people's life. (Block 4)</li> <li>- Pronunciation of /ɪ/ y /e/ sounds, and intonation of will in short answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Mathematical, scientific, and technological competence.</li> <li>- Learning to learn.</li> <li>- Social and civic competences.</li> </ul>



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		(Blocks 1&2)	
Teaching unit 2: <b><i>Kings and Queens</i></b>	First term 10 sessions	<ul style="list-style-type: none"> <li>- Royal Family, cinema, and television vocabulary learning.</li> <li>- Use of defining and non-defining relative clauses.</li> <li>- Formation and use of some, any, and no compound words.</li> <li>- Use of adverse connectors.</li> <li>- Comprehensive Reading of tv series critic, Newspaper tv guide, and marriage arrangement in royal families.</li> <li>- Comprehensive listening of an oral discussion and a film review.</li> <li>- Organizing an oral Question and Answer (Q&amp;A) quiz, providing information when asked, and cinema expositions.</li> <li>- Cinematographic review writing.</li> <li>- /s/, /k/ and /tʃ/ sounds.</li> <li>- Prepositions' intonation.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Digital competence.</li> <li>- Learning to learn.</li> <li>- Social and civic competences.</li> <li>- Cultural consciousness and expression.</li> </ul>
Teaching unit 3: <b><i>It's a Mystery!</i></b>	First term 10 sessions	<ul style="list-style-type: none"> <li>- Mystery, natural and supernatural phenomenon related vocabulary.</li> <li>- Use of Present Perfect Simple to talk about past actions with present effect or without specific temporal situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Digital competence.</li> <li>- Learning to learn.</li> <li>- Social and civic competences.</li> <li>- Cultural consciousness and expression.</li> </ul>

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		<ul style="list-style-type: none"> <li>- Past Simple to talk about actions completed in a specific period in the past,</li> <li>- Past Perfect Simple and past simple to narrate situations past and before that past.</li> <li>- Routines in the past expression with Used to.</li> <li>- Sequence connectors understanding.</li> <li>- Comprehensive Reading of mysterious stories, article's, and description of natural and supernatural phenomenon. (Block 3)</li> <li>- Comprehensive listening of mysterious stories and oral school presentations. (Block 1)</li> <li>- Oral exposition of news, and supernatural phenomenon description. (Block 2)</li> <li>- Writing a story in the past. (Block 4)</li> </ul>	
Teaching unit 4: <b><i>Living Together</i></b>	Second term 12 sessions	<ul style="list-style-type: none"> <li>- Social interactions and city life vocabulary.</li> <li>- Use of the first conditional to speak of situations that will or will not occur in the future according to whether a condition is met, of the zero</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication competence.</li> <li>- Mathematical, scientific, and technological competence.</li> <li>- Learning to learn competence.</li> <li>- Social and civic competences.</li> </ul>

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		<p>conditional to describe universal facts,</p> <ul style="list-style-type: none"> <li>- Use of time clauses to speak about future events and general statements.</li> <li>- Comprehension Reading of infographics and expositive texts. (Block 3)</li> <li>- Comprehensive listening of an animals' quiz and a city life radio programme. (Block 1)</li> <li>- Behaviour comparison, apologizing, speaking about problems solving and solutions. (Block 2)</li> <li>- Self-presentation for a job interview. (Block 2)</li> <li>- Expressing personal likes and preferences. (Blocks 2 and 4)</li> <li>- Writing a formal e-mail exposing a problem and asking for a solution. (Block 4)</li> <li>- Identifying/g/ and /dz/ sounds. (blocks 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Sense of initiative and entrepreneurial spirit competence.</li> </ul>
Teaching unit 5: <i>Made for You</i>	Second term 12 sessions	<ul style="list-style-type: none"> <li>- Marketing and shopping related vocabulary learning.</li> <li>- Use and structure of passive voice in present, past, and future tenses.</li> <li>- Comprehensive Reading of a website and a</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication</li> <li>- Digital competence</li> <li>- Learning to learn</li> <li>- Social and civic competences</li> <li>- Sense of initiative and entrepreneurial</li> </ul>

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		<p>history related text. (Block 3)</p> <ul style="list-style-type: none"> <li>- Comprehensive listening of news and conversations. (Block 1)</li> <li>- Product description, speaking about future and decision making. (Block 2)</li> <li>- Oral interaction about shopping and selling something. (Block 2)</li> <li>- Opinion essay writing. (Block 4)</li> <li>- /tʃ/, /ʃ/ and /dʒ/ sounds. (Blocks 1 and 2)</li> </ul>	spirit.
Teaching unit 6: <i>Saving our planet</i>	Second term 12 sessions	<ul style="list-style-type: none"> <li>- Use and structure of reported speech and reporting verbs.</li> <li>- Copulative connectors.</li> <li>- Comprehensive Reading of expository texts. (Block 3)</li> <li>- Comprehensive listening of inquiries and radio interviews. (Block 1)</li> <li>- Reporting others' statements, speaking about conversations inquiries answering. (Block 2)</li> <li>- Common accommodation expressions for travelling. (Blocks 2 and 4)</li> <li>- Writing a travelling review. (Block 4)</li> <li>- /θ/, /ð/, /v/ y /u:/ sounds. (Blocks 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication</li> <li>- Mathematical, scientific, and technological competence.</li> <li>- Learning to learn</li> <li>- Social and civic competences.</li> </ul>

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<p>Teaching unit 7: <b><i>Be Healthy!</i></b></p>	<p>Third term 12 sessions</p>	<ul style="list-style-type: none"> <li>- Marketing and shopping related vocabulary learning.</li> <li>- Use and structure of passive voice in present, past, and future tenses.</li> <li>- Comprehensive Reading of a website and a history related text. (Block 3)</li> <li>- Comprehensive listening of news and conversations. (Block 1)</li> <li>- Product description, speaking about future and decision making. (Block 2)</li> <li>- Oral interaction about shopping and selling something. (Block 2)</li> <li>- Opinion essay writing. (Block 4)</li> <li>- /tʃ/, /ʃ/ and /dʒ/ sounds. (Blocks 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Digital competence.</li> <li>- Learning to learn.</li> <li>- Social and civic competences.</li> <li>- Sense of initiative and entrepreneurial spirit.</li> </ul>
<p>Teaching unit 8: <b><i>Making sense</i></b></p>	<p>Third term 12 sessions</p>	<ul style="list-style-type: none"> <li>- Senses vocabulary learning.</li> <li>- Descriptive adjectives learning.</li> <li>- Gerund and infinitive use.</li> <li>- Comprehensive Reading of blogs and a multicultural text. (Block 3)</li> <li>- Comprehensive listening of dialogues and conversations. (Block 1)</li> <li>- Speaking about personal preferences, about oneself and telling</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication</li> <li>- Digital competence</li> <li>- Learning to learn.</li> <li>- Social and civic competences</li> <li>- Cultural. consciousness and expression.</li> </ul>

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		<p>personal experiences. (Block 2)</p> <ul style="list-style-type: none"> <li>- Space expression: (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement)</li> <li>- Personal experience description. (Block 4)</li> <li>- /ʌ/, /æ/ y /u:/ sounds. (Blocks 1 and 2)</li> </ul>	
<p>Teaching unit 9: <i><b>Bridge to the future</b></i></p>	<p>Third term 12 sessions</p>	<ul style="list-style-type: none"> <li>- Learnt grammar review: Present Perfect Simple, Past Perfect Simple, Future Continuous, modal verbs, gerund and infinitive, relative clauses, conditional sentences, time clauses, passive voice and reported speech.</li> <li>- Vocabulary building review.</li> <li>- Comprehensive Reading of articles and Reading strategies review. (Block 3)</li> <li>- Comprehensive listening of different nationality speakers. (Block 1)</li> <li>- Illustration description. (Blocks 2 and 4)</li> <li>- Advicing. (Blocks 2 and 4)</li> <li>- Online Curriculum Vitae writing. (Block 4)</li> <li>- Formal e-mail writing. (Block 4).</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Learning to learn.</li> <li>- Sense of initiative and entrepreneurial spirit.</li> <li>- Cultural consciousness and expression.</li> </ul>

Attending to the official curriculum dispositions (*Decree 43/2015*), *First foreign language: English* is meant to help the students acquire a series of oral and written competences which allows them to take part in a variety of contexts and circumstances that, consequently, encourages their self-development in society. Common European Frame Reference for Languages (CEFR) is the source for the subject contents, as communicative activities must be the main axis of theirs. Therefore, the official program is divided into four sections, each one describing what elements of communication must be included in the students' formative process.

Oral expression and comprehension blocks acquire a significant relevance since most of the exposure to foreign languages tends to remain within the subject's activities. Besides, English language takes a vehicular role, which enhances the importance of preparing students to understand and use it when performing communicative tasks. Owing to this, the linguistic references hereby presented require being selected from diverse transmitters, so students become fluent regarding pronunciation, idioms, and specific communicative situations.

Written expression and comprehension blocks follow the previous ones as the main linguistic model for the students and prove useful as a frame to prepare them to understand and practice one and two blocks' competences in advance. An autonomous use of English language may progressively increase depending on the student's understanding of the language code and, subsequently, the student's competence in written language.

However, and considering the curriculum's dispositions, a language may not be taught as a coding and decoding process, but as a tool for sociocultural understanding and efficient communication; this must eventually lead to the acquisition of the key competences and to become an active part of a globalized world. Therefore, considering the complexity in which the four sections complement each other towards social interaction and communication, all of them must be present in every teaching unit. *Way to English 4 student's book*, serves as a frame for the contents' distribution in teaching units, as well as a source for the activities programmed.

### 3.3 General stage objectives

The official Curriculum for CSE and PCSE in Asturias (Decree 43/2015) establishes a series of stage objectives that are taken into account in every long-term plan. These objectives must be developed by acquiring all key competences in each subject. This requires the collaboration of all departments to achieve all of them in transversality.

- Taking accountability for their actions, knowing, and exercising their rights regarding mutual respect, practising tolerance, cooperation and solidarity between people and groups, practicing dialogue consolidating human rights, treating gender equality and opportunities as common values of a plural society, and exercising a democratic citizenship.
- Developing and consolidating habits of discipline, study, and individual work and in group as a needed condition for an effective realization of learning tasks and as personal means of development.
- Valuing and respecting sex differences and equality of rights and opportunities between them. Rejecting discrimination of people on behalf of their sex, any condition and personal or social circumstances. Rejecting stereotypes which end up in discrimination between men and women, as well as any violence directed towards women.
- Strengthen affective capabilities in all personality fields and their relationships with other people, as well as rejecting violence, prejudice of any type, sexist behaviours, and solving conflicts in a peaceful way.
- Developing basic skills when using information sources for acquiring new knowledge with critical sense. Acquiring a basic formation in the technology field, specially in ICT.
- Conceiving scientific knowledge as an integrated lore, structured in different disciplines, as well as knowing and applying methods to identify problems in the diverse fields of knowledge and experience.
- Developing an entrepreneurial spirit and self-confidence, involvement, critical sense, personal initiative, and capability of learning to learn, planning, making decisions, and assuming responsibilities.



- Understanding and expressing properly complex text and messages, orally and by writing in Spanish or Asturian language, and having a first contact with the knowledge, reading and studying of literature.
- Understanding and expressing themselves properly in one or more foreign languages.
- Knowing, valuing and respecting the basic aspects of their own culture and history as well as others.
- Knowing and accepting the working of their own body as well as another's, respecting the differences, consolidate self-care and health habits and introducing physical education and sports practice in order to favour personal and social development. Knowing and valuing human dimension of sexuality in all its diversity. Critically valuing of social habits related to health, consuming and care of living beings and the environment, contributing to its conservation and improvement.
- Appreciating artistic creation and understanding the different artistic manifestations in language, using different means of representation and expression.
- Knowing and valuing the characteristics of linguistic, cultural, historic and artistic patrimony of Asturias, participating on its preservation and improvement as well as respecting the linguistic and cultural variety as a right of the folks and people, developing interest and respectful attitudes towards the exercise of this right.

### **3.4 Subject's contribution to the key competences development**

*First foreign language: English* is a subject in which working all the key competences might prove difficult. However, and according to Order ECD/65/2015, and Decree 43/2015, June 10, which regulates the organization and establishes the curriculum of Compulsory Secondary Education in the Principality of Asturias, it is recommended to try and help the students to develop all of them throughout each subject. Thus, a short description of English contribution in that matter helps to prepare the long-term plan in a broader and cross-sectional way.

- ***Linguistic communication:*** The contribution to this key competence is evident. All students who improve their use of language skills are improving the way they communicate each day, no matter which one they are speaking. As an example, they become able to adapt the register to a context, to send letters, or to understand different types of written documents.
- ***Mathematical, scientific, and technological competence:*** This competence contains a wide spectrum of abilities. Although English as a foreign language does not seem very likely to work them, there are some areas in which it is possible to contribute. Regarding problem analysis and sense of direction, English is a good platform in which students can work, through oral and written tasks related to maps orientation, and solving puzzles.
- ***Digital competence:*** The aim of this skill development is to help students learn basic digital management related to the subject, including proper uses of social applications of ICT. English has always been part of ICT use at institutions, and it has increased with the evolution of technology. Online linguistic exchanges, Kahoot, oral presentations supported by power points, or video recordings as oral skill tests are examples of the possibilities the subject can offer.
- ***Learning to learn:*** the contributions to this competence are notorious in terms of autonomy and self-development. English makes students work in four different fields in the same unit: speaking, writing, grammar and reading. Facing all of them requires an adaptation of study methods. Students have to change routines and organise their schedules properly. Also, the number of hours per week devoted to the subject forces students to become more independent as they prepare themselves at home.
- ***Social and civic competences:*** one of the major functions of language is social development. Communication proficiency is compulsory in society, English can contribute to its development in several ways. It is frequent to do group activities in which students find themselves in situations that make them reach compromises. Besides, it is interesting to mention the numerous dialogues in which students take part; usually they are directed

into the practice of all the knowledge acquired throughout everyday situations. This also helps them to respect their classmates (time of speech, listening and collaboration) which provides a full development of this competence.

- ***Sense of initiative and entrepreneurial spirit:*** this competence is quite relevant in English language learning due to the lack of hours devoted per week to language study. Autonomous work and creative abilities of students make a big impact in the success of understanding the contents of the lessons. All communicative situations that can be put into practice contribute to the development of this competence.
- ***Cultural consciousness and expression:*** the study of foreign languages is firmly linked to understanding their respective cultures, both language and culture go together by nature. Knowing how to use the language, as well as its varieties, contexts and registers, which are established by different social situations, will provide the students with a wider spectrum of abilities.

### **3.5 Methodology**

According to the official dispositions (Decree 43/2015), didactic methodology in this educational stage shall be essentially active and participative, favouring individual and cooperative work. It also sets CEFR as a model regarding teaching methods for First foreign languages teaching. Considering that “The idea is to design curricula and courses based on real-world communicative needs, organised around real-life tasks and accompanied by “can do” descriptors that communicate aims to learners” (Council of Europe, 2020), the main objective in foreign languages teaching ought to be the acquisition of communicative competences which gradually lead to effective communication in broad and cross-sectional contexts. This shall be approached by providing students with realistic communicative and affective situations where English is naturally used.

Considering said dispositions, this long-term plan encompasses theory lessons, as well as individual and group practices following the distinction made by Richards (2006) between three different kinds of methodological approaches within

communicative language teaching (CLT) when carrying out activities to gradually improve students' competences:

- *Mechanical practice*: It provides affordable activities in terms of language understanding requirement. (E.G., Gap filling activities).
- *Meaningful practice*: It refers to activities where students are given specific language contents and are required to make choices for their proper use in the activity (E.G., working with maps and locations).
- *Communicative practice*: These activities are the result of understanding language in real communicative contexts where students exchange information and adapt themselves to a non-guided step by step activity, such as dialogues asking for directions.

These approaches are regularly seen in communicative language teaching and allow a progressive escalation in the acquisition of communicative functions, from getting used to syntactic structures by mechanical and repetitive practice, to understanding their use in real contexts.

These activities take an important role in individual students' development by carrying out mechanical, meaningful, and communicative practices, especially regarding autonomous work. This, in addition to group activities, helps students acquiring the seven key competences, according to the following benefits provided by the implementation of group work (Álvarez González, Inda Caro, & Álvarez Rubio, 2012):

- Explaining approaches and ideas supported by arguments.
- Taking an active part in collective construction.
- Accepting others' points of view.
- Finding out helpful solutions for the group.
- Comparing and contrasting self-beliefs and activities with other ones.
- Developing interpersonal competences.
- Assuming and accomplishing group compromises.
- Getting feedback from the knowledge acquired, since cooperative dynamics provide students with the needed time for reflexion and association between previous and new ideas.

### 3.6 Students' learning qualification procedures, instruments, and criteria

In order to establish criteria to determine the acquisition level of key competences by the students, the learning process evaluation for CSE "Will be continuous, formative and integrative, as well as subject wise differentiated" (Decree 43/2015).

Evaluation's formative character, intended as a "diagnostic use of assessment to provide feedback to teachers and students over the course of instruction" (Boston, 2002), serves as an instrument for teaching and learning processes improvement in a way that both students and teachers understand their strongest and weakest points regarding the key competences. However, *First foreign language: English*, as each subject's evaluation, shall attend specific dispositions ensembled within their own assessment criteria and gradable learning standards.

In order to fully evaluate students learning process and to guarantee a formative and integrative system, the following kinds of evaluation are carried out along the year:

- Diagnosis assessment: This takes place at the beginning of the first term and provides the teacher with useful information regarding the previous year's knowledge and students initial situation respecting stage objectives and key competences' acquisition.
- Continuous assessment: Students' progress is periodically tracked, which allows the teacher to identify improvement areas where reinforcement activities and other measures may be applied.
- Summative assessment: It is meant to understand whether students have acquired key competences and reached the set objectives employing specific assessment tools.

#### 3.6.1 Assessment tools

Considering this long-term plan methodology, as a foreign language teaching must be as similar as possible to a mother tongue acquisition in a natural context, the assessment tools must evaluate students' competences in the same fashion, being said tools the following:

- Written language tests covering three of the four content blocks (oral and written comprehension, and written production) as well as discursive syntactic

structures. That is to say reading, writing, listening, and grammar and vocabulary tests in which pupils' competence acquisition is checked.

- Periodical oral presentations which take place at the end of each teaching unit.
- Group reading comprehension activities of the book *The Hobbit*, whose main assessment follows language use, competences acquisition, self-organisation, and group work. Once a term, students must work in groups to answer a series of questions about the plot which must eventually be handed in via Microsoft Teams.
- Homework: students are asked to carry out a series of tasks related to each teaching unit's topics at home, mainly handout photocopies and compositions.
- Activities carried out in the classroom monitored with continuous assessment purposes, as well as for pupils' involvement evaluation.
- Students' notebook: it is a reference for consistency and lessons' attention and work. Notebooks must contain handout photocopies, classroom activities, dialogues' scripts, notes, and properly corrected homework.
- Teacher's notebook where students' involvement in the lessons is tracked: The teacher must write down notes regarding respect towards others' intervention times, group working attitude and whether they hand in or not the corresponding tasks.

### 3.6.2 Marking criteria

Bearing in mind the mentioned assessment procedures and tools, marking criteria is divided as it follows:

- **Language competences – 50%**
  - Speaking – 10%
  - Written production – 10%
  - Oral comprehension – 10%
  - Reading comprehension – 10%
  - Grammar and vocabulary – 10%
- **Classroom involvement and behaviour mark – 25%**
  - Students' participation in classroom activities 15%
  - Students' behaviour 10%
- **Homework tasks and compulsory reading group tasks - 25%**

- Homework tasks handover – 10%
- Group reading task – 15%

Language competence acquisition is weighted equally with students' involvement, behaviour, tasks completion, and group work in order to promote students' development in the seven key competences. This way, pupils improve their autonomous and group work competence, learn how to adapt themselves to others' learning rhythms, keep their learning materials organised and value continuous learning throughout every lesson over studying for a single exam.

### **3.7 Materials and resources**

Any long-term plan implementation requires a specific set of resources and materials to be framed in, likewise theory and practice materials, institution facilities, and human resources.

#### ***Material resources:***

##### **Theory teaching:**

- Physical and digital version of students' book *Way to English 4*.
- Grammar and vocabulary hand out photocopies.
- Reinforcement activities handout photocopies.

##### ***Students practice:***

- Physical and digital version of students' book *Way to English 4*.
- Worksheet handouts.
- Reading comprehension excerpts.
- Audio-visual tools (TV Series, listening activities, and music).
- *The Hobbit* copies.

##### ***Institution facilities:***

- Blackboard.
- Projector for the digital version of *Way to English 4* and other audio-visual resources.
- English-Spanish dictionaries.
- Computer and speakers.
- Microsoft Teams platform access.
- Multimedia room.
- Institution's library.

***Human resources:***

- Subject's teacher.
- English department.
- Solid Waste Management Company in Asturias (SWMCA) employee.
- British driving school worker

### **3.8 Attention to diversity and reinforcement measures**

Paying heed of all student's personality, and physical and social-economical traits, attention to diversity becomes a compulsory section in every long-term plan, “understood as the ensemble of educative actions directed towards the different abilities, rhythms and learning fashions, interests, and motivations, social, cultural, linguistic, and health situation of students” (Decree 43/2015).

Thus, educative institutions are compelled to develop an attention to diversity plan that makes the student body acquire the objectives and key competences by means of opportunities quality, fairness and equality, as well as school normalization, integration and inclusion, gender equality, non-discrimination, flexibility, accessibility and universal designing.

Educative institutions' autonomy allows organising groups and subjects in flexibility aiming to implement the most suitable attention to diversity measures (singular or regular) adapting the subject's long-term plan to the diagnosed students' necessities.

Regular measures consider the group characteristics following a flexible distribution of students in the classroom to avoid any form of segregation. This way, the number of students per group can be distributed in a manner which allows the teacher to provide them with more personalised attention. Besides, students are offered a reinforcement English support considering a potential difference in language competence level between them and the students following the Bilingual Program.

Measures application shall be frequently revised to identify whether any meaningful curricular adaptation is required for students with special educational necessities among other potential interventions set by official dispositions (Decree 43/2015). Therefore, the subject's teacher must be attentive and collaborate with the



department's teachers, and students' tutors so special necessities and measures are properly identified and implemented.

### **3.9 Reinforcement program to recover the lessons not acquired when promoting with negative evaluation in the subject**

In case any student has been promoted without having successfully passed the subject the previous year or in the first or second terms, English department shall provide students with a set of additional tools to acquire the necessary competences and eventually pass the subject. English department will equal a final mark of five out of ten in the last term to a successful acquisition of key competences and gradable learning standards accomplishment, providing that they have previously handed out a series of reinforcement activities. These activities are planned considering the four content blocks division set in the official programme, as well as the assessment tools previously presented. This way, students work with helpful tasks for their language understanding and are given extensive feedback towards a proper comprehension of their potential improvement areas.

Besides, students are offered a non-compulsory reinforcement lesson per week for more in-depth explanations where they are able to practice and improve their competence by carrying out reading comprehension tasks, oral presentations and writing activities.

Students who do not successfully pass the subject at the end of the last term must attend an extraordinary test in which they will be assessed for an 80% of their mark, corresponding a 20% to a compulsory portfolio of activities related to all the teaching units carried out along the year. Any failure to submit this portfolio implies a test attendance denial.

### **3.10 Complementary activities proposal**

In order to increase the teaching-learning process inputs, and to contextualize it in other spaces not strictly related to the classroom, English department organises different complementary activities that help students acquire the key competences and stage objectives. These activities also work a consciousness increase in transversality

regarding gender equality, environmental issues, personal and public health matters, peaceful conflict resolution, and road safety and education.

Thus, English department proposes the following complementary activities:

- West Side Story visualization:

Students must watch the American musical and write a review. Besides, they are asked to give their opinion on the most suitable solution for the problems presented in the film.

- Environment workshop:

English department contacts SWMCA in order to organise a workshop where students must ask questions related to recycling and environmental problems. The information given must be written down to be lately debated in the classroom. Students must finally write and hand in ten sentences reporting the information provided by the SWMCA worker.

- UK world book day:

In celebration of UK world book day on the first Thursday of March, students take part in different reading activities related to the most influential literature exponents in English language, such as William Shakespeare, Virginia Woolf, J. R. R. Tolkien, J. K. Rowling, or Jane Austen. Then, students are guided through a debate about their reading habits and interests.

- Road safety workshop:

English department will contact a British driving school to ask for an online workshop about road safety consciousness. Students must reflect and compare the given information with their own road safety consciousness that must be eventually written down and handed in.

### **3.11 Achievement indicators and procedures for assessing the implementation and development of the long-term plan**

This long-term plan implementation and development are subjected to a year-long assessment process to establish whether it needs to be improved in terms of

effectiveness, objectives accomplishment and students' key competences acquisition. This assessment is made by the English department in weekly, monthly, and yearly department meetings where teachers discuss said areas of improvement.

- *Objectives accomplishment:* Every teaching unit development is monitored in terms of timing, activities development quality, and teachers' effectiveness at time and group management.
- *Department and teaching coordination:* At the end of each term, effectiveness and useful information provided by English department are assessed, as well as department's capability to adapt any potential malfunction when implementing the teaching units.
- *Students' progression:* This assessment determines whether students have reached a successful result in comparison to the diagnose evaluation by means of continuous evaluation tools, such as the teachers' notebook and periodic tests results. Attention to diversity measures are also assessed within this section by analysing the influence of regular and singular measures application.

### **3.12 Teaching units schedule**

All the teaching units presented in this dissertation are distributed along the year according to the 2020-2021 official calendar for Asturias, established in the *resolution of September 9 of the Board of Education, by which the resolution of June 3 of 2020 is modified, by which school calendar for the year 2020-2021 is approved*. Therefore, with 3 sessions of one hour per week for *First foreign language: English*, the total number of hours devoted to the implementation of this long-term plan results in 111.

The ensemble of the previously described programme sections come to fruition through the following teaching units, structured within *Way to English 4* contents distribution and its suggested activities, as well as own ones. These have been chosen, allocated and designed taking into account an innovation project proposal yet to be approved, which consists in reading comprehension strengthening. Therefore, in terms of time distribution, the activities and contents have been designed to be normally carried out with and without said project implementation.

<b>Programming</b>	<b>Teaching unit</b>	<b>Timing</b>
First term	Unit 0: <i>Getting started</i>	6 sessions
	Teaching unit 1: <i>Taking Risks</i>	10 sessions
	Teaching unit 2: <i>Kings and Queens</i>	10 sessions
	Teaching unit 3: <i>It's a Mystery!</i>	10 sessions
Second term	Teaching unit 4: <i>Living Together</i>	12 sessions
	Teaching unit 5: <i>Made for You</i>	12 sessions
	Teaching unit 6: <i>Saving our planet</i>	12 sessions
Third term	Teaching unit 7: <i>Be Healthy!</i>	12 sessions
	Teaching unit 8: <i>Making sense</i>	12 sessions
	Teaching unit 9: <i>Bridge to the future</i>	12 sessions

### 3.13 Teaching units sequencing

Teaching unit 0: <i>Getting started</i>	Timing: 6 sessions
Specific objectives	
<ul style="list-style-type: none"> <li>- Conducting an initial assessment of students' knowledge.</li> <li>- Reviewing the city locations vocabulary.</li> <li>- Reviewing the personality adjectives.</li> <li>- Reviewing the difference between Present Simple and Present Continuous and between Past Simple and Past Continuous.</li> <li>- Reviewing the determiners, adverbs and adjective degrees.</li> <li>- Introducing and interacting among peers.</li> </ul>	

- Reactivating students' basic knowledge.
Contents
<ul style="list-style-type: none"><li>- Vocabulary related to city locations.</li><li>- Personality adjectives.</li><li>- Time expression: present (present simple and continuous); past: (Past Simple and Past Continuous).</li><li>- Adverbs, determiners, and adjective degrees.</li><li>- Formulas for exchanging personal and class language information in an appropriate manner.</li></ul>
Activities carried out
<p><b>This teaching unit works the acquisition of five out of seven key competences:</b></p> <ul style="list-style-type: none"><li>- Linguistic communication.</li><li>- Mathematical, scientific, and technological competence.</li><li>- Digital competence.</li><li>- Learning to learn.</li><li>- Social and civic competences.</li><li>- Sense of initiative and entrepreneurial spirit.</li><li>- Cultural consciousness and expression.</li></ul> <p><b>These competences are acquired by theory explanations and their related activities:</b></p> <ul style="list-style-type: none"><li>- Determiners review: gap filling and sentences writing activity.</li><li>- Adjectives comparison: sentences writing and multiple-choice activity.</li><li>- Adverbs: Review of the different adverbs classification and gap filling activities.</li><li>- Review of vocabulary related to the places of the city, adjectives related to personality, food, adjectives related to food and the animal world.</li><li>- Verb tenses review: present (present simple and continuous); past: (Past Simple and Past Continuous).</li><li>- Formulas for exchanging personal and class language information in an appropriate manner</li></ul>

<p>Diagnose, continuous, and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Recognizing commonly used oral lexicon related to less common subjects and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Distinguishing the most relevant communicative function and a repertoire of its most common exponents, as well as frequent use discursive patterns related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</li> <li>- Carrying out the functions required by the communicative purpose, using a repertoire of common exponents of those functions and the usual discursive patterns to start and finish the written and oral text properly.</li> </ul>	<ul style="list-style-type: none"> <li>- Asks questions, gives orders and advice, instructs, expresses opinion, approves, or rejects, formulates hypotheses, using simple vocabulary and common expressions, and issuing the message in a clear and organized way, even if there are some hesitations, pauses or repetitions.</li> <li>- Produces an oral and written discourse that is understandable and adapted to the characteristics of the situation and the communicative intention.</li> <li>- Clearly reproduces the vowel and consonant phonemes of the studied language, even if certain errors occur, providing that they do not impede the understanding of the message.</li> <li>- Implements social conventions, comity rules and registers of most common use among speakers of the foreign language.</li> <li>- Shows interest in participating in conversations, experiences description, and information exchanges.</li> </ul>

Attention to diversity measures
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the Educational institution, English department and the teacher shall contact Guidance Department to properly review and adapt the activities hereby presented.</li> </ul>

Teaching unit 1: <i>Taking Risks</i>	Timing: 10 sessions
Specific objectives	
<ul style="list-style-type: none"> <li>- Learning vocabulary related to risk sports.</li> <li>- Using adjectives related to experiences correctly.</li> <li>- Using cause and consequence connectors correctly.</li> <li>- Expressing plans and intentions through <i>be going to</i>, <i>will</i>, <i>Present Simple</i> with future meaning and <i>Future Continuous</i>.</li> <li>- Reading a brochure, report, descriptive and narrative texts and getting key information from them.</li> <li>- Listening to a conversation and getting key information from it.</li> <li>- Talking about future plans and doing interviews.</li> <li>- Writing a coherent and cohesive report.</li> <li>- Identifying and producing the /ɪ/ and /e/ sounds and will intonation in short responses.</li> <li>- Working in groups in a respectful manner.</li> </ul>	
Contents	
<ul style="list-style-type: none"> <li>- Sports related vocabulary.</li> <li>- Adjectives related to experiences.</li> <li>- Use of <i>be going to</i>, <i>will</i>, <i>Present Simple</i> with future meaning, and <i>Future Continuous</i>.</li> <li>- Use of cause and consequence connectors.</li> <li>- Comprehensive reading of brochures reports and chronicles. (Block 3)</li> <li>- Comprehensive listening of conversations and interviews. (Block 1)</li> <li>- Oral exposition regarding activities planning and scheduling; oral interviews.</li> </ul>	

Block 2

- Report writing about people's life. (Block 4)
- Pronunciation of /ɪ/ y /e/ sounds, and intonation of will in short answers. (Blocks 1&2)

Key competences and activities carried out

**This teaching unit works the acquisition of four out of seven key competences:**

- Linguistic communication
- Mathematical, scientific, and technological competence
- Learning to learn
- Social and civic competences

**These competences are acquired by theory explanations and their related activities:**

- Adjectives related to experiences: Gap filling activity in which students must allocate the most suitable adjectives in sentences.
- Use differences between be going to and will: sentences writing activity using the most suitable structure for the speaker's intention.
- Use differences between present simple with future meaning, and Future Continuous: sentences reordering activity and verb tense choice exercise.
- Use of cause and consequence connectors: Examples in different texts and gap filling practice.

**These contents are also integrated within the following practice activities:**

- Listening to a conversation about a risk sports festival and answering five test-type comprehension questions.
- Listening to an interview after an explanation of its characteristics and answer to a series of questions about reading comprehension. In addition, students must identify the interview moments at which the information is provided.
- Conversation about plans related to risk activities that occur in the teaching unit.
- Oral speech about three things that two colleagues will do at the same time of day, so that they express different temporal aspects of several actions.
- Interview with a colleague on topics related to their future plans and intentions. Students should write a script for the interview.



<ul style="list-style-type: none"> <li>- Reading a booklet on wingsuit skydiving and its inherent risks, which will serve as context to explain the vocabulary of the teaching unit. This text will also give rise to a debate on pupils' favourite sports.</li> <li>- Reading a report on war correspondents in which students must understand the dangers it represents and locate the grammatical structures corresponding to the teaching unit. Students will then be asked to give their oral opinion on the dangers of certain professions.</li> <li>- Reading a narrative text on the worst fires in history and answering reading comprehension questions.</li> <li>- Writing a story about a person that students admire. They must use cause and consequence connectors, so that they can correctly express the reasons and consequences that motivate the selection of the protagonist of the report.</li> <li>- Presentation of the mandatory reading book and organization of the groups for the written work.</li> </ul>	
<p>Continuous and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying the general sense, the essential information, the main points and the most relevant details in conversations, narrative texts, and oral and written reports of short or medium length, clearly structured, in a neutral or informal register, and articulated at an average speed for oral texts.</li> <li>- Knowing how to apply the appropriate strategies for the understanding and production of the texts according to the previous criterion, as well as their communicative functions</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies the characteristics of a conversation and radio broadcast and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Recognizes and implements in writing the different parts of the message.</li> <li>- Reflect on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Plan the writing process by preparing a script to structure the</li> </ul>

<p>and associated discursive patterns.</p> <ul style="list-style-type: none"> <li>- Knowing and applying the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li> <li>- Knowing and using the sociocultural and sociolinguistic aspects related to daily life, living conditions, behaviour, and social conventions for the text understanding.</li> <li>- Distinguishing the most relevant communicative function and a repertoire of its most common exponents, as well as frequent use discursive patterns related to the information organization, extension, or restructuring.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</li> <li>- Recognizing commonly used</li> </ul>	<p>contents to be developed.</p> <ul style="list-style-type: none"> <li>- Captures the general sense of an opinion, warning and reporting.</li> <li>- Differentiate and use appropriate verbal time to express future and present actions.</li> <li>- Recognizes and uses the punctual and durative aspect of verbs.</li> <li>- Responds to the interlocutor giving brief explanations on known topics, issued in a clear and organized way.</li> <li>- Produces an oral and written discourse that is understandable and adapted to the characteristics of the situation and the communicative intention.</li> <li>- It deduces the general meaning of the text by relying on the context.</li> <li>- Discriminates and uses sound patterns /i/ and /e/.</li> <li>- Recalls and reactivates previously learnt lexicon expressions and idioms.</li> <li>- Clearly reproduces the vowel and consonant phonemes of the language studied, even if certain errors occur, providing that they do not impede the understanding of the message.</li> <li>- Reads with the right intonation and pronunciation, with an average speed, following the</li> </ul>
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<p>oral lexicon related to less common subjects and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</p> <ul style="list-style-type: none"> <li>- Discriminating accentual, rhythmic and intonation patterns of common use, and recognize the general communicative meanings and intentions related to them.</li> </ul>	<p>sound patterns of the studied language, respecting the necessary pauses and silences for the good transmission of the message and its communicative intention.</p> <ul style="list-style-type: none"> <li>- Identifies the sounds /ɪ/ and /e/</li> <li>- Asks questions, expresses opinions, and approves or rejects, using simple vocabulary and common expressions, and delivers the message in a clear and organized way, even if there are some hesitations, pauses or repetitions.</li> </ul>
<p>Attention to diversity measures for this teaching unit</p>	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

<p>Teaching unit 2: <i>Kings and Queens</i></p>	<p>Timing:10 sessions</p>
<p>Specific objectives</p>	
<ul style="list-style-type: none"> <li>- Learning royalty, films, and television related vocabulary.</li> <li>- Understanding and using defining and non-defining relative clauses.</li> <li>- Knowing and using adverse connectors.</li> <li>- Learning to form and use some, any, and no compound words.</li> <li>- Reading a TV review, a newspaper TV guide, and explanatory texts getting key information from them.</li> <li>- Listening to a debate and a film review.</li> <li>- Asking a question-and-answer contest, provide information about a topic and talking about cinema.</li> </ul>	

<ul style="list-style-type: none"><li>- Writing a film review paying attention to the use of contrast connectors and the structure of the text.</li><li>- Identifying and producing the sounds /s/, /k/ and /tʃ/ and practice intonation of prepositions in English.</li></ul>
<b>Contents</b>
<ul style="list-style-type: none"><li>- Royal Family, cinema, and television vocabulary learning.</li><li>- Use of defining and non-defining relative clauses.</li><li>- Formation and use of <i>some</i>, <i>any</i>, and <i>no</i> compound words.</li><li>- Use of adverse connectors.</li><li>- Comprehensive Reading of tv series critic, Newspaper tv guide, and marriage arrangement in royal families.</li><li>- Comprehensive listening of an oral discussion and a film review.</li><li>- Organizing an oral Question and Answer (Q&amp;A) quiz, providing information when asked, and cinema expositions.</li><li>- Cinematographic review writing.</li><li>- /s/, /k/ and /tʃ/ sounds.</li><li>- Prepositions intonation.</li></ul>
<b>Activities carried out</b>
<p><b>This teaching unit works the acquisition of five out of seven key competences:</b></p> <ul style="list-style-type: none"><li>- Linguistic communication.</li><li>- Digital competence.</li><li>- Learning to learn.</li><li>- Social and civic competences.</li><li>- Cultural consciousness and expression.</li></ul> <p><b>These competences are acquired by theory explanations and their related activities:</b></p> <ul style="list-style-type: none"><li>- Royal Family, cinema, and television vocabulary: students must guess the meaning of the words and, afterwards, the teacher tells them the real meanings and asks the students to look for the rest by using online dictionaries. They will previously receive a brief explanation on how to use these dictionaries.</li></ul>

- Use of defining and non-defining relative clauses: students put this into practice by rewriting sentences using relative pronouns. They are also asked to say whether the information provided by each relative clause is essential or not.
- Formation and use of some, any, and no compound words: students are asked to form compound words and use them in sentences.
- Use of contrast connectors: examples in different texts and sentences.

**These contents are also integrated within the following practice activities:**

- Listening activity consisting of a debate on the Dothraki language of the Game of Thrones series and comprehension questions answering. In parallel, students are asked to write down the teaching unit lexicon that they identify in the audio.
- Explanation of a review structure. Students must write a short review of the film of their choice and then listen and compare them to one made by a professional.
- Questions and answers contest on cinema and television. The teacher will act as presenter and the students must answer questions in groups of four students. In this way they must coordinate and choose from all the answers they give.
- Identification and production of the sounds /s/, /k/ and /tʃ/ in the song Love Story by Taylor Swift.
- Reading a review of the TV series Game of Thrones and answering comprehension questions.
- Reading a newspaper's TV guide where students must find relevant information about schedules and content distribution.
- Reading an explanatory text on marriage agreements in royal families and debating on freedom of choice in interpersonal relationships.
- Visualizing the musical film West Side Story and writing a summary as homework.
- Writing activity consisting of a cinematographic critique using contrast connectors and the structure of the text studied in previous activities.

Continuous, and summative assessment criteria:	Gradable learning standards to determine whether the student:
<ul style="list-style-type: none"> <li>- Identifying the general sense, the essential information, the main points and the most relevant details in conversations, news, expositive texts and oral and written reports of short or medium length, clearly structured, in a neutral or informal register, and articulated at an average speed for oral texts.</li> <li>- Knowing how to apply the appropriate strategies for the understanding and production of the texts according to the previous criterion, as well as their communicative functions and associated discursive patterns.</li> <li>- Knowing and using the sociocultural and sociolinguistic aspects related to daily life, living conditions, behaviours, and social conventions for the text understanding.</li> <li>- Knowing and applying the appropriate strategies for understanding the general sense, the essential</li> </ul>	<ul style="list-style-type: none"> <li>- Understands general or detailed information on cinema, television, and royal families in digital support dictionaries.</li> <li>- Identifies the characteristics of a conversation, news, explanatory text and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Recognizes and implements the different parts of the message in writing activities.</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Understands the intention of the message by correctly interpreting enunciative, affirmative and negative, interrogative, and exclamatory structures.</li> <li>- Understands and uses commonly used lexicon related to cinema, television, and interpersonal relations.</li> <li>- Captures and reproduces the</li> </ul>

<p>information, the main points and ideas, or the relevant details of the text.</p> <ul style="list-style-type: none"> <li>- Distinguishing the most relevant communicative function of the text and a repertoire of its most common exponents, as well as frequent use discursive patterns related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</li> <li>- Recognizing commonly used oral lexicon related to less common subjects and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Discriminating accentual, rhythmic and intonation common use patterns, and recognizing the general communicative meanings and intentions related to them.</li> </ul>	<p>different nuances of the message identifying the basic constituents used in this type of structures (contrast connectors).</p> <ul style="list-style-type: none"> <li>- Writes more complex messages by applying cohesion resources (relative pronouns and adverse connectors).</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Plans the writing process by preparing a script to structure the contents to be developed.</li> <li>- Identifies and reproduces sound patterns /s/, /k/, /tʃ/ and prepositions intonation.</li> <li>- Responds to the interlocutor giving brief explanations on known topics, issued in a clear and organized way.</li> <li>- Remembers and applies the previous knowledge on text formats.</li> <li>- Remembers and applies typographical uses, spelling, punctuation, and abbreviations to capture the general message of the text.</li> <li>- Remembers and applies the commonly used lexicon and the expressions and idioms learned</li> </ul>
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-	<p>before.</p> <ul style="list-style-type: none"><li>- Reproduces the vowel and consonant phonemes in a clear way, even if certain errors occur, providing that they do not impede the understanding of the message.</li><li>- Reads with adequate intonation and pronunciation, with an average speed, following the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and its communicative intention.</li><li>- Emits and understands oral and written messages, short or of medium length, differentiating the different types of oral recording (informal and neutral).</li><li>- Produces an oral and written discourse that is understandable and adapted to the characteristics of the situation and the communicative intention.</li><li>- Deduces the general meaning of the text by relying on the context.</li><li>- Asks questions and expresses opinion using simple vocabulary and common expressions; issuing the message in a clear and organized way, even if there are sometimes hesitations, pauses or repetitions.</li></ul>
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Attention to diversity measures
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>

Teaching unit 3: <i>It's a Mystery!</i>	Timing: 10 sessions
Specific objectives	
<ul style="list-style-type: none"> <li>- Learning mysteries, natural and supernatural phenomenon vocabulary.</li> <li>- Expressing and understanding past actions by using Present Perfect Simple, Past Simple, Past Perfect Simple and used to.</li> <li>- Reading narrative texts, articles, and descriptive texts and deducing key information.</li> <li>- Listening to an explanation about a mystery, and two presentations of school papers.</li> <li>- Presenting and debating news.</li> <li>- Preparing and narrating in couples a supernatural themed story.</li> <li>- Writing a story using appropriate expression and time sequencing.</li> <li>- Identifying and producing the sounds /w/, /j/, /v/, /əʊ/ and /ɔ:/.</li> </ul>	
Contents	

- Mystery, natural and supernatural phenomenon related vocabulary.
- Use of Present Perfect Simple to talk about past actions with present effect or without specific temporal situation.
- Past Simple to talk about actions completed in a specific period in the past,
- Past Perfect Simple and past simple to narrate situations past and before that past.
- Routines in the past expression with Used to.
- Sequence connectors understanding.
- Comprehensive Reading of mysterious stories, article's, and description of natural and supernatural phenomenon. (Block 3)
- Comprehensive listening of mysterious stories and oral school presentations. (Block 1)
- Oral exposition of news, and supernatural phenomenon description. (Block 2)
- Writing a story in the past. (Block 4)

Key competences and activities carried out

**This teaching unit works the acquisition of 5 out of 7 key competences:**

- Linguistic communication.
- Mathematical, scientific, and technological competence.
- Learning to learn.
- Cultural consciousness and expression.

**These competences are acquired by theory explanations and their related activities:**

- Vocabulary related to mystery, and natural and supernatural phenomenon learning in context and using online dictionaries.
- Use of Present Perfect Simple, Past Simple, Past Perfect Simple, and used to: Students must do a gap filling, sentences ordering, and translation activities.
- Use of sequence connectors by examples in different texts and sentences making exercises.

**These contents are also integrated within the following practice activities:**

- Listening to a mystery told by a tourist guide and answering comprehension

<p>questions.</p> <ul style="list-style-type: none"> <li>- Listening to the presentations of the schoolworks of two students and summarizing the contents of each in a composition.</li> <li>- Group comment on various news items, also providing personal opinions.</li> <li>- Exhibition of a short story invented together with a partner.</li> <li>- Brief exposition of a known strange phenomenon.</li> <li>- Reading a set of texts on mysterious situations and answering comprehension questions.</li> <li>- Reading an article about the green children of Woolpit. Students must learn the structure of an article and should identify it in this text, as well as locate the most relevant information from it.</li> <li>- Reading descriptions of natural and supernatural phenomenon and locate the specific lexicon.</li> <li>- Reading about names of literary characters who have passed into the English language.</li> <li>- Writing a real or invented story using sequence connectors.</li> <li>- Delivery of the first group work on mandatory reading.</li> </ul>	
<p>Continuous, and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying and expressing the general sense, the essential information, the main points, and the most relevant details in narrative and explanatory oral and written texts, short or of medium length, clearly structured, in an informal or neutral register, on day-to-day matters in current or less usual situations, or on one's own personal and public interests.</li> <li>- Knowing how to apply the appropriate strategies for the</li> </ul>	<ul style="list-style-type: none"> <li>- Understands general or detailed information about mysteries, natural and supernatural phenomenon vocabulary in digital format dictionaries.</li> <li>- Identifies the characteristics of narrative and explanatory texts and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper</li> </ul>

<p>understanding and production of the texts according to the previous criterion, as well as their communicative functions and associated discursive patterns.</p> <ul style="list-style-type: none"> <li>- Knowing and using the sociocultural and sociolinguistic aspects related to daily life, living conditions, behaviour, and social conventions for the text understanding.</li> <li>- Knowing how to apply the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li> <li>- Distinguishing the most relevant communicative function or functions of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</li> <li>- Recognizing commonly used oral</li> </ul>	<p>understanding of the message.</p> <ul style="list-style-type: none"> <li>- Recognizes and implements the different parts of the message when writing.</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Plans the writing process by preparing a script to structure the contents to be developed.</li> <li>- Expresses ideas, opinions, experiences and transmit information, using the lexicon of common use appropriate for the most frequent situations of daily life in real situations or simulations in the classroom.</li> <li>- Captures the different nuances of the message (purpose, cause, consequence, concession, comparison, or temporality) by recognizing the basic constituents used in this type of structures.</li> <li>- Recognizes and implements the sequencing of information by capturing the meaning of the basic connectors of speech.</li> <li>- Differentiates verbal tense (present, past, future).</li> <li>- Recognizes the verbal aspect (punctual, habitual, durative, initiating).</li> <li>- Clearly reproduces the vowel and</li> </ul>
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<p>lexicon related to less common subjects and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</p> <ul style="list-style-type: none"> <li>- Discriminating accentual, rhythmic and intonation patterns of common use, and recognize the general communicative meanings and intentions related to them.</li> </ul>	<p>consonant phonemes of the language being studied, even if certain errors occur, providing that they do not impede the understanding of the message.</p> <ul style="list-style-type: none"> <li>- Reads with adequate intonation and pronunciation, with an average speed, following the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and its communicative intention.</li> <li>- Emits and understands oral and written messages, short or of medium length, differentiating the different types of oral recording (informal and neutral).</li> <li>- Answers to the interlocutor giving brief explanations on known topics, issued in a clear and organized way.</li> <li>- Produces an oral and written discourse that is understandable and adapted to the characteristics of the situation and the communicative intention.</li> <li>- Formulates questions, give orders and advice, instructions, express opinion, approval or rejection, formulate hypotheses, using simple vocabulary and common expressions, and issuing the</li> </ul>
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Long term plan for Year 4 of Compulsory Secondary Education and innovation project to improve contextualized reading comprehension.

	<p>message in a clear and organized way, even if there are sometimes hesitations, pauses or repetitions.</p> <ul style="list-style-type: none"> <li>- Deduces the general meaning of the text by relying on the context.</li> </ul>
Attention to diversity	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

Unit 4: <i>Living together</i>	Timing: 12 sessions
Specific objectives	
<ul style="list-style-type: none"> <li>- Learning vocabulary related to social interactions and life in the city.</li> <li>- Knowing how to use the first, second and third conditional, the zero conditional and time clauses.</li> <li>- Reading an infographic and an explanatory text and deducing key information.</li> <li>- Listening to a quiz and a radio show and deducing key information.</li> <li>- Comparing different types of attitudes.</li> <li>- Learning how to manage problems and provide solutions.</li> <li>- Knowing the processes for presenting yourself to a personal interview.</li> <li>- Expressing personal preferences and tastes.</li> <li>- Writing a formal e-mail.</li> <li>- Identifying and producing /g/ and /dʒ/ sounds.</li> <li>- Developing awareness against bullying.</li> </ul>	
Content	

- Social interactions and city life vocabulary.
- Use of the first conditional to speak of situations that will or will not occur in the future according to whether a condition is met, of the zero conditional to describe universal facts,
- Use of time clauses to speak about future events and general statements.
- Comprehension Reading of infographics and expositive texts. (Block 3)
- Comprehensive listening of an animals' quiz and a city life radio programme. (Block 1)
- Behaviour comparison, apologizing, speaking about problems solving and solutions. (Block 2)
- Self-presentation for a job interview. (Block 2)
- Expressing personal likes and preferences. (Blocks 2 and 4)
- Writing a formal e-mail exposing a problem and asking for a solution. (Block 4)
- Identifying/g/ and /dʒ/ sounds. (blocks 1 and 2)

Key competences and activities carried out

**This teaching unit works the acquisition of five out of seven key competences:**

- Linguistic communication competence.
- Mathematical, scientific, and technological competence.
- Learning to learn competence.
- Social and civic competences.
- Sense of initiative and entrepreneurial spirit competence.

**These competences are acquired by theory explanations and their related activities:**

- Vocabulary related to social interaction and city life learning by online dictionaries research and reading comprehension activities.
- First and zero conditionals explanation: gap filling, multiple-choice and sentences writing activities.
- Second and third conditionals explanation: gap filling, multiple-choice and sentences writing activities.
- Time clauses explanation: gap filling and multiple-choice activities.

**These contents are also integrated within the following practice activities:**

- Listening to a quiz about animals and answering comprehension questions.
- Listening to a radio program about various problems in a city and written reflection on the possible problems present in Gijón.
- Dialogue activity presenting themselves to an interview to work as a volunteer. Students must exchange roles so that both are interviewers and interviewees.
- Identifying the sounds /g/ and /dʒ/ in the song Changes by David Bowie
- Reading an infographic about ants and answering to comprehension questions and vocabulary exercises.
- Reading an explanatory text on organisations fighting against bullying, answering comprehension questions, and discussing bullying prevention measures.
- Writing a formal e-mail to the municipality presenting a problem and requesting a beneficial solution.
- Presentation of the second group work questions for the mandatory reading.

<p>Continuous and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying and expressing the general sense, the essential information, the main points and the most relevant details in explanatory, descriptive and argumentative texts, oral and written, brief or of medium length, clearly structured, in a formal or neutral register, on one's own personal and public interests.</li> <li>- Knowing how to apply the appropriate strategies for the</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the general or detailed information of city life and social interactions vocabulary found in online dictionaries.</li> <li>- Identifies the characteristics of a formal email, a protest letter and scientific infographics, and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Recognizes and implements in writing the different parts of the message.</li> </ul>



<p>understanding and production of the texts according to the previous criterion, as well as their communicative functions and associated discursive patterns.</p> <ul style="list-style-type: none"> <li>- Knowing how to apply the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li> <li>- Knowing and using the sociocultural and sociolinguistic aspects related to daily life, living conditions, behaviour, and social conventions for the text understanding.</li> <li>- Distinguishing the most relevant communicative function or functions of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive</li> </ul>	<ul style="list-style-type: none"> <li>- Emits and understands oral and written messages, short or of medium length, differentiating the different types of oral recording (formal and neutral)</li> <li>- Organizes the message clearly differentiating its parts (introduction, development, conclusion, exemplification, and summary).</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Plans the writing process by preparing a script to structure the contents to be developed.</li> <li>- Expresses their ideas, opinions, experiences and transmit information, using the lexicon of common use appropriate for the most frequent situations of daily life in real situations or simulations in the classroom.</li> <li>- Differentiates the different ways of formulating suggestions, desires, conditions, and hypotheses.</li> <li>- Recognizes and uses the</li> </ul>
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<p>patterns in oral and written communication, as well as their associated meanings for the text understanding</p> <ul style="list-style-type: none"> <li>- Recognizing commonly used oral lexicon related to everyday matters and general or self-interest-related topics, studies and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Discriminate sound, accent, rhythmic and intonation patterns of common use, and recognize the general communicative meanings and intentions related to them.</li> </ul>	<p>conditional as a courtesy formula and as an expression of advice and desire.</p> <ul style="list-style-type: none"> <li>- Clearly reproduces the vowel and consonant phonemes of the language studied, even if certain errors occur, providing that they do not impede the understanding of the message.</li> <li>- Reads with the right intonation and pronunciation, with an average speed, following the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and its communicative intention.</li> <li>- Identifies the sounds /g/ and /dʒ/</li> <li>- Emits short or medium length messages, differentiating the different types of formal record, both oral and written.</li> <li>- Asks questions, give advice, express opinion, reject, using simple vocabulary and regular expressions, and deliver the message in a clear and organized way, even if there are sometimes hesitations, pauses or repetitions.</li> <li>- Rejects of any kind of sexual, cultural, religious or racial discrimination through the careful application of cultural</li> </ul>
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	<p>stereotypes.</p> <ul style="list-style-type: none"> <li>- Produces a speech that is understandable and adapted to the characteristics of the situation and the communicative intention, both orally and in writing.</li> <li>- Shows interest and a positive attitude towards other people's interventions.</li> <li>- Relies on non-verbal communication strategies to interact.</li> <li>- Uses the needed basic exponents to clearly convey the intention of the message.</li> </ul>
<p>Attention to diversity</p>	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

<p>Unit 5: <i>Made for you</i></p>	<p>Timing: 12 sessions</p>
<p>Specific objectives</p>	
<ul style="list-style-type: none"> <li>- Learning vocabulary related to marketing and shopping.</li> <li>- Using the passive voice in present, past, and future.</li> <li>- Reading a website and getting key information from it.</li> <li>- Reading an explanatory text on history and getting key information</li> <li>- Listening to news and get key information.</li> <li>- Listening to a conversation in a store.</li> <li>- Describing a product, talk about the future and decide.</li> <li>- Talking about buying or selling something.</li> <li>- Writing an opinion essay using the passive voice.</li> </ul>	

<ul style="list-style-type: none"> <li>- Identifying and producing the sounds /tʃ/, /ʃ/ and /dʒ/.</li> </ul>
<p>Contents</p>
<ul style="list-style-type: none"> <li>- Marketing and shopping related vocabulary learning.</li> <li>- Use and structure of passive voice in present, past, and future tenses.</li> <li>- Comprehensive Reading of a website and a history related text. (Block 3)</li> <li>- Comprehensive listening of news and conversations. (Block 1)</li> <li>- Product description, speaking about future and decision making. (Block 2)</li> <li>- Oral interaction about shopping and selling something. (Block 2)</li> <li>- Opinion essay writing. (Block 4)</li> <li>- /tʃ/, /ʃ/ and /dʒ/ sounds. (Blocks 1 and 2)</li> </ul>
<p>Key competences and activities carried out</p>
<p><b>This teaching unit works the acquisition of five out of seven key competences:</b></p> <ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Digital competence.</li> <li>- Learning to learn.</li> <li>- Social and civic competences.</li> <li>- Sense of initiative and entrepreneurial spirit.</li> </ul> <p><b>These competences are acquired by theory explanations and their related activities:</b></p> <ul style="list-style-type: none"> <li>- Marketing and shopping related vocabulary learning.</li> <li>- Use and structure of passive voice in present, past, and future tenses. Students will be given a sheet containing all the verb tenses put into passive voice and will practice reformulating, sentences writing activities, and translation.</li> <li>- Opinion essay structure and elements. The teacher will provide examples giving an opinion on different topics.</li> </ul> <p><b>These contents are also integrated within the following practice activities:</b></p> <ul style="list-style-type: none"> <li>- Listening activity of radio news about Bachelor Day and answering comprehension questions.</li> <li>- Listening activity of a conversation in a store, comprehension questions answering, and late debate on buying in second-hand shops.</li> </ul>

<ul style="list-style-type: none"> <li>- Identification of the sounds /tʃ/, /ʃ/ and /dʒ/ in the different conversations.</li> <li>- Description of a product that students would buy if it existed.</li> <li>- Dialogue focused on the description of a product that students want to buy or sell.</li> <li>- Talk about the future itself and how they make decisions.</li> <li>- Reading a website with information for consumers and a text on the history of money.</li> <li>- Writing an opinion essay on online or in-store purchases using the passive voice.</li> </ul>	
<p>Continuous, and summative assessment criteria</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying and expressing the general sense, the essential information, the main points and the most relevant details in explanatory, descriptive and argumentative texts, oral and written, brief or of medium length, clearly structured, in a formal or neutral register, on one's own personal and public interests.</li> <li>- Knowing how to apply the appropriate strategies for the understanding and production of the texts according to the previous criterion, as well as their communicative functions and associated discursive patterns.</li> <li>- Knowing how to apply the appropriate strategies for</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the general or detailed information of marketing and shopping vocabulary in online dictionaries.</li> <li>- Identifies the characteristics of an explanatory texts, of infographics and opinion essays and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Recognizes and implements the different parts of the message when writing.</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> </ul>

<p>understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</p> <ul style="list-style-type: none"> <li>- Knowing and using the sociocultural and sociolinguistic aspects related to daily life, living conditions, behaviour, and social conventions for the text understanding.</li> <li>- Distinguish the most relevant communicative function or functions of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</li> <li>- Recognizing commonly used oral lexicon related to everyday matters and general or self-interest-related topics, studies</li> </ul>	<ul style="list-style-type: none"> <li>- Plans the writing process by preparing a script to structure the contents to be developed.</li> <li>- Expresses ideas, opinions, experiences and transmits information, using the appropriate common use lexicon for the most frequent situations of daily life, in real situations or simulations in the classroom.</li> <li>- Captures the different nuances of the message (purpose, cause, consequence, concession, comparison, or temporality) recognizing the basic constituents used in this type of structures.</li> <li>- Organizes the message clearly differentiating its parts (introduction, development, conclusion, exemplification, and summary).</li> <li>- Produces a speech that is understandable and adapted to the characteristics of the situation and the communicative intention, both orally and in writing.</li> <li>- Emits oral and written messages, brief and of average length, differentiating the different types of record (formal and neutral)</li> <li>- Reads with the appropriate intonation and pronunciation, with an average speed, following</li> </ul>
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<p>and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</p> <ul style="list-style-type: none"> <li>- Discriminating sound, accent, rhythmic and intonation patterns of common use, and recognize the general communicative meanings and intentions related to them.</li> </ul>	<p>the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and its communicative intention.</p> <ul style="list-style-type: none"> <li>- Clearly reproduces the vowel and consonant phonemes of the language studied, even if certain errors occur, providing that they do not impede the understanding of the message.</li> <li>- Identifies the sounds /tʃ/, /f/ and /dʒ/ in the different conversations.</li> <li>- Shows interest and a positive attitude towards other people's interventions.</li> <li>- It relies on non-verbal communication strategies to interact.</li> <li>- Captures and expresses the temporality of passive sentences (past punctual and habitual, description of present states and situations and expression of future events).</li> <li>- Expresses opinions, approve or reject using simple vocabulary and common expressions, and delivers the message in a clear and organized way, even if there are hesitations, pauses or repetitions.</li> <li>- Is aware of the process of</li> </ul>
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	globalisation of our present society and its socio-linguistic and socio-cultural repercussions.
Attention to diversity measures	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

Teaching unit 6: <i>Saving our planet</i>	Timing: 12 sessions
Specific objectives	
<ul style="list-style-type: none"> <li>- Learning environment and recycling vocabulary.</li> <li>- Reading expositive texts in a comprehensive manner.</li> <li>- Comprehensive listening of inquiries and radio interviews.</li> <li>- Reporting others' statements, speaking about conversations.</li> <li>- Answering to inquiries.</li> <li>- Learning common accommodation expressions for travelling.</li> </ul>	
Contents	
<ul style="list-style-type: none"> <li>- Use and structure of reported speech and reporting verbs.</li> <li>- Copulative connectors.</li> <li>- Comprehensive Reading of expositive texts. (Block 3)</li> <li>- Comprehensive listening of inquiries and radio interviews. (Block 1)</li> <li>- Reporting others' statements, speaking about conversations inquiries answering. (Block 2)</li> <li>- Common accommodation expressions for travelling. (Blocks 2 and 4)</li> <li>- Writing a travelling review. (Block 4)</li> <li>- /θ/, /ð/, /ʊ/ y /u:/ sounds. (Blocks 1 and 2)</li> </ul>	
Key competences and activities carried out	
<b>This teaching unit works the acquisition of four out of seven key competences:</b>	



- Linguistic communication.
- Mathematical, scientific, and technological competence.
- Learning to learn.
- Social and civic competences.

**These competences are acquired by theory explanations and their related activities:**

- Environment and recycling vocabulary learning in context and using online dictionaries.
- Explanation of use and structure of reported speech and reporting verbs. Students will be handed photocopies with all verb and time reference conversions in reported speech; once explained, students practice rewriting sentences expressed by other people, so they keep their original meaning.
- Explanation of common accommodation expressions for travelling and copulative connectors. Students will be given examples from travelling websites, brochures and travelling reviews.

**These contents are also integrated within the following practice activities:**

- Listening activity of a radio interview and answer comprehension questions.
- Listen to the results of a survey on recycling, answer to comprehension questions and debate on recycling habits.
- Convey orally what someone else has said and talk about a past conversation so that students use the resources provided on reported speech.
- Environment workshop where students must ask questions related to environment problems and recycling. The information given must be written down and will be lately debated in the classroom. Students must, finally, write and hand in ten sentences reporting the information provided by the worker.
- Conduct a survey on caring for the environment in couples, exchanging the role of surveyor and respondent.
- Reading a report on the cleanliness of the sea and answering to comprehension questions.
- Reading an article about the Galapagos Islands, in which students must analyse the structure of the text and locate the relevant information.

<ul style="list-style-type: none"> <li>- Write a comment about a trip, including copulative connectors and the teaching unit vocabulary.</li> <li>- Delivery of the second group work on the mandatory reading.</li> </ul>	
<p>Continuous, and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying and expressing the general sense, the essential information, the main points and the most relevant details in explanatory, descriptive and argumentative texts, oral and written, brief or of medium length, clearly structured, in a formal or neutral register, on one's own personal and public interests.</li> <li>- Knowing how to apply the appropriate strategies for the understanding and production of the texts according to the previous criterion, as well as their communicative functions and associated discursive patterns.</li> <li>- Knowing how to apply the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li> <li>- Knowing and using the sociocultural and</li> </ul>	<ul style="list-style-type: none"> <li>- Understands general or detailed information about Environment and recycling of dictionaries, in digital support.</li> <li>- Identifies the characteristics of a conversation, article, interview, and survey and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Recognizes and implements in writing the different parts of the message.</li> <li>- Organizes the message clearly differentiating its parts (introduction, development, conclusion, exemplification, and summary).</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Discusses issues related to own interests and the environment</li> </ul>

<p>sociolinguistic aspects related to daily life, living conditions, behaviour, and social conventions for the text understanding.</p> <ul style="list-style-type: none"> <li>- Distinguishing the most relevant communicative function or functions of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</li> <li>- Recognizing commonly used oral lexicon related to everyday matters and general or self-interest-related topics, studies and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Discriminating sound, accent, rhythmic and intonation</li> </ul>	<ul style="list-style-type: none"> <li>- Produces an understandable discourse adapted to the characteristics of the situation and the communicative intention.</li> <li>- Clearly reproduces the vowel and consonant phonemes of the language studied, even if certain errors occur, providing that they do not impede the understanding of the message.</li> <li>- /θ/, /ø/, /ɔ/ y /u:/ sounds</li> <li>- Compares and contrasts the sociolinguistic and sociocultural aspects of the societies where this language is spoken and their own.</li> <li>- Uses the needed basic exponents to clearly convey the intention of the message (prohibitions, advice, explanations, recommendations, warnings, opinions, warnings).</li> <li>- Captures the temporality (past punctual and habitual, description of present states and situations and expression of future events) retransmitting the words of other speakers.</li> <li>- Reads with adequate intonation and pronunciation, with an average speed, following the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and</li> </ul>
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<p>patterns of common use, and recognize the general communicative meanings and intentions related to them.</p>	<p>its communicative intention.</p> <ul style="list-style-type: none"> <li>- Emits and understands oral and written messages, short or of medium length, differentiating the different types of oral recording (informal and neutral).</li> <li>- Shows interest and a positive attitude towards other people's interventions.</li> <li>- Relies on non-verbal communication strategies to interact.</li> <li>- Asks questions, gives advice, instructions, and expresses approval or rejection, using a simple vocabulary and common expressions, and issuing the message in a clear and organized way, although sometimes there are hesitations, pauses or repetitions.</li> </ul>
<p>Attention to diversity measures</p>	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

<p>Teaching unit 7: <i>Be healthy!</i></p>	<p>Timing: 12 sessions</p>
<p>Specific objectives</p>	

<ul style="list-style-type: none"> <li>- Learning vocabulary related to body parts and health problems.</li> <li>- Understanding and using modal verbs.</li> <li>- Reading an online article, an explanatory text and deducing the principal information.</li> <li>- Listening to conversations and deducing the principal information.</li> <li>- Speculating, talking about health and describing images.</li> <li>- Understanding use of English in healthcare system visits.</li> <li>- Writing an informal email, paying attention to opening and closing formulas or expressions.</li> <li>- Identifying and producing sounds /i:/ and /ai/.</li> </ul>
<p>Contents</p>
<ul style="list-style-type: none"> <li>- Human body and health related vocabulary learning.</li> <li>- Use of may and might to speak of possibility as well as can, could and be able to express ability and possibility.</li> <li>- Use of the verb allow to give permission.</li> <li>- Use of the modal verb should to give advice; must, have to and need to talk about an obligation or need, and mustn't to express prohibition.</li> <li>- Use of <i>need not</i> in formal language</li> <li>- Comprehensive reading of online articles and health-related reports. (Block 3)</li> <li>- Listening and answering conversations concerning sports and health. (Block 2)</li> <li>- Speculating, speaking about health matters, and commenting images. (Block 2)</li> <li>- Speaking pretending a health system visit. (Block 2)</li> <li>- Informal e-mail writing. (Block 4)</li> <li>- /i:/ and /ai/ sounds. (Blocks 1 and 2)</li> </ul>
<p>Key competences and activities carried out</p>
<p><b>This teaching unit works the acquisition of five out of seven key competences:</b></p> <ul style="list-style-type: none"> <li>- Linguistic communication</li> <li>- Mathematical, scientific, and technological competence</li> <li>- Digital competence</li> <li>- Learning to learn</li> <li>- Social and civic competences</li> </ul>

**These competences are acquired by theory explanations and their related activities:**

- Explanation of vocabulary related to human body and health issues in context and using online dictionaries.
- Explanation of modal and perfect modal verbs. Students practise gap filling activities, rewriting tasks where they must maintain the original sentences meanings and their different uses when writing and speaking about health matters.
- Explanation of informal writing characteristics. The teacher will provide examples with e-mails and articles, as well as informal e-mail writing formulas.

**These contents are also integrated within the following practice activities:**

- Listening to a conversation between three athletes and answering comprehension questions. Students must write a brief comment about their favourite sport, or failing that, their favourite playful activity.
- Listening to an exposition on health problems linked to sedentary lifestyle and answering comprehension questions.
- Identifying and producing sounds /i:/ and /ai/ in a conversation.
- Classroom debate on health issues.
- Oral description of a set of images.
- Dialogue in which students pretend a visit to the doctor.
- Reading an online article about a boy who had a car accident and answering the comprehension questions.
- Reading an expositive text on phobias.
- Writing an informal e-mail inviting a friend to a Sports/Leisure event.
- Presentation of the last mandatory reading book questions for the group work.

<p>Continuous, and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying and expressing the general sense, the essential information, the main points, and the most relevant details in explanatory and descriptive texts, oral and written, short or of</li> </ul>	<ul style="list-style-type: none"> <li>- Understands general or detailed information about Human body. health and sports in dictionaries, in digital format dictionaries.</li> <li>- Identifies the characteristics of a conversation, informal e-mail and is</li> </ul>

<p>medium length, clearly structured, in an informal or neutral register, on one's own interests in health, human body and sports.</p> <ul style="list-style-type: none"> <li>- Knowing how to apply the appropriate strategies for the understanding and production of the texts according to the previous criterion, as well as their communicative functions and associated discursive patterns.</li> <li>- Knowing how to apply the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li> <li>- Knowing and using the sociocultural and sociolinguistic aspects related to daily life, living conditions, behaviour, and social conventions for the text understanding.</li> <li>- Distinguishing the most relevant communicative function or functions of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization</li> </ul>	<p>able to reproduce them.</p> <ul style="list-style-type: none"> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Recognizes and implements the different parts of the message in his/her writing.</li> <li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li> <li>- Plans the writing process by preparing a script to structure the contents to be developed.</li> <li>- Expresses ideas, opinions, experiences and transmits information, using the appropriate lexicon of common use for the most frequent situations of daily life, in real situations, or simulations in the classroom.</li> <li>- Captures the different nuances of the message (purpose, cause, consequence, concession, comparison, or temporality) recognizing the basic constituents used in this type of structures.</li> <li>- Produces a speech that is understandable and adapted to the characteristics of the situation and to the communicative intention (establishing relationships, exposing,</li> </ul>
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<p>of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding</p> <ul style="list-style-type: none"> <li>- Recognizing commonly used oral lexicon related to everyday matters and to general or one's own interests related topics, occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Discriminating sound, accent, rhythmic and intonation patterns of common use.</li> </ul>	<p>arguing, and narrating).</p> <ul style="list-style-type: none"> <li>- Clearly reproduces the vowel phonemes /i:/ and /ai/.</li> <li>- Organizes the message clearly differentiating its parts (introduction, development, conclusion, exemplification, and summary).</li> <li>- Reads with adequate intonation and pronunciation, with an average speed, following the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and its communicative intention.</li> <li>- Emits and understands oral and written messages, short or of medium length, differentiating the different types of oral recording (informal and neutral).</li> <li>- Uses the needed basic exponents to clearly convey the intention of the message (orders, prohibitions, advice, explanations, recommendations, warnings, opinions, warnings).</li> <li>- Shows interest and a positive attitude towards other people's interventions.</li> <li>- Relies on non-verbal communication strategies to interact.</li> </ul>
<p>Attention to diversity measures</p>	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	



Teaching unit 8: <i>Making sense</i>	Timing: 12 sessions
Specific objectives	
<ul style="list-style-type: none"> <li>- Learning vocabulary related to the senses and descriptive adjectives.</li> <li>- Using gerund and infinitive appropriately.</li> <li>- Reading and understanding blog entries and descriptive texts.</li> <li>- Listening comprehensively to a conversation about an experiment and a dialogue about an experience.</li> <li>- Talking about personal interests and experiences.</li> <li>- Requesting and giving directions.</li> <li>- Writing a narrative text about an experience.</li> <li>- Identifying and producing /ʌ/, /æ/ and /u:/sounds.</li> <li>- Working in group.</li> <li>- Developing interest in language aspects relatable to real life context.</li> </ul>	
Contents	
<ul style="list-style-type: none"> <li>- Senses vocabulary learning.</li> <li>- Descriptive adjectives learning.</li> <li>- Gerund and infinitive use.</li> <li>- Comprehensive Reading of blogs and a multiculturalism text. (Block 3)</li> <li>- Comprehensive listening of dialogues and conversations. (Block 1)</li> <li>- Speaking about personal preferences, about oneself and telling personal experiences. (Block 2)</li> <li>- Space expression: (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement)</li> <li>- Personal experience description. (Block 4)</li> <li>- /ʌ/, /æ/ y /u:/ sounds. (Blocks 1 and 2)</li> </ul>	
Key competences and activities carried out	
<p><b>This teaching unit works the acquisition of five out of the seven key competences</b></p>	

- Linguistic communication
- Digital competence
- Learning to learn
- Social and civic competences
- Cultural consciousness and expression

**These competences are acquired by theory explanations and their related activities:**

- Introduction to senses vocabulary and students research of their meanings.
- Descriptive adjectives explanation.
- Uses of gerund and infinitive activity providing students with a sheet containing a classification following collocations, speaker's intention and verbs meaning.
- Explanation of adverbs framed in map situation and movement direction activities.

**These contents are also integrated within the following practice activities:**

- Listening to a conversation about an experiment and a dialogue about an experience and answer to comprehension questions.
- Discussion on student preferences and assertiveness in their application in everyday life with friends.
- Summary of the most intense experience lived by the students.
- /ʌ/, /æ/ y /u:/ sounds listening and use
- Dialogue in which students ask for directions on the underground.
- Delivery of the las group work on the mandatory reading.
- Reading a blog post about special trips organized for blind people and answering comprehension questions.
- Reading a text on multiculturalism in London.
- Writing a real or fictitious experience emphasizing the feelings and the temporal situation.

Continuous and summative assessment  
criteria:

Gradable learning standards to determine  
whether the student:

<ul style="list-style-type: none"><li>- Identifying the general sense, the essential information, the main points, and the most relevant details in short or medium-length oral texts, clearly structured, and transmitted in informal or neutral register, dealing with specific or abstract aspects of general subjects, with everyday matters in ordinary or less usual situations, or with one's own personal interests, providing that the sound conditions do not distort the message and that it can be heard again.</li><li>- Knowing how to apply the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li><li>- Knowing and using the socio-cultural and socio-linguistic aspects of daily life, living conditions, interpersonal relations behaviour, and social conventions for the text understanding.</li><li>- Distinguishing the most relevant communicative</li></ul>	<ul style="list-style-type: none"><li>- Understands general or detailed information about senses related lexicon in dictionaries in digital platforms.</li><li>- Identifies the characteristics of dialogues, blogs, conversations, and explanatory texts and is able to reproduce them.</li><li>- Identifies the intention of the sender.</li><li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li><li>- Recognizes and implements in writing the different parts of the message.</li><li>- Reflects on the language itself and the foreign language to establish parallelisms and contrasts.</li><li>- Plans the writing process by preparing a script to structure the contents to be developed.</li><li>- Expresses their ideas, opinions, experiences and transmit information, using the lexicon of common use appropriate for the most frequent situations of daily life in real situations or simulations in the classroom.</li><li>- Captures the different nuances of the message by recognizing the</li></ul>
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<p>function of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</p> <ul style="list-style-type: none"> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding.</li> <li>- Recognizing commonly used oral lexicon related to everyday matters and general or self-interest-related topics, studies and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Discriminating sound, accent, rhythmic and intonation patterns of common use, and recognizing the general communicative meanings and intentions related to them.</li> </ul>	<p>basic constituents used in this type of structures.</p> <ul style="list-style-type: none"> <li>- Reads with adequate intonation and pronunciation, with an average speed, following the sound patterns of the language studied, respecting the pauses and silences necessary for the good transmission of the message and its communicative intention.</li> <li>- Emits and understands oral and written messages, short or of medium length, differentiating the different types of oral recording (informal and neutral).</li> <li>- Produces a speech that is understandable and adapted to the characteristics of the situation and to the communicative intention (to establish relations, to expose, to argue, to narrate and to describe, to give instructions).</li> <li>- Organizes the message clearly differentiating its parts (introduction, development, conclusion, exemplification, and summary).</li> <li>- Uses the needed basic exponents to clearly convey the intention of the message (orders, prohibitions, advice, explanations, recommendations, warnings, opinions, warnings).</li> </ul>
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	<ul style="list-style-type: none"> <li>- Shows interest and a positive attitude towards other people's interventions.</li> <li>- Relies on non-verbal communication strategies to interact.</li> <li>- Clearly reproduces the vowel phonemes /ʌ/, /æ/ and /u:/</li> </ul>
<p>Attention to diversity measures</p>	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

<p>Unit 9: <i>Bridge to the future</i></p>	<p>Timing: 12 sessions</p>
<p>Specific objectives</p>	
<ul style="list-style-type: none"> <li>- Reading and understanding informative articles.</li> <li>- Reviewing the vocabulary seen throughout the year and the different ways of word composition.</li> <li>- Reviewing the grammar learned throughout the course.</li> <li>- Listening to and understand a conversation between people from different parts of the world.</li> <li>- Giving advice.</li> <li>- Describing images.</li> <li>- Writing an online curriculum.</li> <li>- Writing a formal email based on its structural and register characteristics.</li> <li>- Developing interest in language aspects to be taken into account in working life.</li> </ul>	
<p>Contents</p>	

- Learnt grammar review: Present Perfect Simple, Past Perfect Simple, Future Continuous, modal verbs, gerund and infinitive, relative clauses, conditional sentences, time clauses, passive voice and reported speech.
- Vocabulary building review.
- Comprehensive Reading of articles and Reading strategies review. (Block 3)
- Comprehensive listening of different nationality speakers. (Block 1)
- Illustration description. (Blocks 2 and 4)
- Advicing. (Blocks 2 and 4)
- Online Curriculum Vitae writing. (Block 4)
- Formal e-mail writing. (Block 4)

Key competences and activities carried out

**This teaching unit works the acquisition of four out of seven key competences:**

- Linguistic communication.
- Learning to learn.
- Sense of initiative and entrepreneurial spirit.
- Cultural consciousness and expression.

**These competences are acquired by theory explanations and their related activities:**

- Review of each of the word building technics worked out along the year: collocations, phrasal verbs, suffixation, and prefixation.
- Review of all the grammar explained through activities which allocate all the content: reported speech using all verb tenses, gap filling activities, rewriting sentences in order to maintain their meanings, etc..
- Explanation of formal e-mail writing formulas and characteristics.

**These contents are also integrated within the following practice activities:**

- Listening to a recording about three students from different parts of the world who talk about their schools and answer comprehension questions. Students must reflect on the differences between the three schools in a

<p>written composition.</p> <ul style="list-style-type: none"> <li>- British driving school workshop about road safety consciousness where students must reflect and compare the information given with their own road safety consciousness; this shall be written down and handed in.</li> <li>- Group description of a series of illustrations with a varied theme related to the content of the course.</li> <li>- Dialogue in which students advise each other in the resolution of problems.</li> <li>- Reading an article on school stress, answering to comprehension questions and group comment on a possible identification with the symptoms exposed in the text.</li> <li>- Reading about preparation for the future, answering to comprehension questions and writing a composition commenting on stage completion plans and expectations.</li> <li>- Writing an online curriculum.</li> <li>- Writing a formal email to apply for a job.</li> </ul>	
<p>Continuous and summative assessment criteria:</p>	<p>Gradable learning standards to determine whether the student:</p>
<ul style="list-style-type: none"> <li>- Identifying the essential information, the most relevant points, and important details in texts, both in print and in digital format, short or medium length and well structured, written in a formal record, informal or neutral, dealing with day-to-day or less routine matters, subjects of interest or relevant to the studies themselves, occupation or work, and containing structures and a commonly used lexicon,</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies the characteristics of a conversation and radio broadcast and is able to reproduce them.</li> <li>- Identifies the intention of the sender.</li> <li>- Properly recognizes and interprets paralinguistic and proxemic resources to have a proper understanding of the message.</li> <li>- Recognizes and implements in writing the different parts of the message.</li> <li>- Reflects on the language itself</li> </ul>

<p>both general and more specific in nature.</p> <ul style="list-style-type: none"> <li>- Knowing how to apply the appropriate strategies for understanding the general sense, the essential information, the main points and ideas, or the relevant details of the text.</li> <li>- Knowing and using the socio-cultural and socio-linguistic aspects of daily life, living conditions, interpersonal relations behaviour and social conventions for the text understanding.</li> <li>- Distinguishing the most relevant communicative functions of the text and a repertoire of its most common exponents, as well as discursive patterns of frequent use related to the organization and extension or restructuring of information.</li> <li>- Applying knowledge about the constituents and the organization of frequently used syntactic and discursive patterns in oral and written communication, as well as their associated meanings for the text understanding.</li> </ul>	<p>and the foreign language to establish parallelisms and contrasts.</p> <ul style="list-style-type: none"> <li>- Appreciates the personal enrichment of contact with people from other languages and cultures.</li> <li>- Produces a speech that is understandable and adapted to the characteristics of the situation and to the communicative intention.</li> <li>- Organizes the message clearly differentiating its parts (introduction, development, conclusion, exemplification, and summary).</li> <li>- Clearly reproduces the vowel and consonant phonemes of the language being studied, even if certain errors occur, providing that they do not impede the understanding of the message.</li> <li>- Uses the needed basic exponents to clearly convey the intention of the message (orders, prohibitions, advice, explanations, recommendations, warnings, opinions, warnings).</li> <li>- Recognizes the different modes of expression of certainty, doubt, and conjecture.</li> <li>- Shows interest and a positive attitude towards other people's</li> </ul>
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<ul style="list-style-type: none"> <li>- Recognizing commonly used oral lexicon related to everyday matters and general or self-interest-related topics, studies and occupations, and a limited repertoire of frequently used expressions and idioms when context or visual support facilitate understanding.</li> <li>- Discriminating sound, accent, rhythmic and intonation patterns of common use, and recognize the general communicative meanings and intentions related to them.</li> </ul>	<p>interventions.</p> <ul style="list-style-type: none"> <li>- Relies on non-verbal communication strategies to interact.</li> </ul>
<p>Attention to diversity measures</p>	
<ul style="list-style-type: none"> <li>- If any educative necessity was detected or notified by the institution, English department and the teacher shall contact Guidance Department to properly review and adapt the teaching unit activities.</li> </ul>	

## 4 Propuesta de innovación docente

### 4.1 Diagnóstico de necesidad

La presente propuesta de innovación docente no ha podido llevarse a la práctica por razones de tiempo. Así que se formula como intencionalidad educativa. Esta surge de la observación en el aula de 4º de ESO ordinario del IES Calderón de la Barca en la asignatura *Primera lengua extranjera: inglés* mientras se realizaban las prácticas externas. La corrección de redacciones, exámenes y actividades varias sugerían un bajo nivel de rendimiento en comprensión lectora. Esto se vio reforzado, además, por los comentarios de los/as alumnos/as quienes, durante las correcciones y explicaciones,

afirmaban sentirse poco preparados para este tipo de pruebas y mencionaban su escaso interés por la lectura.

Para entender si las circunstancias observadas plantean un problema particular de dicho grupo, o representan un problema general susceptible de aplicación de un proyecto de innovación docente, se tendrán en cuenta los siguientes aspectos:

- Características generales del Centro, su alumnado y el grupo observado.
- Características habituales del alumnado en las modalidades bilingüe y ordinaria.
- Los resultados del informe PISA 2018 en Asturias en competencia lectora.

Considerando estos tres aspectos será posible discernir si las circunstancias observadas en el IES Calderón de la Barca son aisladas o si, por el contrario, reproducen una tendencia general dentro de los grupos ordinarios en centros que ofertan el Programa Bilingüe.

De acuerdo con el Proyecto Educativo de Centro (PEC) (IES Calderón de la Barca, 2020), a pesar de encontrarse ubicado en un barrio con niveles de renta medio-bajo, las características del alumnado son muy diversas, tanto en aspectos sociales como económicos, ya que el estudiantado procede de diferentes centros educativos situados en distintas zonas de la ciudad, colegios concertados de carácter religioso y otros países. Asimismo, las variadas rentas familiares constituyen, también, un factor importante dentro de la diversidad del centro.

La Programación General Anual (PGA) (IES Calderón de la Barca, 2020) establece que, de entre los seis grupos para 4º de ESO, el centro ofrecerá la posibilidad de participar en el Programa Bilingüe, pudiendo formar hasta tres grupos mixtos por curso para las asignaturas implicadas en el programa. En 4º de ESO, las materias escogidas son *Geografía e Historia* y *Primera lengua extranjera: inglés*, siguiendo esta última un itinerario diferente, lo que implica que los grupos para la asignatura se dividan en Bilingüe y Ordinario.

La formación de los grupos supone una redistribución del alumnado para dichas asignaturas, otorgando unas nuevas características al conjunto de los/as estudiantes. El aula se distribuye, mayoritariamente, según el nivel de inglés de los mismos. En primer lugar, el alumnado se sitúa en un nuevo contexto social para las materias correspondientes, pudiendo ocasionar una falta de sentido de pertenencia entre los/las

compañeros/as. Por otra parte, Gortazar y Taberner (2020), aludiendo al Programa Bilingüe de la Comunidad Autónoma de Madrid, ya evidenciaron una tendencia a la segregación por niveles socioeconómicos en el Programa Bilingüe. Debido al mayor acceso a recursos culturales, esta tendencia sitúa a los/las estudiantes con un mayor nivel socioeconómico en el grupo bilingüe, mientras los/las alumnos/as que provengan de familias con menores recursos tienden a seguir la modalidad ordinaria. Desde la misma perspectiva, Andrés (2013) señala la frecuencia con la que el alumnado inmigrante ve restringido su acceso a los programas bilingües, pues se asume que el nivel de inglés de estos será menor que el del resto de estudiantes.

Así pues, la reorganización de los grupos puede tender a situar a los/as alumnos/as en circunstancias socioeconómicas más desfavorables en los grupos de modalidad ordinaria y favorecer la pertenencia del alumnado más pudiente a los programas bilingües. Considerando las características mencionadas para ambas modalidades, se tomarán como referencia los resultados de Asturias en PISA 2018 (Servicio de Ordenación Académica y Evaluación Educativa., 2018), donde se resalta la influencia de estas características en la comprensión lectora del alumnado.

Los resultados generales de Asturias se sitúan muy por encima de la media española con una diferencia de 18 puntos (Ídem.). Sin embargo, esta cifra refleja únicamente el resultado medio del Principado. Para una visión más detallada, se recurre al desglose de resultados por niveles de rendimiento, el cual refleja un 17% del alumnado que no alcanza el nivel 2 considerado el mínimo para el desarrollo correcto de las competencias, definido como:

En el nivel 2, los lectores pueden localizar una o más piezas de información, que puede ser necesario inferir y que pueden requerir varias condiciones. Pueden reconocer la idea principal de un texto, entender las relaciones, o construir significado dentro de una parte limitada del texto cuando la información no se encuentra destacada y el lector debe hacer inferencias de bajo nivel. Las tareas en este nivel pueden involucrar comparaciones o contrastes en base a una característica particular del texto. Las tareas de reflexión típicas en este nivel requieren que los lectores hagan una comparación o diferentes conexiones entre el texto y el conocimiento externo, basándose en la experiencia y actitudes personales (OCDE, 2016).

Dentro del alumnado con puntuaciones más bajas de 2018 en comprensión lectora, se observan los rasgos descritos para los grupos de modalidad ordinaria. Por una

parte, el informe concluye que el sentido de pertenencia, aun generando una diferencia de 7 puntos en el nivel de comprensión lectora, no tiene un efecto significativo. Sin embargo, revela una relación directa entre el clima del aula y su productividad.

En lo relativo al nivel socioeconómico, el estudio muestra este aspecto como uno de los más influyentes en el rendimiento. La puntuación esperada en las pruebas según el nivel socioeconómico oscila entre los 432 y 565 puntos de media, siendo esta última la correspondiente al nivel más alto de los cinco contemplados. Además, a las diferencias generadas por el nivel económico-social, se han de añadir los resultados obtenidos por el alumnado de procedencia extranjera, 35 puntos inferior a los obtenidos por población no inmigrante.

Por tanto, la potencial composición del aula para la asignatura en modalidad ordinaria puede representar que una parte del alumnado que se ubica en ese 17% de estudiantes en nivel de rendimiento bajo, los cuales presentan un mayor riesgo de “no poder afrontar con suficiente garantía de éxito sus retos formativos, laborales y ciudadanos posteriores a la educación obligatoria.” (OCDE, 2019). De esta manera, la comparación entre las observaciones en el aula del grupo de 4º de ESO en modalidad ordinaria durante *Practicum I y II* y los resultados PISA en Asturias para el posible alumnado de esta modalidad, sugieren una necesidad de mejora educativa en el ámbito de la comprensión lectora.

## 4.2 Justificación y objetivos

El análisis de necesidades en comprensión lectora previamente expuesto plantea una mayor concentración del alumnado con menor nivel de comprensión lectora en los grupos de modalidad ordinaria en *Primera lengua extranjera: inglés*. Así pues, con este proyecto de innovación docente se pretende establecer un plan de actividades que ayude a mejorar la comprensión lectora del alumnado en lengua inglesa. Para ello, se trabajará atendiendo a las características del grupo objetivo que el informe PISA señala como más influyentes en el bajo rendimiento en Asturias, a saber: el ambiente del aula, implicación del/la docente y circunstancias socioeconómicas del alumnado. (Servicio de Ordenación Académica y Evaluación Educativa, 2018). A estos factores han de añadirse las siguientes características de influencia general en el rendimiento, también presentes en el informe:

- La metacognición: “capacidad de un individuo para pensar y controlar sus estrategias de lectura y comprensión”
- Auto-eficacia lectora: el estudio evidencia una diferencia de 70 puntos en los resultados entre el nivel más bajo y más alto de autoeficacia, mientras que cuatro de cada diez estudiantes encuestados se consideran malos lectores.
- Gusto por la lectura: la diferencia entre un mayor y menor interés es menos significativa que en la autoeficacia (56 puntos). Sin embargo, considerando un 40% de estudiantes que admite leer solo por obligación, la disposición literaria puede resultar un factor muy influyente en el conjunto del estudiantado.

Actualmente, el IES Calderón de la Barca pone en práctica el Plan de lectura, escritura e investigación en el que se proponen objetivos muy amplios como el acercamiento a los niveles de lectura europeos o el desarrollo de la competencia lectoescritora e investigadora. Sin embargo, el Centro reparte las horas que cada departamento debe dedicar al PLEI en cada curso, por lo que, con objeto de trabajar en un margen horario más amplio, el presente proyecto será independiente de las actividades programadas en el PLEI.

### 4.3 Objetivos:

El objetivo del proyecto educativo es la mejora de la comprensión lectora a través de la creación de un clima favorable en el aula, una mayor accesibilidad a recursos y estrategias de lectura eficiente, el incremento en el interés lector y el desarrollo de la metacognición del alumnado. Para ello, se establecen los siguientes objetivos específicos:

<b>Objetivos</b>	<b>Indicadores de logro</b>
1. Colaborar en grupo de forma activa.	-Participa en las actividades en grupo. -Realiza las revisiones de las redacciones del/la compañero/a. -Realiza intervenciones periódicas en las actividades de comentario grupal sobre la unidad.

<p>2. Aprender a mantener un clima de aula que permita el buen desarrollo de las actividades.</p>	<ul style="list-style-type: none"> <li>-Respetar los turnos de palabra de los/las compañero/as.</li> <li>-Realiza sus intervenciones orales de manera ordenada y respetuosa.</li> <li>-Conoce, respeta y se adapta a los ritmos de trabajo del/la compañero/a correspondiente.</li> <li>-Trabaja activamente en conocer al compañero/a</li> </ul>
<p>3. Conocer estrategias de lectura adecuadas a los distintos tipos de texto</p>	<ul style="list-style-type: none"> <li>-Realiza las actividades guiadas de comprensión lectora y se ven reflejadas en el cuaderno del estudiante.</li> <li>-Aplica un protocolo de trabajo autónomo para la lectura, en lugar de leer el texto sin preparación previa.</li> <li>-Identifica los diferentes tipos de texto.</li> <li>-Divide los textos en párrafos y localiza la información proporcionada en cada uno.</li> </ul>
<p>4. Desenvolverse con textos en soporte físico y formato digital.</p>	<ul style="list-style-type: none"> <li>-Sabe aplicar estrategias de comprensión lectora para obtener la información necesaria independientemente del soporte de texto.</li> </ul>
<p>5. Desenvolverse con textos de diversa tipología.</p>	<ul style="list-style-type: none"> <li>-Sabe aplicar las estrategias de comprensión lectora para obtener la información necesaria independientemente del tipo de texto.</li> </ul>
<p>6. Desarrollar interés por la lectura y aumentar el nivel de auto-eficacia</p>	<ul style="list-style-type: none"> <li>-Se considera mejor lector que a principios de curso.</li> </ul>

lectora.	-Se considera capaz y dispuesto a leer por motivación personal.
7. Mejorar los resultados generales en comprensión lectora y alcanzar el nivel de rendimiento 2 para las pruebas PISA definido desde 2015.	<p>-Mejora los resultados en las actividades de comprensión lectora realizadas a lo largo del curso.</p> <p>-Mejora los resultados en los exámenes de comprensión lectora.</p> <p>-Localiza una o más piezas de información, que puede ser necesario inferir y que pueden requerir varias condiciones.</p> <p>-Reconoce la idea principal de un texto, entiende las relaciones, o construir significado dentro de una parte limitada del texto cuando la información no se encuentra destacada y el lector debe hacer inferencias de bajo nivel.</p> <p>-Realiza comparaciones o contrastes con base en una característica particular del texto.</p> <p>-Hace una comparación o diferentes conexiones entre el texto y el conocimiento externo, basándose en la experiencia y actitudes personales.</p>

#### 4.4 Marco teórico de referencia

Con objeto de estructurar las actividades de manera efectiva y rigurosa, este proyecto debe tener un soporte teórico, el cual se divide en dos bloques, de acuerdo con los objetivos previamente expuestos. De igual manera, debe considerarse el alumnado meta, perteneciente a 4º de ESO ordinario, por lo que se trabajará en concordancia con

lo establecido en la programación para su asignatura y curso en cuanto a objetivos de etapa y competencias clave se refiere.

#### **4.4.1 Dinámicas de grupo**

El primer bloque engloba las actividades relacionadas con el clima de aula y las dinámicas de grupo, abordadas desde la perspectiva de las comunidades de aprendizaje. De acuerdo con Molina Ruiz (2003), estas comunidades, entendidas como un grupo de individuos que aprenden juntos, generan unas interacciones de aprendizaje que llevan a una mayor disposición al compromiso grupal y a las acciones en busca del beneficio conjunto. Estas ventajas se ven reforzadas por Obiakor (2000, citado en Molina Ruiz, 2003), quien considera la creación de comunidades de aprendizaje como condición previa para lograr una mejora educativa. Estas comunidades se definen por una serie de características, entre las cuales se encuentra el apoyo de un ambiente de aula enriquecedor, sobre el cual se consideran requisitos previos aplicables a cada miembro (Molina Ruiz, 2003):

- Nivel alto de confianza en sí mismo y también en habilidades de comunicación interpersonal.
- Conocer a cada miembro como persona, desarrollar confianza y valores compartidos.
- Considerar a los otros como fuentes creíbles de apoyo y consejo.
- Mostrar compromiso con los compañeros y con el grupo.

El mismo autor presenta, además, una serie de objetivos mínimos para desarrollar estas características en un grupo:

- Reunir a las personas interesadas.
- Comprometerlos construyendo una visión compartida.
- Desarrollar confianza y relaciones.
- Cuidar un programa de aprendizaje continuo.
- Evaluar el progreso.
- Dedicarle tiempo.

Así pues, las actividades programadas para este primer bloque deben seguir un enfoque basado en dichos requisitos, orientándose de esta forma al refuerzo de la



confianza entre el alumnado y la comunicación interpersonal, de modo que pueda conformarse una comunidad de aprendizaje en el aula.

#### **4.4.2 Estrategias de comprensión lectora**

El diseño de actividades orientadas a las estrategias y recursos para mejorar la comprensión lectora toma como referencia los aspectos establecidos por Moreno (2016):

- El establecimiento de fines cognitivos claros, marcando objetivos inteligibles, evidentes y explícitos. Dividir la tarea, si es muy compleja, en partes significativas y al final procurar dar una visión sintética de la misma.
- Ajustar las demandas de la tarea a las capacidades de los alumnos.
- Utilizar modelos, analogías heurísticas y procedimientos que generen recursos intelectuales y que faciliten la tarea.
- Pautar conductas cognitivas externamente con el fin de que se interioricen con su uso.
- Desencadenar el conocimiento previo de los alumnos, condición necesaria para una buena comprensión; esto se realiza por varios procedimientos: aclaración de vocabulario, comentarios y discusiones sobre el tema de la lectura. listados de ideas relacionadas con el tema, utilización de organizadores previos etc.
- Estimular la discusión metacognitiva entre los alumnos, potenciando la enseñanza y discusión recíproca.
- Enseñar a los alumnos a planificar y organizar las tareas y a distribuir adecuadamente los recursos atencionales.
- Por último, procurar que toda actuación docente esté presidida por un desencadenamiento de niveles en alas de la motivación y el interés.

Por otro lado, este autor contempla también una serie de estrategias de comprensión lectora aplicables a actividades en el aula, a saber:

- La relectura como medio de búsqueda de información y síntesis.
- La elaboración de esquemas y mapas conceptuales que ayuden a los alumnos a recoger representaciones mentales correctas, jerarquizadas y sintéticas.
- El hábito de auto cuestionarse al hilo de la lectura, procurando comprobar las hipótesis que se van generando y tomando conciencia del logro de la comprensión.

- La utilización de algunas técnicas que desarrollan habilidades, tales como tomar notas, esquematizar, subrayar, parafrasear, etc..

Este planteamiento se ve reforzado por Solé (2006, citado en Del Cristo Martínez Mejía y Rodríguez Villanueva, 2011), quien aborda la necesidad del desarrollo y práctica de diferentes estrategias relativas a los tres subprocesos de la lectura, es decir, antes, durante y después de la misma como condición indispensable para el correcto desarrollo de los procesos de comprensión lectora.

Igualmente, considerando el objetivo de nivel 2 de las pruebas PISA, y que “una de las habilidades implicadas en la comprensión lectora es la capacidad de distinguir lo esencial en un texto de aquello que no lo es” (Moreno, 2006), las estrategias previamente mencionadas se desarrollarán en dirección a la identificación de ideas principales y secundarias. Finalmente, no debe olvidarse la digitalización de las pruebas PISA 2018, en cuyo marco de trabajo se establece el tratamiento de textos no solo tradicionales, sino también e-mails, páginas web y otros formatos digitales (OECD, 2019). Por tanto, ha de prestarse atención a la aplicación práctica de las estrategias previamente expuestas en las competencias digitales. Así pues, las actividades de este segundo bloque serán diseñadas de modo que, a través de estrategias específicas para la comprensión lectora y los aspectos señalados, el alumnado realice un trabajo de comprensión activa antes, durante y después de la lectura tanto en textos tradicionales, como en formatos digitales. De igual manera, el trabajo del alumnado se orientará a la identificación de ideas principales y secundarias en los textos, enmarcadas en el nivel 2 de rendimiento en las pruebas PISA 2018.

## **4.5 Desarrollo de la innovación**

### **4.5.1 Planificación de actividades**

Los objetivos del proyecto de innovación requieren un trabajo progresivo que permita su consecución debido a las diferentes áreas de acción en las que se interviene. Así pues, el desarrollo de las actividades consistirá en cuatro bloques principales: evaluación inicial, cohesión de grupo y clima de aula, estrategias de comprensión lectora y observación de resultados.

#### **4.5.1.1 Bloque de evaluación inicial**

La fase de evaluación inicial o diagnóstica consistirá en la realización de una prueba de comprensión lectora enmarcada en la evaluación inicial de la asignatura. De igual manera, se pedirá al alumnado que rellene dos encuestas relacionadas con sus expectativas respecto al curso en términos de lectura y su relación con sus compañeros/as de grupo para la asignatura. La obtención de estos datos servirá como criterio para la organización del aula, recursos y evaluación continua del proyecto.

#### **4.5.1.2 Bloque de cohesión de grupo y mejora del clima en el aula**

Considerando un grupo mixto conformado por los/las alumnos/as que han elegido la modalidad ordinaria, es decir, que forman grupo solamente para *Geografía e historia* y *Lengua extranjera: inglés*, se pretende que el alumnado establezca nuevas relaciones interpersonales y de trabajo mediante las actividades de este bloque. Por tanto, se implementarán reasignaciones periódicas de los pupitres de modo que el alumnado comparta el espacio de trabajo con todos y todas sus compañeros/as. Se realizarán, igualmente, actividades que permitan a los/las alumnos/as conocerse mediante una ficha de presentación inicial<sup>1</sup>, una introducción a cada unidad didáctica en la que debatan sobre el tema a tratar, la realización en pareja de actividades programadas en la unidad didáctica y la corrección de redacciones del compañero/a correspondiente. Estas prácticas de trabajo en grupo se llevarán igualmente a cabo en el segundo y tercer trimestre.

#### **4.5.1.3 Bloque de estrategias y herramientas de comprensión lectora**

En este bloque se pretende proporcionar al estudiantado las herramientas necesarias para que, independientemente de sus circunstancias económico-sociales, sean capaces de trabajar con una amplia tipología textual en lengua inglesa y accedan sin mayor dificultad a la información principal proporcionada. Las actividades se enmarcan en las tareas de *Reading comprehension* contempladas en la programación, y se iniciarán con una sesión explicativa en la que se traten conceptos básicos sobre comprensión lectora, entre ellos: tipología textual del temario, estructura de los textos y tipos de información a localizar. De acuerdo con cada tipo de texto se llevarán a cabo actividades previas, contemporáneas y posteriores a la lectura, a saber:

##### ***Previas:***

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<sup>1</sup> Ejemplificada en el apartado de Anexos

- Refuerzo de los contenidos sintáctico-discursivos en sesiones previas para el alumnado que presente mayor dificultad.
- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Práctica de manejo con el soporte correspondiente a los textos en formato digital (páginas web, e-mails, etc.).
- Propuesta de ejemplos de textos en formato digital mediante diapositivas.
- Explicación sobre la realización de resúmenes.
- Lectura grupal de un texto modelo de extensión reducida.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

Una vez concluidas las actividades previas correspondientes, el/la docente dará un tiempo determinado, según la longitud y dificultad del texto, para la lectura detallada de este y la realización de las tareas pertinentes durante la lectura.

***Contemporáneas:***

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

***Posteriores:***

Tras la lectura detallada por parte del alumnado, se procederá a la realización de las tareas posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Resumen individual del texto.

- Valoración del alumnado de los resúmenes realizados por el compañero/a correspondiente y argumentación de esta.
- Resumen del texto en pareja.
- Elaboración de un texto del mismo tipo.

#### **4.5.2 Evaluación**

La obtención de resultados toma como referencia los objetivos e indicadores de logro previamente expuestos (4.3). Esta se lleva a cabo mediante la observación y análisis de las actividades de comprensión lectora y clima de aula realizadas desde el inicio del curso hasta el último trimestre cuando, tras meses de aplicación del proyecto, se espera observar resultados positivos.

A lo largo del curso, el/la docente debe reducir progresivamente las actividades previas a la lectura, las cuales se sustituyen por un tiempo añadido para la aplicación autónoma de las estrategias aprendidas. En primer lugar, se realiza una lectura sin tareas preparatorias por cada unidad didáctica. El alumnado debe llegar a escoger todas sus estrategias de comprensión durante el último trimestre. Paralelamente, se anotarán los resultados observados en un registro complementario al cuaderno del profesor. En dicho cuaderno figurarán las actitudes observadas en la realización de tareas, el resultado de cada estudiante y/o pareja de estudiantes en las tareas de clase y, finalmente, los resultados en los exámenes de *Reading comprehension*.

Al finalizar las actividades programadas en cada unidad didáctica, se lleva a cabo una reunión de departamento en la que se analizan los cambios respecto a la evaluación inicial, tanto en términos de cohesión de grupo y clima en el aula, como en lo relativo al rendimiento en comprensión lectora.

#### **4.6 Agentes implicados**

Los ámbitos de mejora educativos en los que aquí se interviene requieren, tanto por razones de composición de grupo como de actividades planificadas, la participación de diversos agentes del centro.

Este proyecto se propone por y para beneficio de un alumnado en potencial desventaja respecto a sus compañeros/as que forman parte del programa bilingüe. Por tanto, estos conforman el eje central del proyecto, en torno a los cuales se adscriben una

serie de agentes imprescindibles para el seguimiento y evaluación de resultados, a saber: tutores/as del estudiantado perteneciente al grupo ordinario y los departamentos de Inglés e Historia. Se espera establecer una colaboración directa con estos de modo que aporten información constructiva en reuniones periódicas con el departamento de Inglés.

En primer lugar, es necesaria la colaboración de los/las tutores/as de los grupos que constituyen la modalidad ordinaria, los cuales realizan un seguimiento de la evolución del clima del aula y las relaciones establecidas por el alumnado, analizándose, pues, los siguientes aspectos:

- Relación entre compañeros/as.
- Cambios en la formación de grupos de trabajo.
- Dinámica de trabajo en el grupo ordinario en comparación con el perteneciente al programa bilingüe.
- Confianza en sí mismos/as y el resto del alumnado en las actividades de tutoría.

Paralelamente, se espera la aportación de los siguientes datos por parte del profesorado de historia para los grupos de modalidad ordinaria:

- Evolución en los comentarios de texto, prestando especial atención a la comprensión general de estos.
- Capacidad de síntesis del alumnado.
- Frecuencia de uso de esquemas como método de estudio.
- Clima del aula y comportamiento del alumnado en actividades grupales.

Esta información será recogida por el departamento de Inglés, el cual debe realizar reuniones periódicas con el objetivo de determinar la efectividad del proyecto, tanto en la evaluación continua como la final; detectar posibles fallos en su planteamiento y proponer áreas de mejora aplicables a las actividades aún no implementadas.

Finalmente, se debe colaborar con el departamento de Tecnologías para la correcta preparación de los recursos digitales y las actividades ligadas a estos.

#### 4.7 Recursos

Las diversas colaboraciones y metodologías previamente expuestas requieren un soporte material que permita su correcta implementación. A efectos de una ordenación clara, estos medios se clasificarán en: infraestructura del centro y materiales impresos.

Dentro de la infraestructura del centro se incluyen los siguientes materiales:

- Fotocopiadoras.
- Aula de ordenadores.
- Conexión estable a internet.
- Proyector y pizarra digital.
- Pupitres individuales.

Paralelamente, se solicita al centro la adquisición de tabletas electrónicas iPad para su uso colectivo y, específicamente para este proyecto, el trabajo con textos digitales.

Los materiales impresos serán los siguientes:

- Libro de texto establecido en la programación.
- Esquemas sobre los tipos de texto.
- Glosarios específicos: conectores textuales, fórmulas de saludo y despedida en cartas formales e informales, así como palabras clave de algunos textos.
- Textos modelo de longitud reducida.

#### 4.8 Cronograma

La distribución de las actividades programadas en el proyecto seguirá el mismo criterio de bloques, que serán divididos por trimestres. A su vez, cada actividad se realizará de manera integrada en las actividades ya programadas de modo que no facilite el aprovechamiento de las sesiones.

##### Primer trimestre:

Unidad didáctica 0: *Getting started*

- Explicación del proyecto.
- Explicación introductoria de los distintos tipos de texto a tratar.

### **Evaluación inicial**

- Prueba de comprensión lectora.
- Encuesta sobre sus expectativas respecto al curso en términos de lectura.
- Encuesta sobre la relación con sus compañeros/as de grupo.

### Unidad didáctica 1: *Taking risks*

#### **Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación.
- Comentario grupal sobre los deportes de riesgo e intercambio de opiniones al respecto.
- Explicar tres cosas que harán dos compañeros/as a la misma hora del día, de modo que expresen distintos aspectos temporales de varias acciones.
- Entrevista con un compañero/a en la que traten temas relacionados con sus planes e intenciones futuras. Los estudiantes deberán escribir un guion para la entrevista.
- Lectura y corrección de la actividad “Escritura de un reportaje sobre una persona que los estudiantes admiren” realizada por el compañero.

#### **Estrategias y herramientas de comprensión lectora:**

- Refuerzo del uso de adjetivos para describir experiencias y de *be going to, will, Present Simple with future meaning, and Future Continuous* para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

#### **Lectura de un folleto sobre paracaidismo wingsuit y las consecuencias potenciales de esta práctica:**

Tareas previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Ejemplificación de los textos aplicada a un contexto cotidiano.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.



A realizar durante la lectura:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores a la lectura:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.

### **Lectura de un reportaje sobre corresponsales de guerra:**

Actividades previas a la lectura:

- Lectura grupal de un texto modelo de extensión reducida
- Lectura grupal de las preguntas de control con objeto de deducir la temática general
- Presentación de un glosario de léxico relacionado con la temática tratada.

A realizar durante la lectura:

- Localización de palabras clave para comprender el texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores a la lectura:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.

### **Evaluación**

- Realizar la actividad *Lectura de un texto sobre los peores incendios de la historia y respuesta a preguntas de comprensión lectora* sin la realización de las

actividades de preparación a la lectura. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.

- Reunión del departamento de inglés para informar y analizar el desarrollo del proyecto.

## Unidad didáctica 2: *Kings and Queens*

### **Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación.
- Reflexión grupal sobre el interés por el cine y la televisión.
- Concurso de preguntas y respuestas sobre cine y televisión. El profesor hará la función de presentador y los estudiantes responderán a las preguntas en grupos de 4. De esta forma deberán coordinarse y elegir entre todas las respuestas que darán.
- Lectura y corrección de la actividad *Escritura de una crítica cinematográfica* realizada por el compañero.

### **Estrategias y herramientas de comprensión lectora:**

- Refuerzo del uso de *defining* y *non-defining relative clauses*, formación y uso de palabras compuestas por *some*, *any*, y *no* para el alumnado que presente dificultades en el desarrollo de la unidad didáctica

### **-Lectura de una crítica de la serie de televisión Juego de tronos y respuesta a las preguntas de comprensión:**

- Explicación detallada sobre el tipo de texto y sus características.
- Contextualización temporal del tema tratado en el texto.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Lectura grupal de un texto modelo de extensión reducida.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

### Contemporáneas:

- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.

### **Lectura sobre los acuerdos matrimoniales en las familias reales:**

Previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Contextualización temporal del tema tratado en el texto.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Explicación sobre la realización de resúmenes.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta individual a las preguntas de comprensión.
- Resumen del texto en pareja.

### **Evaluación:**

- Realizar la actividad *Lectura de una guía de televisión de un periódico y respuesta a preguntas de comprensión lectora* sin la realización de las actividades guiadas de preparación a la lectura. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.

- Reunión del departamento de inglés para informar y analizar el desarrollo del proyecto.

### Unidad didáctica 3: *It's a Mystery!*

#### **Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación.
- Comentario sobre varias noticias de actualidad en grupo, aportando también opiniones personales.
- Lectura y corrección de la actividad *Escribir una historia real o inventada* realizada por el compañero.

#### **Estrategias y herramientas de comprensión lectora:**

- Refuerzo del uso de *Present Perfect Simple, Past Simple, Past Perfect Simple* y *used to* para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

#### **- Lectura en la que se narran varios misterios:**

Previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Propuesta de ejemplos de textos en formato digital mediante diapositivas.
- Explicación sobre la realización de resúmenes.

Contemporáneas:

- Localización de palabras clave para comprender el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.

- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Resumen individual del texto.
- Valoración del alumnado de los resúmenes realizados por el compañero/a correspondiente y argumentación de esta.

- **Lectura de un artículo sobre los niños verdes de Woolpit:**

Previas:

- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Contextualización temporal del tema tratado en el texto.
- Explicación sobre la realización de resúmenes.
- Lectura grupal de un texto modelo de extensión reducida.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta individual a las preguntas de comprensión.
- Resumen del texto en pareja.

**Evaluación:**

- Lectura de descripciones de unos fenómenos naturales y sobrenaturales sin la realización de las actividades guiadas de preparación a la lectura. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.
- -Reunión del departamento de inglés para informar y analizar el desarrollo del proyecto.

## Segundo trimestre:

### Unidad didáctica 4: *Living together*

#### **Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación.
- Comentario grupal sobre la vida en la ciudad y resolución de conflictos.
- Lectura y corrección de la actividad Escritura de un correo electrónico formal sobre un problema en el que se pide al ayuntamiento que proporcione una solución realizada por el/la compañero/a.
- Refuerzo del uso de las *time clauses* y zero, first, second y third conditionals para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

#### **Estrategias y herramientas de comprensión lectora:**

##### **-Lectura de un correo electrónico informal**

Previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Práctica de manejo con el soporte correspondiente a los textos en formato digital (páginas web, e-mails, etc.).
- Propuesta de ejemplos de textos en formato digital mediante diapositivas.
- Lectura grupal de un texto modelo de extensión reducida.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Elaboración de un texto del mismo tipo.

**-Lectura de un texto sobre organizaciones que luchan contra el acoso escolar<sup>2</sup>:**

Previas:

- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Contextualización temporal y social del tema tratado en el texto.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Resumen del texto en pareja.

**Evaluación:**

- Lectura de una infografía sobre las hormigas, respuesta a las preguntas de comprensión y ejercicios de vocabulario sin la realización de las actividades

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<sup>2</sup> Desarrollado en el apartado de anexos.

de preparación a la lectura. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.

- Reunión del departamento de inglés para informar y analizar el desarrollo del proyecto.

#### Unidad didáctica 5: *Made for you*

##### **Actividades de cohesión de grupo:**

-Reorganización de las parejas de trabajo y actividad de presentación

Comentario grupal sobre los hábitos de compra y la influencia de internet.

-Lectura y corrección de la actividad Escritura de un *opinion essay* sobre las compras online o en tienda realizada por el/la compañero/a.

##### **Estrategias y herramientas de comprensión lectora:**

-Refuerzo del uso y estructura de la voz pasiva en tiempos verbales presentes, pasados y futuros para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

##### **-Lectura de una página web con información para consumidores.**

Previas:

- Refuerzo de los contenidos sintáctico-discursivos en sesiones previas para el alumnado que presente mayor dificultad.
- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Práctica de manejo con el soporte correspondiente a los textos en formato digital (páginas web, e-mails, etc.).
- Propuesta de ejemplos de textos en formato digital mediante diapositivas.
- Ejemplificación de los textos aplicada a un contexto cotidiano.



Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en grupo a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.

**-Lectura de un *opinion essay* sobre la ropa de segunda mano.**

Previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Lectura grupal de un texto modelo de extensión reducida.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Resumen del texto en pareja.

- Elaboración de un texto del mismo tipo.

**Evaluación:**

- Lectura de un texto expositivo sobre la historia del dinero sin la realización de las actividades de preparación a la lectura. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas
- Reunión del departamento de inglés para informar y analizar el desarrollo del proyecto.

Unidad didáctica 6: *Saving our planet*

**Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación
- Comentario grupal sobre clima y medio ambiente
- Lectura y corrección de la actividad *Escribir un comentario sobre un viaje* realizada por el/la compañero/a.

**Estrategias y herramientas de comprensión lectora:**

- Refuerzo del uso de *reported speech* y *reporting verbs* para el alumnado que presente dificultades en el desarrollo de la unidad didáctica

**- Lectura de un informe sobre la limpieza del mar y respuesta a las preguntas de comprensión.**

Previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Repaso de la teoría sobre la realización de resúmenes.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.

- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Resumen individual del texto.
- Valoración del alumnado de los resúmenes realizados por el compañero/a correspondiente y argumentación de esta.

#### **-Lectura de un diario de viaje.**

Previas:

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Presentación de un glosario de léxico relacionado con la temática tratada.
- Lectura grupal de un texto modelo de extensión reducida.
- Ejemplificación de los textos aplicada a un contexto cotidiano.

Contemporáneas:

- Localización de palabras clave para el mensaje del texto.
- División del texto en párrafos de acuerdo con su estructura característica.
- Localización de información principal.
- Localización de información secundaria.

Posteriores:

- Relectura del texto guiada por el/la profesor/a.
- Respuesta en pareja a las preguntas de control, de modo que pongan en común la información obtenida por cada uno/a y lleguen a un consenso sobre la respuesta más acertada.
- Resumen del texto en pareja.

- Elaboración de un texto del mismo tipo.

**Evaluación:**

- Lectura de un artículo sobre las islas Galápagos, en la que los estudiantes deberán analizar la estructura del texto y localizar la información relevante sin la realización de las actividades previas guiadas. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.
- Reunión de todos los departamentos implicados para valorar la evolución del alumnado y posibles áreas de mejora en la implementación y el planteamiento del proyecto.

**Tercer trimestre**

Unidad didáctica 7: *Be healthy!*

**Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación
- Comentario grupal sobre el interés del alumnado por el deporte y hábitos saludables.
- Lectura y corrección de un correo electrónico informal invitando a un amigo a un evento Deportivo/lúdico realizado por el/la compañero/a.

**Estrategias y herramientas de comprensión lectora:**

- Refuerzo de los distintos usos de *los verbos modales* para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

**-Lectura de un e-mail informal:**

- Explicación detallada sobre el tipo de texto y sus características.
- Presentación de un glosario de léxico relacionado con la temática tratada.

**Evaluación:**

- Lecturas de un texto expositivo sobre diferentes tipos fobias, un artículo online sobre un accidente de tráfico en las que los estudiantes deberán analizar

la estructura del texto y localizar la información relevante sin la realización de las actividades guiadas. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.

#### Unidad didáctica 8: *Making sense*

##### **Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación
- Comentario grupal sobre experiencias vividas, viajes y multiculturalidad.
- Lectura y corrección de la actividad Redacción de un texto narrativo sobre una experiencia real o ficticia realizada por el/la compañero/a.

##### **Estrategias y herramientas de comprensión lectora:**

Refuerzo del uso de adjetivos descriptivos y gerundios e infinitivos para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

##### **- Lectura de una entrada de blog sobre viajes especiales que se organizan para personas ciegas y respuesta a las preguntas de comprensión.**

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.

##### **Evaluación:**

- Lecturas un texto sobre la multiculturalidad de Londres y un texto narrativo sobre una experiencia real o ficticia y localizar la información relevante, tanto principal como secundaria sin la realización de las actividades guiadas. Los/las estudiantes deberán organizar sus estrategias de lectura y responder a las preguntas de comprensión programadas.

#### Unidad didáctica 9: *Bridge to the future*

##### **Actividades de cohesión de grupo:**

- Reorganización de las parejas de trabajo y actividad de presentación.
- Comentario grupal sobre lo aprendido a lo largo del curso, su futuro académico y/o laboral
- Lectura y corrección de un correo electrónico formal para solicitar un puesto de trabajo realizada por el/la compañero/a.
- Refuerzo del contenido visto durante todo el curso para el alumnado que presente dificultades en el desarrollo de la unidad didáctica.

**Estrategias y herramientas de comprensión lectora:**

**- Lectura de un correo electrónico formal:**

- Explicación detallada sobre el tipo de texto y sus características.
- Lectura grupal de las preguntas de control con objeto de deducir la temática general.
- Práctica de manejo con el soporte correspondiente a los textos en formato digital (páginas web, e-mails, etc.).
- Propuesta de ejemplos de textos en formato digital mediante diapositivas.

**Evaluación:**

- Lectura de un artículo sobre el estrés escolar, respuesta a las preguntas de comprensión y comentario grupal sobre una posible identificación con los síntomas expuestos en el texto sin la realización de las actividades guiadas.
- Lectura sobre la preparación para el futuro, respuesta a las preguntas de comprensión y comentario escrito sobre los planes y expectativas de finalización de etapa sin la realización de las actividades guiadas.
- Reunión de todos los departamentos implicados en este proyecto y valoración de los resultados obtenidos.

## 5 Conclusión

La finalización de este Trabajo Fin de Máster evidencia la necesidad de una completa formación al profesorado. El desarrollo de la programación docente y el proyecto de innovación previamente expuestos demuestran el trabajo que debe realizar un/a docente de educación secundaria y, particularmente, de *Lengua extranjera: inglés*.

Considerando la experiencia obtenida durante la realización de las prácticas profesionales y la formación recibida en las diferentes asignaturas del Máster, la docencia no se reduce al buen dominio de la materia a impartir, sino que se requiere de un amplio bagaje de conocimientos teórico-prácticos sobre psicología, legislación y TIC, entre otros ámbitos, además de mostrar un interés constante por la evolución y características del alumnado. De esta manera es posible conocer con profundidad el funcionamiento del sistema educativo y las dinámicas sociales del alumnado, lo que a su vez permite una correcta adaptación del profesorado a los procesos de enseñanza-aprendizaje para así lograr el cumplimiento de los objetivos de las correspondientes etapas.

Por otra parte, el diagnóstico de necesidades realizado en el proyecto de innovación docente pone de manifiesto un problema potencial en los institutos que oferten un Programa Bilingüe, existiendo un riesgo de segregación y estancamiento del nivel académico en los grupos que no sigan dicho programa.

Finalmente, el autor de este TFM puede afirmar que, tras concluir el proceso de formación, las expectativas previas sobre el ejercicio de la docencia se han cumplido con solvencia. El período de prácticas le ha aportado una visión más amplia y directa respecto a las responsabilidades del profesorado y, a su vez, ha comprendido el grado de contribución que un buen docente puede realizar a la sociedad. Por ello, considera que su vocación como profesor, ya presente antes del inicio del Máster, se ha visto ostensiblemente reforzada.

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## 7 Anexos

### 7.1 Ejemplo de hoja del cuaderno del profesor para el seguimiento de participación

Students' involvement tracking		
Teaching unit N°		
Student's name:		
Homework handing in	Classroom activities	Student's work
Activity 1:	involvement:	attitude
Activity 2:		observations:
Activity 3:		
Activity 4:		
General comments:		

### 7.2 Ejemplos de actividades para la unidad didáctica 4<sup>3</sup>:

Grammar and vocabulary

**Copy and complete the sentences with the verbs in brackets.**

**First Conditional:**

- 1 If you move far away, I (miss) you.
- 2 You won't succeed if you ... (give up) so quickly.
- 3 Unless Joe (share) his things with others, they won't let him use theirs.
- 4 People won't like you if you. (not treat) them nicely.

**Zero Conditional:**

- 1 My parents get angry if I (stay out) late.
- 2 I'm always willing to help if you (ask).
- 3 If Sarah drinks too much cola, she (feel) sick.

<sup>3</sup> These activities have been chosen from Way to English 4, Students' Book.

4 Dogs (bite) if they are scared.

**Choose the TWO correct answers. Which sentences are true for you?**

1 **Before/After / Once** I become friends with someone, we will remain friends forever.

2 **As soon as / By the time /** The moment a new item comes into fashion, my friends buy it.

3 I don't go out with my friends **before / unless / when** I finish my homework.

4 My friends and I chat online as soon **as / after / before** we get home from school.

5 **Once / When / By the time** someone hurts me, that person stops being my friend.

**Choose the correct answer.**

1 I wouldn't talk about Lucy like that if I \_\_\_\_\_ you.

**a. were** **b. would be**

2 If Jack acted more responsibly, people \_\_\_\_\_ him.

**a. would trust** **b. trusted**

3 if more people \_\_\_\_\_ their neighbourhoods, the city would be much cleaner.

**a. would look after** **b. looked after**

4 You \_\_\_\_\_ the hot weather if you lived in India.

**a. enjoyed** **b. would enjoy**

5 Ellie \_\_\_\_\_ so many mistakes if she took our advice.

**a. wouldn't make** **b. didn't make**

**Copy and complete the sentences with the verbs in brackets.**

1 If Mark had worked harder, he \_\_\_\_\_ (pass) the test.

2 You \_\_\_\_\_ (enjoy) the film if you had come.

3 He would have helped you if you \_\_\_\_\_ (ask) him.

4 If I \_\_\_\_\_ (not see) the monster, I wouldn't have believed the stories.

5 They \_\_\_\_\_ (not solve) the mystery if they had stopped looking for him.

6 If you \_\_\_\_\_ (leave) earlier, you wouldn't have missed the plane.

### Social interactions vocabulary group activity

Listen and repeat the words and phrases in colour below. Then answer the questions  
teen questionnaire. Find out how you behave towards others

1. How do you treat the other students in your class?
  - a. I want everyone to have **a sense of belonging** so I try to be nice to all the students
  - b. I know that some students **feel left out**, but that's not my problem.
2. If you have a fight with your best friend, do you usually **reach a compromise**?
  - a. Yes I always try to **get along** with my friends.
  - b. No My best friend and I often don't **see eye to eye** and we sometimes argue
3. If you receive a group project, how will you behave?
  - a. I try to **pull my weight** and do the best I can.
  - b. I probably **take advantage** of those students that are harder-working than me and do as little as necessary
4. Imagine you and your friend want to order a pizza. If you've got money, but your friend hasn't, what will you do?
  - a. Buy the pizza and **share** it with my friend.
  - b. I won't buy the pizza because I don't **lend my friends money**
5. How do you behave in a group?
  - a. I am **considerate of** others and their opinions are important to me
  - b. I like to **be in charge** of others and to make all the decisions

### Reading activities

Read the infographic about ants. How does the writer feel about ants?

ANTS: ALL FOR ONE AND ONE FOR ALL!

1. ANCIENT INSECTS Ants are amazing creatures. They have lived on Earth for about 130 million years. If they didn't know how to share and treat each other with respect. they probably wouldn't be here today.
2. HOME SWEET HOME Ants live in colonies and there can be millions of ants in a colony. Each colony has got its own smell which gives the ants a sense of belonging. If an ant leaves its colony, it will lose its smell. It can't return to that colony afterwards
3. WOMEN RULE The queen is the leader of the colony and her job is to lay eggs. The male's only job is to help the queen reproduce. Once he has done that he dies. All the workers are females.
4. WORKING HARD Each female ant has got a job. Some workers have got the job to search for food. Once these ants find food, they leave a special smell for the others to

follow. Other ants are in charge of cleaning and they clean out all the in rubbish in the colony There are even ants whose Job It is to clean out the dead ants!

5. OTHERS FIRST If your life were in danger, how would you behave? Well, if an ant finds itself in a : dangerous situation, it will always put the good of the community before its own personal safety This sometimes means risking its life!

6. OVERCOMING OBSTACLES Ants move as a group of individuals when something stands in their way, they will usually go round it. Sometimes, they find creative solutions to obstacles In one study, a line of ants was walking along a path and they came to a hole. One of the ants simply lay down and let the others walk over it. If it hadn't helped its friends, it would have taken them all much langer to reach their destination.

If humans were a little more like ants, maybe they would get along with each other better.

**Find the following information in the infographic:**

- 1 the number of years that ants have existed
- 2 the number of ants in a colony
- 3 the reason the queen is so important
- 4 the role of the male
- 5 two examples of jobs

### **7.3 Ejemplo de actividad de comprensión lectora del Proyecto de innovación**

Texto de la unidad didáctica 4 sobre el acoso escolar

- Lectura de un texto sobre organizaciones que luchan contra el acoso escolar:

A Read the text. What can teens do to prevent bullying?

Bullying has become a gigantic problem all over the world. According to an annual bullying survey, over two million teens were the victims of bullies in 2015. Bullies can find victims in every school and at every bus stop. They can even bully through mobile phones and computers. But it's possible to fight back. Here are some organisations which are working hard to solve the problem and they need your help!

***Bear the Bullies*** is an international organisation. The purpose of the organisation is to help students to fight bullying in their schools and communities. They do this by educating parents and teachers. They also train people to work as a Beat the Bullies

mentor. These mentors speak to students about bullying They are also people that students can confide in.

*Stomp Out Bullying*, which was established in 2003, is an anti-bullying organisation in the USA that focuses on preventing and stopping all forms of bullying – at school on the phone and online. It teaches students how to protect themselves from bullying and how to avoid becoming a victim also teaches parents how to keep their children safe.

*Ditch the Label* is one of the UK's biggest anti-bullying organisations. This organisation believes that if you understand the problem, it will help you solve it. Therefore, it carries out surveys in schools in order to understand what is happening in schools and online. However, that is not all. Ditch the Label recruits and trains anti-bullying ambassadors. These ambassadors go into schools to make students become more aware of the dangers of bullying and how to fight it.

Although these organisations have got adult workers, teens volunteer to do a lot of the important work If you are interested, check out anti bullying online and find out how to become a teen volunteer.

Choose the correct answer

The text mentions bullying:

- a) At school
- b) In public places
- c) Both a and b

The purpose of *Beat the Bullies* is to:

- a) Train people to work as mentors
- b) Help young people fight bullying
- c) Educate adults about bullying

*Stomp Out Bullies* teaches parents:

- a) How to help their children avoid bullying
- b) About the bullying at school, on the phone and online
- c) How to prevent all forms of bullying

*Ditch the Label* does surveys in the schools in order to:

- a) Find anti-bullying ambassadors
- b) Understand different forms of bullying

c) Make students aware of the dangers of bullying

Before you read the text:

- Read de comprehension questions and try to identify the text topic.
- Translate the following text related lexicon into Spanish:

<b>English</b>	<b>Spanish</b>
<b>Awareness</b>	
<b>Bullying</b>	
<b>Bully</b>	
<b>Stomp out</b>	
<b>To bear</b>	
<b>To ditch</b>	
<b>Volunteer</b>	

- Discuss the following topic: Are you aware of the different behaviours which may lead to a bullying case? How would you prevent these behaviours?

While you read the text:

- Find key words for the text understanding.
- Divide the text into parragraphs according to its structure.
- Find key information in each of the paragraphs.

After you read the text:

- Read it again following your teacher indications and pay special attention to each organisation's main objectives.
- In pairs, answer the Reading comprehension questions.
- In pairs, write a summary of the text and hand it in when finished.

## 7.4 Ejemplo de tarea de lectura grupal

**Reading comprehension group task.**

**The Hobbit, chapters 1-7**

1. Who are the main characters?
2. Explain Thorin's quest and what is Bilbo's role in the company.
3. What happens to the trolls who want to eat the dwarves?
4. Who is Gollum and what object does Bilbo take from him?
5. Is there any consequence when Bilbo uses that object?
6. Summarize the story from the beginning to chapter seven.

## 7.5 Cuestionario de autoconcepto lector<sup>4</sup>

Nombre:

Curso:

Apellidos:

**Valorar el grado de conformidad con las siguientes afirmaciones:**

Considero mi nivel de comprensión lectora como suficiente:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>M uy de acuerdo</b>
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Tengo dificultades leyendo textos de longitud media:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>M uy de acuerdo</b>
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<sup>4</sup> Se repetirá este cuestionario al término de la unidad didáctica nº9 con el objetivo de comparar la evolución del autoconcepto lector del alumnado a lo largo del curso.



Tengo dificultades leyendo textos de longitud grande:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>Muy de acuerdo</b>
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Me resulta difícil leer sin ayuda:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>Muy de acuerdo</b>
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Describe brevemente tus hábitos de lectura actuales:

## 7.6 Cuestionario sobre la relación con el grupo

Nombre:

Curso:

Apellidos:

**Valorar el grado de conformidad con las siguientes afirmaciones:**

Conozco a la mayoría de mis compañeros/as con profundidad:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>M uy de acuerdo</b>
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Mantengo una relación cordial con mis compañeros/as:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>M uy de acuerdo</b>
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Tengo interés en conocer con mayor detalle a aquellos/as compañeros/as que no conociese con anterioridad:

<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>Muy de acuerdo</b>
Tengo o he tenido algún tipo de problema con mis compañeros/as:				
<b>Muy en desacuerdo</b>	<b>En desacuerdo</b>	<b>Parcial mente de acuerdo</b>	<b>De acuerdo</b>	<b>Muy de acuerdo</b>

### 7.7 Ficha de presentación inicial

Name and surname:	Classmate's name and surname
<p>Complete the following information about your classmate. Use full sentences.</p> <p>Birthday:</p> <p>Birthplace:</p> <p>Hobbies:</p> <p>Favourite meal:</p> <p>Interest for the subject:</p> <p>Profession that he/she wants to work in:</p>	