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Facultad de Formación del Profesorado y Educación

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Profesional

**Análisis de la Prensa en el Aula de Inglés:
Estrategias para Estimular Actitudes Críticas en
1º de Bachillerato**

TRABAJO FIN DE MÁSTER

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ÍNDICE

INTRODUCCIÓN	2
MEMORIA	3
ENGLISH COURSE SYLLABUS FOR YEAR 1 OF POST-COMPULSORY SECONDARY EDUCATION (BILINGUAL PROGRAM)	
Context.....	11
Objectives.....	12
General Contents.....	15
Teaching Units.....	18
Timing.....	57
Methodology.....	59
Reinforcement and Resit Activities	62
Cross-Curricular Contents.....	63
Materials and Resources.....	64
Assessment.....	65
Attention to Diversity	68
PROPUESTA DE INNOVACIÓN	
Introducción	69
Diagnostico Inicial y Justificación.....	70
Objetivos.....	74
Marco teórico de referencia.....	75
Desarrollo, Evaluación y Seguimiento.....	77
REFERENCIAS BIBLIOGRÁFICAS	79
Anexo I	80
Anexo II	81

INTRODUCCIÓN

Este Trabajo Fin de Máster recoge mis reflexiones sobre los conocimientos adquiridos durante el curso y su influencia en mi primer contacto con la docencia durante el período de prácticas cursado en el IES Escultor Juan de Villanueva. También recoge la programación docente que elaboré para un grupo de 1º de Bachillerato de la sección bilingüe teniendo en cuenta los contenidos teóricos y prácticos que estudié durante el curso. Por último, incluye una propuesta de innovación educativa con la que pretendo mejorar la comprensión lectora de los alumnos, fomentar el uso de la prensa como fuente de información y disfrute personal, y ayudar a que los alumnos desarrollen su capacidad crítica frente la información manipulada que en muchos casos reciben de los medios de comunicación, en concreto de la prensa.

MEMORIA

Esta primera parte del trabajo se corresponde con un repaso personal de aquellas asignaturas del Máster cuyo contenido teórico he aprovechado más a lo hora de ponerlo en práctica durante los tres meses de duración del Practicum. El centro en el que cursé mis prácticas es el IES Escultor Juan de Villanueva, situado en Pola de Siero. Comienza a funcionar en el curso 1979/1980, como una Sección de Formación Profesional que dependía del Instituto de FP “Doctor Fleming” (Oviedo), razón por la que más se le conoce. A pesar de que sus comienzos solo estaban vinculados a las Enseñanzas de Formación Profesional, a partir del año 1995 el centro pasa a denominarse “IES Escultor Juan de Villanueva”¹ y comienzan a impartirse en el mismo la Educación Secundaria Obligatoria. El instituto acoge este año a un número aproximado de 600 de alumnos los cuales pertenecen, en su mayoría, al concejo de Siero. El porcentaje de estudiantes procedentes de otros concejos no llega al 20 %, y el número de inmigrantes no sobrepasa el 1%, aunque si se aprecia un gran número de estudiantes de etnia gitana, que son los más desfavorecidos. Teniendo todo esto en cuenta, se puede afirmar que este instituto es muy tranquilo ya que apenas existen problemas de convivencia serios y el ambiente educativo que se respira es muy saludable, muy positivo, tanto para los alumnos que cursan sus estudios como para los profesores que imparten sus clases en el mismo.

Después de esta breve descripción del instituto pasaré a introducir la relación entre los contenidos de la asignatura de PCE (Procesos y Contextos Comunicativos) que cursé en el Máster y su aplicación durante el Practicum. Comienzo por ella porque, a pesar de ser una asignatura muy densa respecto a su contenido, también me pareció útil en ciertas situaciones que se dieron durante las prácticas en el instituto. PCE se dividía en cuatro grandes bloques. El primero de ellos, *Características organizativas de las etapas y centros de secundaria*, trató el marco jurídico del Sistema Educativo: un análisis del artículo 27 de la Constitución Española, un repaso de las aportaciones que las diversas leyes de educación españolas (centrado sobretudo en la LOE) han ido sumando en el ámbito de la organización y gestión de los centros educativos, y una amplia definición de todos los documentos institucionales de los centros. Este primer bloque ha sido provechoso para conocer la legislación que regía los principios y características de la educación española en Asturias hasta la reciente implantación de la actual LOMCE en diciembre del pasado año. También ha servido para profundizar sobre lo que es un centro educativo de secundaria, ya que tuve que revisar y analizar todos los documentos institucionales que definen sus características esenciales.

¹ BOE 18/04/95

Debido a la falta de información que tenía sobre los documentos de un IES, este repaso de la historia de la educación española y de todos los documentos institucionales sirvió para entender mejor por qué son esenciales para el funcionamiento del centro. Como los IES son institución tan complejas precisan tales documentos para que todo miembro de la comunidad educativa pueda estar informado sobre la institución y formar parte activa de ella. También aportan visibilidad pública a la institucionalización del Centro Educativo y al desarrollo de su autonomía, y son indispensables a la hora de analizar y evaluar el día a día del Centro, con el fin de corregir y perfeccionar aquello que necesite ser mejorado. Según su período de vigencia, estos documentos institucionales pueden agruparse en dos grupos diferentes. El primero recoge los documentos que tienen una duración a medio-largo plazo: el Proyecto Educativo de Centro (PEC), el Proyecto Curricular de Centro y el Reglamento de Régimen Interior. El segundo está formado por los documentos anuales, centrados en la gestión del curso académico de cada año: la Programación General Anual (PGA), el Proyecto de Gestión y la Memoria Anual del Centro.

Durante mi estancia en el instituto he profundizado en dos de estos documentos, el PEC y la PGA, para dar dando una aplicación útil a los contenidos vistos y obtener una percepción más clara de la composición organizativa que tienen los Centros de Educación Secundaria, de las relaciones que existen entre los órganos de su estructura y de las diferentes funciones de cada unidad orgánica.

El segundo bloque de PCE aludía a la interacción, la comunicación y la convivencia en el aula. Primeramente, se trataron contenidos que hacen referencia al *grupo escolar*: sus características básicas como que posee un líder y unos objetivos no elegidos o que es institucional y formal, de donde se deducen las dos estructuras que se diferencian dentro del grupo (oficial, institucional o formal, y espontánea, subjetiva o informal); también se describieron los niveles y las etapas en el funcionamiento del grupo escolar. Además, se señalaron los defectos que se producen durante el proceso de comunicación entre alumnos y profesores, las actitudes positivas que se deben adoptar para conseguir una buena comunicación socio-afectiva (motivación, corrección de errores, modificación de actitudes, conciencia de progreso...), y algunas claves para la conducción del discurso oral del profesor en el aula. Por último, se resaltaron diversas situaciones conflictivas que se presentan dentro del grupo y que pueden tener origen en las interacciones personales de los alumnos, en la relación de los alumnos con la actividad que realizan o en la interacción entre alumnos y docentes. También se presentó la mediación como la estrategia más eficaz que un docente puede utilizar para resolver conflictos.

En general, los contenidos de esta materia han servido para corroborar lo que un antiguo estudiante ya puede intuir sobre los grupos escolares, por ejemplo que hay diferentes roles que se asignan a ciertos alumnos o que el profesor debe mantener siempre su liderazgo. Personalmente, lo más provechoso fue la exposición sobre la resolución de conflictos en el aula. Así y todo, los casos analizados, aunque sí ocurran en otros centros,

no parecen corresponderse con la realidad del centro en el que cursé las prácticas porque los alumnos no son tan agresivos y las situaciones conflictivas nunca son tan extremas como se describían.

Durante el tercer bloque se profundizó en la importancia que tiene el Programa de Orientación Educativa y de Acción Tutorial (PAT) para el desarrollo del currículo de secundaria. Los alumnos necesitan tutorías donde orientarse sobre los diferentes itinerarios profesionales que pueden elegir al terminar la secundaria, donde incrementen su autoestima, donde desarrollen valores que den sentido a su vida o donde simplemente se sientan cómodos con su tutor y puedan exponer sus miedos, sus dudas o los problemas que puedan tener con ciertas asignaturas o profesores. Es por esto que la figura del tutor alberga una gran responsabilidad ya que no solo debe guiar si no también servir de apoyo a sus alumnos.

Al poner en práctica en el centro lo aprendido, llegué a comprender mejor el sentido y alcance de estos conceptos clave: Orientación Educativa, Acción Tutorial, Tutoría y Tutor. Fue muy útil para completar la parte del cuaderno de prácticas que se correspondía con el análisis del PAT del IES asignado. En ella se exigía una evaluación del PAT en la que se valorasen sus diferentes apartados, en especial la relación de la acción tutorial con el alumnado, con las familias y con el profesorado.

Una vez analizado el documento pude comprobar que no señala de forma muy precisa los profesionales implicados en la Acción Tutorial ni los recursos necesarios. Tampoco se señala el método por el que se evaluará la validez del programa a finales de curso, y no se especifican las aptitudes o habilidades que se cree debe poseer un buen profesor-tutor, con lo que no existe un perfil claro para elegir a los tutores en el centro. Esta cuestión debería ser tratada con mayor profundidad ya que algún grupo de alumnos no está contento con la función del tutor, y es probable que el problema pudiese estar relacionado con una elección equivocada del mismo. Por otro lado, sí se enuncian, más detalladamente, los objetivos del programa y las actividades secuenciadas por trimestres aunque no se haga mención ni a la metodología ni a los contenidos que tratarán las actividades.

Otro aspecto que cabe destacar, es que el PAT de este centro está diseñado teniendo en cuenta solamente al alumnado, mientras las familias quedan relegadas a un segundo plano. De esta forma la relación familia-centro que en teoría era tan importante, parece ser totalmente utópica: los tutores solo se ponen en contacto con los padres de los alumnos si hay algún contratiempo, pero no se mantienen reuniones regulares donde se siga el rendimiento del alumno o donde se reconozcan sus virtudes e inquietudes para apoyarlo o ayudarlo en su desarrollo.

Concluyendo, con este tercer bloque de PCE pude detectar las citadas debilidades del PAT del centro. Tal vez necesitaría ser revisado y completarse incluyendo una política de Acción Tutorial en la que las familias tengan mayor relevancia.

Durante el cuarto bloque de la asignatura, que centró su atención en la Diversidad, se describieron las pautas para reconocer y tratar del mejor modo posible diferentes situaciones que requieren una atención especial en el aula. También se elaboraron dos adaptaciones curriculares de una unidad docente para dos alumnos de 3º ESO, uno con altas capacidades y otro con dificultades de aprendizaje.

Esta actividad ha sido provechosa para conocer, por un lado, los principios básicos que se deben tener en cuenta al trabajar con alumnos de necesidades educativas especiales y, por otro, las soluciones que se pueden plantear para que el proceso de enseñanza-aprendizaje sea apropiado para su desarrollo personal y académico.

El cuaderno de prácticas del estudiante incluía un apartado de análisis relacionado con el Plan de Atención a la Diversidad (PAD) que todo centro educativo debe contener entre sus documentos institucionales, ya que es aquí donde se señalan las medidas que se deben tomar durante el curso teniendo en cuenta las necesidades educativas de todos los estudiantes. La valoración de dicho documento se basa en los conocimientos adquiridos en este último bloque de PCE. Pude percibir que el PAD del IES Escultor Juan de Villanueva se encuentra perfilado, aunque muy por encima, en el Proyecto Educativo de Centro. En su comienzo proporciona una definición sobre lo que se entiende por atención a la diversidad: *el conjunto de actuaciones educativas dirigidas a dar respuesta a las diferentes capacidades, ritmos y estilos de aprendizaje, motivaciones e intereses, situaciones sociales, culturales y de salud del alumnado*. Se señalan los objetivos principales que tratan de responder a los principios de calidad y equidad en la educación propuestos por la LOE. Se describen todas las medidas de atención a la diversidad del centro: el Plan de Refuerzo en sustitución de materia optativa, dirigido a 1º y 2º ESO, un Programa de Agrupamiento Flexible, dirigido a 3º y 4º ESO, un Programa de Diversificación Curricular, dirigido a 3º y 4º ESO, y el Programa de Apoyo especializado PT y AL, dirigido a ACNEES. Asimismo, se incluyen los criterios a seguir para la detección y valoración de las necesidades educativas, los procedimientos de comunicación con las familias y los programas de colaboración con instancias externas, por ejemplo los Servicios Sociales del concejo de Siero.

Sin embargo, no se alude en ningún punto a los procedimientos de elaboración del PAD, ni a la evaluación de su viabilidad y eficacia, su inclusión enriquecería el plan. Como detalle, señalar que para mejorar las medidas de atención a la diversidad que tanto se valoran en el PAD, el centro debería estar mejor equipado, pues carece de un acceso apropiado y de un ascensor que comunique las tres plantas del edificio principal. Aunque ya existen centros especializados que cubren las necesidades de los alumnos con problemas de movilidad, creo que un ascensor debería ser imprescindible en un IES con un número de estudiantes tan elevado.

Otra asignatura que también resulta muy interesante es Sociedad Familia y Educación (SFE). En la primera parte se analizó cómo las costumbres, las convenciones y los estereotipos sociales marcan a las personas desde su infancia al estar presentes en los dos ambientes educativos más importantes: la familia y la escuela. También constatamos la importancia que tiene una educación en Derechos Humanos basada en el conocimiento de las consecuencias que a lo largo de la historia produjeron ciertas prácticas racistas, sexistas y homófobas. Se señaló, por tanto, la importancia de educar a los alumnos sin prejuicios sexistas (muy difícil de conseguir pues están sumamente arraigados en la cultura propia), haciendo primar siempre los valores de equidad, igualdad, respeto y solidaridad.

En la segunda parte de la asignatura se subrayó la importancia que tiene la relación entre las familias y el centro para conseguir un buen desarrollo del proceso de enseñanza-aprendizaje, ya que ambos focos educativos deben estar compenetrados para que los adolescentes no sufran ningún tipo de crisis personal al encontrarse con dos fuentes de conocimiento y educación contrarias. En el cuaderno del estudiante se debía rellenar otro apartado donde se preguntaba por la relación familia-centro que se da en el instituto. Respecto a esto, me gustaría señalar que el IES Escultor Juan de Villanueva sí toma medidas para fomentar dicha relación: se creó un buzón de sugerencias, se colgó un tablón de anuncios y se implantó un sistema de llamadas diarias a las familias de los alumnos ausentes, para saber las causas de las faltas de asistencia o para informar a las familias en caso de que desconozcan la ausencia de los alumnos. Aunque estas medidas son válidas para estrechar la relación familia-centro, se podrían perfeccionar para aprovecharlas mejor, pues los padres acuden al centro cuando el tutor desea informar sobre algún contratiempo o sobre las malas calificaciones del alumno, pero todavía no suelen ir para informarse sobre las diversas actividades o proyectos del centro, para exponer y comentar las inquietudes y virtudes de sus hijos, o para conseguir mejorar el proceso de aprendizaje.

Para elaborar las unidades docentes también resultó muy útil la asignatura de Complementos de Formación Disciplinar, tanto la parte común como la parte específica de inglés. De la parte común cabe destacar, por un lado, los contenidos sobre los diferentes órganos europeos encargados de proteger las lenguas y promocionar su estudio, como el Consejo de Europa o el Centro Europeo de Lenguas Modernas y, por otro, los principales instrumentos utilizados en Europa para medir el nivel de aprendizaje de lenguas extranjeras, por ejemplo el MCERL. También se explicaron los métodos y enfoques de enseñanza de lenguas, y las pautas para analizar actividades y manuales diversos. Estos análisis ayudan a comprender cómo la gran mayoría de las editoriales apuestan por un enfoque comunicativo en sus libros de texto, pero no siguen el canon que debieran, pues continúan incluyendo solamente ejercicios de gramática y vocabulario sin contextualizar, que los alumnos realizan mecánicamente y sin fijarse en qué función desempeñan dichas estructuras gramaticales en un proceso de comunicación. Esto no quiere decir que el enfoque comunicativo deba rechazar los ejercicios de vocabulario y gramática tradicionales, sino que deben ser el medio y no el fin del aprendizaje de una lengua, es

decir, tienen que utilizarse como práctica para mejorar el proceso de comunicación, aunque para ello se debería utilizar material real y contextualizado. En mi programación adoptaré el Enfoque Comunicativo. Por eso, mi intención es introducir la gramática, el vocabulario y demás contenidos lingüísticos a través de actividades que considero comunicativas, con materiales reales, dando importancia al medio oral y teniendo siempre presente en qué consiste dicho Enfoque Comunicativo y qué significa “el desarrollo de la Competencia Comunicativa”.

Considero esencial la parte específica de esta asignatura para el desarrollo del Máster (debería tener asignado un mayor número de horas lectivas), pues fue la única asignatura, antes de comenzar el período de prácticas, cursada completamente en lengua inglesa. Junto con Enseñanza y Aprendizaje, de la que hablaré más abajo, fue la asignatura que me proporcionó herramientas para elaborar las unidades didácticas que tuve que impartir durante mis prácticas en el centro. Para esto, no olvido que también me fueron de gran ayuda las correcciones diarias de la tutora del IES y las críticas constructivas que la tutora de la universidad aportó en sus tres visitas al centro. Bajo el epígrafe ‘*Classroom Language*’, se estudió el lenguaje organizativo y explicativo que se debe usar en el aula de lengua inglesa. Se analizó vocabulario y diversas expresiones inglesas relacionadas con la documentación educativa y la legislación, muy necesario para componer unidades docentes en inglés. También se practicó la corrección de errores en textos escritos por unos alumnos, identificando los fallos y clasificando cada uno según los componentes de la Competencia Comunicativa con los que estuviese relacionado: gramatical, discursivo, sociolingüístico y estratégico. Esto fue muy eficaz ya que considero la corrección de errores en las redacciones una de las funciones más difíciles a las que un profesor se enfrenta para poder calificar a sus alumnos. Las redacciones son una herramienta de calificación excelente desde el punto de vista del Enfoque Comunicativo, puesto que los alumnos deben emplear las cuestiones gramaticales y de vocabulario vistas en clase para comunicarse. De esta forma no es necesario realizar exámenes tradicionales de índole puramente gramatical, con ejercicios en los que rellenan huecos o completan oraciones mecánicamente, que poco afianzan unas bases lingüísticas esenciales para comunicarse con corrección en lengua inglesa.

Para elaborar mis unidades en el período de prácticas también fue útil la asignatura de Diseño y Desarrollo del Currículo (DDC) porque trabajamos en grupos una unidad para la propia asignatura teniendo en cuenta la teoría explicada. En ella se estudió la estructura básica de una unidad docente y se definieron algunos de sus principales componentes. Sin embargo, la asignatura no abarcaba todos los componentes de una unidad docente. La metodología, por ejemplo, no se llegó a explicar por lo que no pude conocer a tiempo cómo se debía incluir ese punto en una programación al elaborar mis dos unidades docentes. Aunque no lo pude poner en práctica en ese momento, durante el segundo trimestre del máster las dudas sobre metodología se resolvieron al cursar la asignatura Aprendizaje y Enseñanzas (AE). La parte general de la materia AE profundizó en el conocimiento de los

diferentes tipos de métodos de enseñanza de lenguas extranjeras que se utilizan en el aula. Se repasaron cada uno de los métodos y enfoques más importantes de la historia, desde los más tradicionales hasta el Enfoque Comunicativo y Orientado a la Acción, el cual pretendo utilizar en mi programación. La parte específica de inglés, también resulta muy interesante ya que, además de ser la única asignatura impartida en la lengua inglesa durante este segundo trimestre, los contenidos que trata son prioritariamente prácticos. Aprendimos, por ejemplo, a diferenciar entre *ice-breakers* y *warmups*, y la función que desempeñan en una clase viendo algún ejemplo práctico de cada uno. También comprobamos cómo cualquier tipo de temario puede enfocarse según los diferentes métodos vistos durante la primera parte de la asignatura. Vimos, por ejemplo, que una clase de poesía corriente, donde el profesor explica unos contenidos teóricos, puede convertirse en un taller lingüístico en el que los alumnos son protagonistas y crean sus poemas. De esta forma la práctica está mucho más presente en el aula y ayuda a que los contenidos teóricos se entiendan y se consoliden con mayor facilidad. También se analizó la importancia de las TIC en el aula como método para motivar al alumnado, y las ventajas y desventajas de las herramientas que un profesor emplea para evaluar a sus estudiantes. Este último punto me parece sumamente útil, pues la tarea evaluadora es, como ya he comentado, una de las más arduas a las que debe enfrentarse un profesor.

Por último, me gustaría terminar esta memoria haciendo mención a las dos asignaturas que más me han estimulado y ayudado a realizar este Trabajo Fin de Máster: Innovación Docente e Iniciación a la Investigación Educativa y la optativa La Comunicación Social en el Aula. La primera de ellas, sobretodo para afrontar el reto de elaborar un proyecto de innovación docente que debe incluir este TFM. Con sus contenidos he asentado las bases de la innovación e investigación docente. Además, tuve la posibilidad de elaborar un proyecto de innovación para el IES Juan de Villanueva, basándome en una investigación previa del contexto, la problemática y las posibilidades. Esta actividad fue muy eficaz para ejercitar los conocimientos con los que se elabora una innovación docente. La segunda asignatura ha sido la verdadera inspiradora de mi propuesta de innovación para este Trabajo Fin de Máster. En ella se repasó la historia de los medios de comunicación en España, haciendo especial hincapié en la situación actual, se estudiaron diversas formas para introducir los Medios en el proceso de enseñanza-aprendizaje y se subrayó la importancia de fomentar el espíritu crítico de los estudiantes cuando utilicen los Medios para informarse.

Así que el eje central de mi propuesta será el estudio de los medios de comunicación, en concreto la prensa, la cual integraré con la programación de quince unidades didácticas. Durante las prácticas en el IES he podido observar que los alumnos suelen llegar a Bachillerato con una comprensión lectora bastante pobre, ya que la gran mayoría no tiene el hábito de la lectura. Además, debido a la gran variedad de contenidos que ofrecen los *Mass Media* populares, como la televisión o internet, otros medios de comunicación, por ejemplo la prensa, quedan relegados a un segundo plano, de manera que en los últimos años se ha

producido una disminución más que considerable de la lectura de prensa en nuestro país, sobretodo entre los jóvenes. Por otro lado, un problema grave al que se enfrenta la sociedad actual, señalado en la asignatura La Comunicación Social en el Aula, es la falta de resistencia crítica ante el constante bombardeo de información manipulada que los medios de comunicación emiten para favorecer ciertos ideales políticos y sociales.

Con mi propuesta de innovación, quiero intentar mejorar la comprensión lectora de mis alumnos y fomentar su hábito lector con la lectura de noticias de prensa, fomentando así este medio informativo entre los jóvenes. Quiero despertar en los alumnos su espíritu crítico para que interpreten mejor la información de los *Mass Media*, comparando dentro del aula diferentes noticias reales (de acuerdo con el enfoque comunicativo) de la prensa inglesa. Me gustaría hacer ver a los alumnos que podemos tener diferentes puntos de vista de una misma noticia dependiendo de que medio de comunicación la emita. Esto les podrá servir para que, en un futuro, no se dejen llevar de forma inconsciente por los ideales de ningún medio y sean capaces de establecer una visión imparcial de la información que les llega, siendo ellos mismos los que formen su propia opinión de acuerdo a sus principios.

ENGLISH COURSE SYLLABUS FOR YEAR 1 OF POST-COMPULSORY SECONDARY EDUCATION (BILINGUAL PROGRAM)

CONTEXT

This syllabus has been designed taking into account the context of Escultor Juan de Villanueva Secondary School, where I carried out my internship for the last three months. This school, located in Pola de Siero, was created in 1979 as a section of Doctor Fleming School (Oviedo), where the education imparted was related only to Vocational Training. This is the reason why Secondary Education did not have good reputation for some years, since it was specialized in vocational training and the teaching were not used to be involved in the teaching and learning processes in Secondary Education. Although the beginnings were linked to Vocational Training, in 1995 the school opened the way to secondary education².

This year the school has taken an estimated number of 600 students in. The vast majority are from Siero, so the percentage of students from other municipalities is lower than twenty per cent, and the number of immigrants does not exceed one per cent. However, there are a great number of gypsy students, who are the most disadvantaged. Taking into account all these aspects, we can say this school is quite calm and peaceful because there are not serious problems and the environment of the learning process is very healthy and positive, both for students and teachers.

The syllabus is devised for first year Post-Compulsory Secondary Education (PCSE), specifically for a group of students who participate in the bilingual programme. The reason why I have chosen this group is simply because, during my internship, I had to teach students of that level. They had good fluency in English so that, as a teacher, I realized that I could design any kind of communicative activity for them without being worried about the results. As a consequence, I have planned this syllabus applying the Communicative Approach, increasing listening practice, a high level of oral interaction and real materials for the activities, since I firmly believe this is the only way to improve our students' communicative competence.

² Gathered in BOE: 04/18/95

OBJECTIVES

The 1467/2007 of November 2nd Decree defines the PCSE curriculum in terms of a group of objectives, contents, teaching methods and evaluation criteria, this section deals with the objectives that must be set at said stage. I would like to clarify that these are the general and specific objectives present in the Organic Education Law (2006), while the teaching objectives are included in the *Teaching Units* section.

•PCSE Objectives

According to the above mentioned 1467/2007 Decree of November 2nd and the 75/2008 Decree of August 6th, these are the general objectives of PCSE:

- Exercise democratic citizenship and acquire responsible civic awareness, inspired by the values of the Spanish Constitution and the Human Rights, which support the creation of a just and equitable society, as well as sustainability.
- Consolidate a personal and social maturity that enable the students be responsibly and autonomous and develop their critic spirit in order to prevent and resolve their personal, familiar or social conflicts in a pacific way.
- Promote real equal rights and opportunities for both men and women, critically analyse those current inequalities and foment active equality and non-discrimination of disabled people.
- Reinforce their reading practice as well as habits of discipline and study as a required condition for a useful performance of learning tasks, and their personal development.
- Have a good command of the Spanish language, both in written and oral expression, and where necessary, the co-official language of their autonomous community.
- Speak fluently and appropriately one or more foreign language.
- Make competent and responsible use of ICT.
- Know and analyse, from a critical viewpoint, the contemporary world, its historic roots and the main factors which made possible its evolution. Take an active part in the development of their society.
- Access the main scientific and technologic knowledge and máster those basic abilities related to the branch of baccalaureate selected.
- Understand the main features and procedures dealing with investigation and the scientific method. Know and critically appraise the importance of the scientific and

technological impact in relation to the change of life conditions, as well as strengthen the respect for the environment.

- Reinforce the entrepreneurial spirit, by means of creativity, flexibility, personal initiative, teamwork, self-confidence and critical sense.
- Enhance their artistic and literary sensitivity, as sources of training and cultural enrichment.
- Make use of physical education and sports in order to stimulate their personal and social development.
- Reinforce attitudes of respect and prevention in the field of road safety.
- Know, appreciate and respect the natural, cultural, historic, linguistic and artistic heritage of Asturias, in order to take part in its improvement, promoting attitudes of cooperative work.
- Promote habits focused on the importance to achieve a healthy life.

• **Objectives of the Foreign Language Area in PCSE**

According to the 75/2008 Decree, the teaching and learning process at this stage will be based in the next objectives:

- Follow and understand general and specific information from oral texts about current topics emitted in conventional communicative contexts and the media.
- Speak and interact orally in a spontaneous, clear and respectful way, with fluency and accuracy, by means of proper communicative strategies.
- Understand different types of written texts about general and specific topics, and critically analyse them using proper comprehension strategies, identifying the essential elements and its function and organization.
- Read texts autonomously to achieve several aims appropriate related to their interests and needs, considering the process of reading a source of information, enjoyment and leisure.
- Write different types of texts in a clear and well-structured and appropriate style according to the communicative intention.
- Make use of linguistic knowledge and rules to speak and write properly, coherently and correctly, and also to understand oral and written texts, and reflect on the functioning of the foreign language in communicative situations.

- Acquire and develop different learning strategies using all the means at their disposal, including technological information and communication, in order to use the foreign language autonomously and make progress in their learning.
- Reinforce self-evaluation strategies to assess the communicative competence acquisition in the foreign language, by means of initiative, self-confidence and responsibility.
- Know the essential social and cultural features of the foreign language in order to understand and interpret properly different cultures apart from one's own.
- Consider the foreign language as an instrument to access other knowledge and cultures and recognize its importance as an international means of communication in a multicultural world, in order to identify similarities and differences among different cultures.

GENERAL CONTENTS

The already mentioned 75/2008 Decree of August 6th establishes the general contents for the 1st Year of PCSE in Asturias, gathered in four main sections. As I have done with the teaching objectives, the teaching contents are developed in the *Teaching Unit* part of this syllabus. The four sections and its contents are:

1. Communicative skills: Listening, speaking and oral production

- Understanding of general and specific information of speeches about specific topics related, to a certain extent, with general and academic interests of the students.
- Understanding of general and specific data broadcasted both by the media in clear standardized English and by speakers with different accents.
- Understanding of interpersonal communication related to daily issues, general interests and abstract themes, in order give an immediate and spontaneous response.
- Use of comprehension strategies to infer non-explicit meanings, useful to understand the main ideas or check their comprehension by using contextual keys in oral texts about different topics.
- Perception of the importance of identifying the meaning of a message without the necessity of understanding each and every one of its elements.
- Planning about how to say what they want to say, by using different resources to simplify communication, and techniques to create coherent and cohesive discourses.
- Oral production of different messages about their interests, and formerly practiced presentations about general or specific topics with acceptable grammatical accuracy and appropriate pronunciation, rhythm and intonation.
- Expression of different points of view about a familiar subject, participation in discussions and debates relating to current issues by providing detailed information, using appropriate examples, defending their viewpoints clearly and showing a respectful and critical attitude when considering other opinions.
- Involvement in conversations with certain degree of fluency, spontaneity and precision, about several subjects, by using strategies to participate, interact and negotiate meanings.

2. Communicative skills: reading and writing

- Predicting information from textual and non-textual elements in written texts about diverse topics.

- Understanding of general, specific and detailed information of a variety of texts about several subjects.
- Identifying the communicative purpose of textual and non-textual elements and the organization of the information taking into account the different parts of the text.
- Understanding of implicit meanings, stances or viewpoints in articles and reports on specific current issues.
- Autonomous reading of several large texts related to their academic, personal and professional interests by using different reading strategies according to the text and its purpose, and appreciating the reading habit as a way to obtain information, increase their knowledge and enjoy.
- Planning of the process of writing a text by using mechanisms of organization, articulation and cohesion of texts.
- Writing of complex texts about personal, academic and current topics in a clear and accurate way, using vocabulary appropriate to the topic and a proper register as well as those graphic and non-textual elements which simplify its comprehension.
- Interest in the production or comprehensible written texts considering different needs and intentions.

3. Knowledge of the English language

Language in use

- Increasing of semantic and Lexical Fields regarding to topics of general interest and related to other subjects of the curriculum.
- Word formation by means of prefixes, suffixes and compound words.
- Revision and consolidation of grammatical structures and functions suitable for different texts and communicative purposes.
- Use of the phonetic alphabet to improve their pronunciation autonomously.
- Production and interpretation of different stress, rhythm and intonation patterns required for the manifestation and comprehension of diverse attitudes and emotions.

Reflection on language learning

- Identification of language use varieties: differences between formal and informal, and written and spoken language.
- Autonomous use of various learning resources: both digital and bibliographic.

- Application of strategies to revise, increase and consolidate vocabulary and linguistic structures.
- Analysis and reflection about the use and meaning of different grammatical forms by means of comparison and contrast with the structures of one's language.
- Reflection and application of self-correction and self-evaluation to improve an autonomous language learning process. Error examination as part of the learning process.
- Interest in using learning opportunities created both inside and outside the classroom, by making use of ICT.
- Valuing the importance of confidence, initiative and cooperation in language learning.

4. Sociocultural aspects and intercultural awareness

- Knowledge and valuation of the most relevant cultural aspects of those countries where the foreign language is spoken.
- Reflection on the significant similarities and differences in the customs, behaviour, attitudes, ideals and beliefs between the speakers of the foreign language and one's culture.
- Use of appropriate registers according to the context, to the interlocutor and the communicative purpose, to the communication channel and the form, etc.
- Interest to participate in communicative exchanges and to know cultural aspects of the countries where the foreign language is spoken.
- Valuation of the foreign language as a means of communication and understanding for people useful to access other cultures and languages, and as a source of personal development.
- Appreciating the importance of the foreign language as a means of knowledge dealing with the academic and professional future of the students.

TEACHING UNITS

Teaching units Topic	Communicative skills		Communicative skills		Knowledge of the language			Culture
	Listening	Speaking & oral production	Reading (innovation project)	Writing	Grammar	Vocabulary	Pronunciation	Sociocultural Aspects
1 Habits and routines Daily life and Lifestyles	- Trailer: <i>Modern Family</i> - <i>Bad Day</i> D. Powter	Presentation: What about your family and routines?	<i>N.Y. Judge Alarms Gay Parents by Finding Marriage Law Negates Need for Adoption</i>	Composition: Gay Rights In Spain.	To express habits: - Review of Present tenses - Used to	- Family, home - Daily life - Useful expressions to give opinion	The plural suffix: /s/ /z/ /ɪz/	Cultural India: Wedding Rituals
2 The jury has found you... Crime and punishment	<i>A Month of Weird Crime at McDonald's</i>	Debate: Does the perfect crime exist? Why crimes are committed?	<i>Man 'armed' with potato in robbery attempt</i>	Perfect crimes exist/don't exist Narrative article: A peculiar crime	Narrative tenses: - Past simple/continuous - Past perfect simple/continuous	- Crime - Punishment	The "-ed" suffix: /ɪd/ /d/ /t/	Death Penalty in the US
3 On the road Travel	<i>What are the best places to visit?</i>	Group Presentation: My next travel	<i>Parents reject plans for longer summer holidays</i>	Blog entry: planning my holidays	For plans and predictions: - Review of Future tenses	- Holidays - Travel - Literature	Vowel sound /ə/	Australia
4 Let it snow Nature	<i>Global Warming</i>	Discussion: - <i>Is the Earth in real danger?</i>	<i>Will There Be Another Ice Age?</i>	Scientific text: Natural problems	Review of Conditionals	- Nature - Natural disasters	Vowel sounds: /u:/ vs. /ʊ/	Deforestation in Amazon Rainforest
5 A better world Social problems	- Film: <i>Avatar</i> - U2: <i>Bloody Sunday</i>	Avatar Brainstorming: <i>Fighting against Human Rights violations</i>	<i>Shock of the new: cinema's fascination with indigenous peoples</i>	Opinion article: Human Rights and the film industry	To express wish: - I wish / If only - Wish / Hope - Intensifiers	- Man-made disasters	British / Irish Accents /ʌ/ vs. /ʊ/	Conflicts in the UK: <i>Bloody Sunday (1972)</i>

Teaching units Topic	Communicative skills		Communicative skills		Knowledge of the language			Culture
	Listening	Speaking & oral production	Reading (innovation project)	Writing	Grammar	Vocabulary	Pronunciation	Sociocultural Aspects
6 Ready, steady, go! Sports	An interview: Kelly Slater	-Presentation: <i>My favourite sport</i> -Brainstorming: <i>Ads and cons of extreme sports.</i>	<i>The Story Behind Whisper, the BASE Jumping Dog</i>	Application form	Relative clauses	- Sports - Injuries	Vowel sounds: /ɔ:/ vs. /ɒ/	Hawaii: Surfing Your Best
7 Could this be considered art? Art	<i>Graffiti: Art or Vandalism?</i>	Debate: <i>Must graffiti be considered art?</i>	<i>Lost Warhol artwork rescued from crumbling floppy disks</i>	Description of a peculiar work of art	The passive: the most used structure in written texts	- The arts	Vowel sounds: - Revision of /ʌ/ - /ɑ:/ vs. /æ/	About graffiti <i>God, Help Me to Survive This Deadly Love</i>
8 Music makes me feel... Music	Keane: <i>Hamburg Song</i>	-Group debate: <i>Do you believe in the effects of music?</i> -Talk: <i>Emotions produced by Keane's song</i>	<i>Woodstock: A Moment of Muddy Grace</i>	Description of the best concert or music festival	- Verbs followed by gerund. - Verbs followed by infinitive	- Music styles - Musicians - Instruments - Emotions	Consonant "h"	Different Musical Cultures
9 That's fashion Fashion; describing clothes	<i>Gossip Girl:</i> A clip about fashion	- Conversation: <i>Are you a fashion victim?</i> - Debate: <i>The importance of fashion in our society.</i>	<i>Why Did She Do It?</i>	Essay: In favour or Against Consumerism	How to make comparisons: - Comparatives - Superlatives - Degree adverbs	- Clothes - Fashion - Adjectives to describe clothes.	Vowel sounds: /ɜ:/ vs. /e/	Culture Decline: <i>Consumerism and Advertising</i>
10 An apple a day... Health	<i>The fattest man of the world</i>	Dialogue: <i>What's the matter?</i>	<i>Diabetes experts confident they wipe out disease</i>	A dialogue	Modals 1: for obligation, necessity and permission	- Healthy habits - Health problems	Vowel sounds: /i:/, /ɪ/ and /i/	Rare Diseases

Teaching units Topic	Communicative skills		Communicative skills		Knowledge of the language			Culture
	Listening	Speaking & oral production	Reading (innovation project)	Writing	Grammar	Vocabulary	Pronunciation	Sociocultural Aspects
11 Hot news! The media	<i>Historic UK Newspapers Go Online</i>	Brainstorming: <i>One piece of news, two different versions</i>	The Guardian: <i>Chelsea's defeat against Basel</i> vs. The Telegraph: <i>Chelsea's defeat against Basle</i>	A piece of news for a paper	What have they said? - Reported Discourse - Reporting verbs	- The media	English diphthongs	The Media Dishonesty
12 Let's toast the food Food and drink	<i>World's largest hamburger</i>	- Debate: <i>(un)Healthy eating and drinking habits</i> - Dialogue: <i>Eating and drinking habits</i>	<i>Dietary surprises</i>	Opinion article: British and Spanish eating habits	Modals 2: for advice and suggestions	- Food - Drinks	<i>Silent letters</i>	European Eating and Drinking Habits
13 Education for life Education	- Pink Floyd: <i>Another Brick in the Wall</i> - Finnish education	- Brainstorming: <i>Pink Floyd's song</i> - Debate: <i>Spanish/Finnish education system</i>	Interview: <i>"We have put our knowledge to the service of change"</i>	Formal letter about the Spanish Education System	Modal 3: for speculation and deduction	- School - Education	Semivowel sounds: /j/ and /w/	The Education System in Finland
14 My Bloomsbury Group Literature	Interview: Maya Angelou	Reading circle: <i>Non-British poets</i>	Book review: <i>Eclipse</i>	- Book review - A poem	The article. Question Tags	- Literature - Books	- Consonant "r" - Stress and rhythm	Postcolonial Poetry
15 You are my lover, not my rival! Social relations	-Beyoncé's <i>If I were a boy.</i> -Film: <i>Mona Lisa Smile.</i>	Debate: <i>Women and men stereotypes</i>	- <i>Children's stereotyping</i> - Now I am the critic!	- Blog entry: The ideal man/woman - Analytic essay	Inversion	- Hobbies - Social rights - Behaviour and humour	- Consonants: /b/ vs. /v/ - Intonation	Women's Rights

UNIT 1: Habits and Routines

Teaching objectives

- To listen and understand the main idea of the song *Bad Day* related to daily life routines.
- To watch and understand the main ideas of the trailer *Modern Family*³ related to lifestyles.
- To be able to introduce one's family, lifestyle and routines.
- To read and understand an article about gay rights.
- To be able to discuss the situation of gay couples in the US.
- To be able to express opinion about gay movement in Spain in the written form.
- To distinguish the different pronunciations of the plural suffix.
- To learn about Indian Culture.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Listening to the song *Bad Day* about routines for specific and general information.
- Watching the trailer of the TV series *Modern Family* about different lifestyles.
- Viewing other students' oral presentations about their families and lifestyles.

Speaking and oral production

- Performing an oral presentation about their family, their lifestyles and their routines.
- Asking for relevant information they could be interested in about their partners' daily life.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article⁴ about gay rights in the US.

³ <https://www.youtube.com/watch?v=aogZUDx51vQ>. [Accessed on May 16th.]

I will devote this section to introducing newspapers as a source of information and enjoyment for the students. Obviously, all the newspapers articles deal with the topic of the teaching units.

Writing

- Writing a composition about gay rights in Spain.

Section 3: Knowledge of the English language

Language in use

Grammar

- Review of Present tenses.
- “Used to”.

Lexical fields

- Family ties and daily life
- Expressions to give opinion

Phonetic and phonological aspects

- Distinction between phonemes /s/ and /z/.
- Pronunciation of the regular plurals of nouns: /s/, /z/ and /ɪz/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.
- Using ITC to improve one’s learning.
- Taking part in group work to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Learning about different lifestyles and families in the US.
- Learning about India and its culture by reading a webpage about wedding rituals.

Assessment criteria

- Understanding general and specific information from written and oral messages about the different lifestyles and types of families in the US.
- Expressing personal opinions about gay marriage and adoption.
- Taking part in debates and talks using proper strategies to facilitate an efficient process of communication.
- Writing a composition about the gay movement in Spain, comparing it with the situation in the US.
- Adopting a positive attitude in class.

UNIT 2: The jury has found you...

Teaching objectives

- To watch and understand the main idea of a news program video about weird crimes.
- To talk about the existence of perfect crimes.
- To read and understand a piece of news about a weird robbery.
- To discuss the reasons why people commit crimes.
- To be able to write a narrative article about a crime using narrative tenses and proper connectors.
- To distinguish the different pronunciations of the past suffix “-ed”.
- To read and understand website articles about death penalty in the US.
- To reflect on the consequences of death penalty and other criminal punishments.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching a news program video⁵ about weird crimes for specific information.

Speaking and oral production

- Discussing in groups about the next issue: *Does the perfect crime exist?*
- Discussion on the reasons for committing a crime.

Section 2: Communicative skills - Reading and writing

Reading

- Reading a piece of news about a weird robbery.
- Reading website articles about death penalty in the US

Writing

- Writing arguments in favour or against the existence of perfect crimes.
- Writing a narrative article about a peculiar crime.

Section 3: Knowledge of the English language

Language in use

Grammar

- Narrative tenses:
 - . Past simple and past continuous.
 - . Past perfect simple and past perfect continuous.

Lexical fields

- Words related to crime and criminal punishment.
- Connectors.

Pronunciation

- Distinction between weak and strong plosive phonemes /d/ and /t/
- Pronunciation of the past suffix of regular verbs: /d/, /t/ and /ɪd/.

⁵ <https://www.youtube.com/watch?v=TrWVcBGUDv0>. [Accessed on May 16th.]

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Reading website articles about death penalty in the US.
- Reflecting on the moral integrity of death penalty and discuss one's opinion about it.
- Reflecting about the most famous criminal punishments of all around the world.

Assessment criteria

- Understanding general and specific information from written and oral messages about different crimes.
- Expressing personal opinions about crime and the moral integrity of certain criminal punishments of all over the world in a proper way.
- Taking part in debates and talks using proper strategies to facilitate an efficient communication.
- Writing a narrative composition about a weird crime, using the grammatical structures and the proper connectors learned in this unit.
- Adopting a positive attitude in class.

UNIT 3: On the road

Teaching objectives

- To watch and understand the main ideas of a TV program about places to visit.
- To read and understand a piece of news about parents' rejection of extending holidays.
- To be able to talk about the option of extending summer holidays.
- To perform an oral presentation in groups about a desired graduation trip.
- To be able to write a blog entry, explaining in detail a planned trip.
- To distinguish the different English vowel sounds and the use of the phoneme /ə/.
- To learn about Australia, appreciating its culture and landscape.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching a TV program video⁶ about the best places to visit.
- Viewing other groups' oral presentations about a planned trip.
- Watching a documentary about Australia.

Speaking and oral production

- Discussion on the possibility of extending summer holidays.
- Planning in groups a graduation trip.
- Carrying out an oral presentation in group about the graduation trip they have to plan.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article from *The Edinburgh News* about the possibility of extending summer holidays.
- Reading different brochures of holiday destinations

⁶ <http://www.cbsnews.com/videos/what-are-the-best-places-to-visit-in-2014/>. [Accessed on May 16th.]

Writing

- Work group: writing a blog entry about a planned graduation trip including flights, hotels, budget...

Section 3: Knowledge of the English language

Language in use

Grammar

- Review of future grammatical structures:
 - . “Will”, present simple and present continuous.
 - . Future continuous and future perfect.

Lexical fields

- Holidays.
- Travels.

Pronunciation

- Pronunciation of /ə/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one’s learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Watching a documentary about Australia.
- Appreciating and respecting Australian landscape and culture as well as its touristic possibilities.

Assessment criteria

- Understanding general and specific information from written and oral messages about trips and places to visit.

- Expressing personal opinions about the best places to visit in order to plan a graduation trip.
- Debating about the possibility of extending summer holidays.
- Taking part in debates and talks using proper strategies to facilitate an efficient communication.
- Writing a proper blog entry about a graduation trip.
- Adopting a positive attitude in class.

UNIT 4: Let it snow

Teaching objectives

- To watch and understand the main ideas of documentaries about global warming and deforestation.
- To read and understand an article about a possible glaciation for specific and general information.
- To debate about the future of our planet and if the Earth is in real danger or not.
- To be able to write a scientific text describing an environmental problem.
- To be able to write an essay giving possible solutions to save our planet.
- To learn about phonemes /u:/ and /ʊ/ in English pronunciation.
- To reflect on the most dangerous man-made actions which destroy the environment.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching a documentary⁷ from National Geographic about the global warming.

⁷ <https://www.youtube.com/watch?v=oJAbATJCugs>. [Accessed on May 15th.]

Speaking and oral production

- Discussing in groups if the future of the Earth is in real danger or it is just a way to scare people.
- Debating about the real risks of our planet: global warming or glaciation?

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article about the possible next Ice Age.

Writing

- Writing a scientific text describing an environmental problem.
- Writing an essay giving possible solutions to save our planet.

Section 3: Knowledge of the English language

Language in use

Grammar

- Conditional sentences.

Lexical fields

- Nature.
- Environmental problems and natural disasters.

Pronunciation

- Pronunciation of phonemes /u:/ and /ʊ/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Watching a video about Amazonian deforestation⁸ and its consequences.
- Reflecting on the most dangerous man-made actions which are destroying the environment and, consequently, our future.

Assessment criteria

- Understanding general and specific information from written and oral messages about different environmental problems.
- Expressing personal opinions about environmental disasters and the real danger of our planet.
- Taking part in debates and talks using proper strategies to facilitate an efficient communication.
- Writing a scientific text describing an environmental problem using proper vocabulary and grammatical structures.
- Writing an essay giving possible solutions to save the Earth using the grammatical structures and the vocabulary learned in this unit.
- Adopting a positive attitude in class.

UNIT 5: A better world

Teaching objectives

- To watch and understand the gist of the film *Avatar*.
- To listen and analyse the song *Bloody Sunday*.
- To discuss *Avatar*'s concern with the violation of Human Rights.

⁸ <http://www.youtube.com/watch?v=JW2YdvcNldg> [Accessed on May 10th.]

- To read and understand an opinion article about the cinema fascination with colonization.
- To be able to write an opinion article about a crime.
- To distinguish between phonemes /ʌ/ and /ʊ/ considering both British and Irish pronunciation.
- To read and understand website articles about civil conflicts in the UK, paying attention to *Bloody Sunday*.
- To reflect on the effects of civil conflicts in relation to the violation of Human Rights.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching the film *Avatar* for specific and general information.
- Listening to U2's song *Bloody Sunday* for specific information about the Irish incidents.

Speaking and oral production

- Discussing *Avatar*'s concern with Human Rights violation.
- Discussion on the stereotypes of the colonizing process in Hollywood.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an opinion article about cinema's fascination with colonization.
- Reading website articles about conflicts in the UK and *Bloody Sunday* incident.

Writing

- Writing an opinion article about the relation between Human Rights and the film industry.

Section 3: Knowledge of the English language

Language in use

Grammar

- Expressing wish:
 - . “I wish” / “If only”.
 - . Intensifiers.

Lexical fields

- Man-made disasters.
- Human Rights.

Pronunciation

- Distinction between British and Irish accents /ʌ/ vs. /u/

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one’s learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Reading website articles about different conflicts in the UK throughout history.
- Learning about the Irish Bloody Sunday incident and analysing U2’s song.
- Reflecting on the moral integrity of Human Rights violation in armed conflicts.

Assessment criteria

- Understanding general and specific information from written and oral messages about Human Rights and civil conflicts.
- Expressing personal opinions about Human Rights violations denounced in *Avatar*.
- Taking part in debates and talks using proper strategies to facilitate an efficient communication.

- Writing an article about the cinema and the Human Rights, using the grammatical and lexical features learned.
- Adopting a positive attitude in class.

UNIT 6: Ready, steady, go!

Teaching objectives

- To listen and understand an interview of the surfer Kelly Slater talking about two different sports.
- To carry out an oral presentation about one's favourite sport.
- To read and understand an article about extreme sports.
- To read and understand an article about Hawaii and its sports culture.
- To be able to talk about the advantages and disadvantages of practicing extreme sports.
- To be able to write an application form asking for information about intensive surf/golf lessons.
- To distinguish the different phonemes for vowel "o".

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Listening to an interview⁹ of the surfer Kelly Slater talking about two sports in order to obtain specific and general information.
- Viewing other students' oral presentations about their favourite sports.

Speaking and oral production

- Performing an oral presentation about one's favourite sports.

⁹ <https://www.youtube.com/watch?v=Nzi2qWaBkyc>. [Accessed on May 10th.]

- Asking for relevant information they could be interested in about other students' favourite sports.
- Discussion on the advantages or disadvantages of practicing extreme sports.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article about extreme sports.
- Reading an article about Hawaii and its surfing culture

Writing

- Writing an application form asking for information about intensive surf or golf lessons.

Section 3: Knowledge of the English language

Language in use

Grammar

- Relative clauses.

Lexical fields

- Sports.
- Injuries.

Phonetic and phonological aspects

- Distinction of the phonemes /ɔ:/ and /ɒ/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.
- Using ITC to improve one's learning.
- Taking part in group work to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Learning about different extreme sports.
- Learning about Hawaiian culture and the philosophy of surfing.

Assessment criteria

- Understanding general and specific information from written and oral messages about the different sports.
- Expressing properly personal opinions about extreme sports.
- Taking part in debates and talks using appropriate strategies to facilitate an efficient communication.
- Writing an application form using the grammatical structures and lexicon learned.
- Adopting a positive attitude in class.

UNIT 7: Could this be considered art?

Teaching objectives

- To listen and understand the main ideas of a debate about graffiti.
- To debate if graffiti must be considered art or just vandalism.
- To read and understand an article about Andy Warhol's pop art.
- To be able to write description of a peculiar work of art.
- To distinguish between phonemes /a:/ and /æ/, and revise /ʌ/.
- To consider pop art and graffiti as an icon of free expression.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Listening to the debate *Graffiti: art or vandalism?*¹⁰ in order to obtain specific and general information.

¹⁰ <https://www.youtube.com/watch?v=co0F8o53t0>. [Accessed on May 12th.]

Speaking and oral production

- Discussion on the nature of graffiti, expressing if it must be considered art or just vandalism.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article about artist Andy Warhol and his work.
- Reading some information about a famous graffiti painting on the Berlin Wall.

Writing

- Writing proper arguments to support one's opinion in favour or against graffiti.
- Writing a description of a peculiar work of art.

Section 3: Knowledge of the English language

Language in use

Grammar

- The passive.

Lexical fields

- The arts.

Phonetic and phonological aspects

- Distinction between phonemes /a:/ and /æ/.
- Revision of phoneme /ʌ/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.
- Using ITC to improve one's learning.
- Taking part in group work to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Learning about a famous and controversial graffiti painting on the Berlin Wall called *My God, Help Me to Survive This Deadly Love*.
- Reflecting on the implications of graffiti and pop art in our society and the importance of arts as a method of non-violent protest to reinforce the right to free expression.

Assessment criteria

- Understanding general and specific information from written and oral messages about different artistic expressions.
- Expressing personal opinions about graffiti controversy.
- Taking part in debates and talks using proper strategies to facilitate communication.
- Writing in a proper way a description about an unusual work of art.
- Adopting a positive attitude in class.

UNIT 8: Music makes me feel...

Teaching objectives

- To watch and understand a video about music for specific and general information.
- To listen and understand the gist of *Hamburg Song* for practicing phonology and debating on the effects of music.
- To discuss the possible effects music has on people's mood.
- To read and understand an article about a famous music festival.
- To be able to write a descriptive composition about one's ideal music festival.
- To distinguish the different pronunciations of letter "h".

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching a debate about how music affects people's brain¹¹.
- Listening to Keane's *Hamburg Song* for talking about the effects of music on people and practicing phonological aspects.

Speaking and oral production

- Asking for other students's emotions after listening to Keane's song.
- Discussion on the effects that Keane wanted to produce on people when composing *Hamburg Song*.
- Talking about the effects music has on people.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article about the history of Woodstock Festival.

Writing

- Writing a descriptive composition about one's favourite concert or music festival.

Section 3: Knowledge of the English language

Language in use

Grammar

- Verbs followed by gerund.
- Verbs followed by infinitive with or without "to".

Lexical fields

- Music styles, instruments and musicians.
- Feelings.

Phonetic and phonological aspects

- Distinction between the different pronunciations of letter "h".
- Revision of all the concepts concerning pronunciation seen during the course.

¹¹ <http://news.discovery.com/videos/how-music-affects-your-brain.htm> [Accessed on May 24th.]

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.
- Using ITC to improve one's learning.
- Taking part in group work to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Learning about different musical cultures of all over the world.
- Learning about music festivals.

Assessment criteria

- Understanding general and specific information from written and oral messages about the impact of music on people.
- Expressing personal viewpoints about the impact of music on people's life.
- Taking part in talks using proper strategies to facilitate an effective communication.
- Writing a descriptive article about one's favourite concert or music festival.
- Distinguishing between the different pronunciations of letter "h".
- Adopting a positive attitude in class.

UNIT 9: That's fashion

Teaching objectives

- To listen and understand the main ideas of a video about fashion.
- To be able to talk in groups about one's fashion style and shopping routines.
- To debate about the importance of fashion in our society and its implications.

- To read and understand an article about the actress Winona Ryder and kleptomania.
- To be able to write an essay in favour or against consumerism phenomenon and globalization.
- To distinguish the different pronunciations for vowel “e”.
- To remember Warhol’s work against consumerism and listen to a video about advertising and mass consumption.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching and understanding the main ideas of the video¹² about fashion referred to the TV series *Gossip Girl* for specific and general information.
- Watching and understanding a video about consumerism and advertising.

Speaking and oral production

- Holding a conversation in groups about one’s fashion style and shopping routines.
- Discussion on the importance of fashion and its social implications.

Section 2: Communicative skills - Reading and writing

Reading

- Reading and understanding an article about the actress Winona Ryder and her mental disorder called kleptomania.

Writing

- Writing an essay expounding proper arguments to defend one’s opinion in favour or against consumerism phenomenon and globalization.

Section 3: Knowledge of the English language

Language in use

Grammar

- Comparative structures.

¹² <https://www.youtube.com/watch?v=mTWk-bgUtZQ>. [Accessed on May 16th.]

- Superlative structures.

Lexical fields

- Fashion and clothes.
- Shopping and consumerism.

Phonetic and phonological aspects

- Distinction between phonemes /ɜ:/ and /e/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.
- Using ITC to improve one's learning.
- Taking part in group work to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Reflecting on Andy Warhol's work about consumerism.
- Reflecting on the implications of mass consumption by watching the video¹³ *Culture in Decline: Consumerism and Advertising*.

Assessment criteria

- Understanding general and specific information from written and oral messages about fashion and consumerism and its social implications.
- Expressing personal opinions about the importance of fashion in our society.
- Talking about their fashion styles and shopping routines.
- Taking part in debates using proper strategies to facilitate a competent communication.
- Writing an essay in which they expound proper arguments to defend one's opinion in favour or against consumerism and globalization.
- Distinguishing between phonemes /ɜ:/ and /e/.
- Adopting a positive attitude in class.

¹³ <https://www.youtube.com/watch?v=74ofl3Zz8hM>. [Accessed on May 16th.]

UNIT 10: An apple a day...

Teaching objectives

- To listen and understand a piece of news about the “world’s fattest man”.
- To debate about healthy and unhealthy habits.
- To be able to write a dialogue between a doctor and a patient showing a situation in a surgery.
- To role play in pairs a dialogue between a doctor and a patient in a surgery.
- To read and understand an article about a cure for diabetes.
- To distinguish the different pronunciation of vowel “i”.
- To be informed about rare diseases.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching a video¹⁴ about the “world’s fattest man” for specific and general information.
- Viewing other students’ role-plays of a medical situation.

Speaking and oral production

- Performing a dialogue between a doctor and a patient in a surgery.
- Talking about healthy and unhealthy habit.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article about diabetes and its possible cure.

Writing

- Writing a dialogue between a doctor and a patient showing a situation in a surgery.

¹⁴ <https://www.youtube.com/watch?v=uFozRWpknZc>. [Accessed on June 14th.]

Section 3: Knowledge of the English language

Language in use

Grammar

- Modals 1: Obligation, necessity and permission.

Lexical fields

- Healthy habits.
- Health problems. Diseases.

Phonetic and phonological aspects

- Distinction between the different phonemes /i:/, /ɪ/ and /i/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.
- Using ITC to improve one's learning.
- Taking part in group work to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Learning about rare diseases by reading a webpage¹⁵ specialized in this topic.

Assessment criteria

- Understanding general and specific information from written and oral messages about healthy and unhealthy habits, medical situations and diseases.
- Debating about healthy and unhealthy habits by using correct arguments.
- Taking part in debates and talks using proper strategies to enable communication.
- Writing a dialogue which reflects a medical situation by using proper vocabulary and grammar structures seen in the unit.
- Identifying the English pronunciations for vowel "i".
- Adopting a positive attitude in class.

¹⁵ <https://www.rarediseases.org/>

UNIT 11: Hot News!

Teaching objectives

- To watch and understand a video about the British press.
- To read and understand two different pieces of news about the same information.
- To analyse the different versions given in both pieces of news about the same information.
- To debate why the press gives us different versions of the same information and the implications of suspicious media in our society.
- To learn the different English diphthongs.
- To be able to write a piece of news for a paper.
- To reflect on the effects of suspicious media on people in our society.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching the video *Historic UK Newspapers Go Online*¹⁶ for specific information about the British press.

Speaking and oral production

- Discussing why the press gives us different versions of the same information and the implications of suspicious media in our society.

Section 2: Communicative skills - Reading and writing

Reading

- Reading a piece of news about the football match Chelsea-Basle from The Guardian.
- Reading a piece of news about the football match Chelsea-Basle from The Telegraph.
- Analysing the two versions given by both newspapers about the same information.

¹⁶ <http://www.bbc.co.uk/news/uk-15944781>. [Accessed on May 24th.]

Writing

- Writing a piece of news for a paper about the most significant fact occurred this week.

Section 3: Knowledge of the English language

Language in use

Grammar

- Reporting:
 - . Reported speech.
 - . Reporting verbs.

Lexical fields

- The media.

Pronunciation

- Identifying the English diphthongs.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Reading website pages about the misinformation of the media.
- Learning how to be critical with the information given by the media.
- Reflecting on the moral integrity of providing suspicious information and its consequences.

Assessment criteria

- Understanding general and specific information from written and oral messages of the press.

- Analysing and expressing personal opinions about the press and its reliability.
- Taking part in debates and talks using proper strategies to enable communication.
- Writing a proper piece of news for a paper about the most significant fact they considered occurred that week.
- Adopting a positive attitude in class.

UNIT 12: Let's toast the food!

Teaching objectives

- To watch and understand the gist of a video about the biggest hamburger ever made.
- To read and understand an article about healthy diets in the US.
- To read and understand websites about teenagers' habits of eating and drinking alcohol in Europe.
- To be able to write a composition comparing both British and Spanish eating and drinking habits.
- To talk about healthy and unhealthy eating and drinking habits in Europe.
- To learn about English *silent letters*.
- To reflect on the effects of unhealthy eating and drinking habits.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Watching a YouTube video¹⁷ about the biggest hamburger ever made for specific and general information.

¹⁷ <https://www.youtube.com/watch?v=L7vQIqOt3jl> [Accessed on June 10th.]

Speaking and oral production

- Discussion on healthy and unhealthy eating and drinking habits in Europe.
- Comparing one's eating and drinking habits with other students' habits and with the European teenagers.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an opinion article about healthy diets.
- Reading webpages about teenagers' habits of eating and drinking alcohol in Europe.

Writing

- Writing an opinion article comparing both British and Spanish eating and drinking habits.

Section 3: Knowledge of the English language

Language in use

Grammar

- Expressing advice and suggestion: Modals 2

Lexical fields

- Food and drinks.
- Eating and drinking habits.

Pronunciation

- *Silent letters.*

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Reading website articles about different teenager's eating and drinking habits in Europe.
- Accepting and respecting differences between one's traditions and the eating habits of other cultures as a basis for common understanding.
- Reflecting on the benefits of healthy eating and drinking habits and on the risks of unhealthy ones.

Assessment criteria

- Understanding general and specific information from written and oral messages about food, drink, and eating and drinking habits.
- Expressing one's reflections about the personal research of teenager's eating and drinking habits in Europe.
- Taking part in deliberations and dialogues using appropriate strategies to facilitate an efficient communication.
- Writing an article comparing both British and Spanish eating habits by using the grammatical and lexical contents learned in the unit.
- Adopting a positive attitude in class.

UNIT 13: Education for life

Teaching objectives

- To listen and understand the gist of a song related to education.
- To watch and understand a video which shows Finland's education success.
- To read and comprehend an article about the current situation of the Spanish education system.
- To comment on the meaning of the song chosen and express one's opinion.

- To compare both Finnish and Spanish education systems and discuss which is better and why.
- To be able to write a formal letter to the Spanish Minister for Education and Skills explaining what points should be modified in the Spanish education system to be more successful.
- To learn about the semivowels /j/ and /w/.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Listening to Pink Floyd's song *Another Brick in the Wall*.
- Watching a BBC video¹⁸ about Finland's education success for specific information of the Finnish education system.

Speaking and oral production

- Commenting on the meaning of Pink Floyd's song about education and giving one's opinion.
- Comparing Finnish and Spanish education systems considering which is better and why.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article about the current situation of the Spanish education system.

Writing

- Writing a formal letter to the Spanish Minister for Education and Skills explaining what points should be modified in the Spanish education system to be more successful.

¹⁸ <https://www.youtube.com/watch?v=rIYHWpRR4yc>. [Accessed on June 8th.]

Section 3: Knowledge of the English language

Language in use

Grammar

- Expressing speculation and deduction : Modals 3

Lexical fields

- School.
- Education.

Pronunciation

- Pronunciation of English semivowels /j/ and /w/.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Watching a video about Finnish education system.
- Appreciating Finnish education and reflecting on the differences between one's education and the system proposed in Finland.

Assessment criteria

- Understanding general and specific information from written and oral messages about education.
- Expressing personal opinions about education in Spain.
- Comparing two different education systems and express one's opinion about the perfect education system.
- Taking part in debates and talks using proper strategies to facilitate an efficient communication.

- Writing a proper formal letter about the tools to improve the Spanish education system by using specific vocabulary and grammar structures seen in the unit.
- Adopting a positive attitude in class.

UNIT 14: *My Bloomsbury Group*

Teaching objectives

- To listen and understand the main ideas of an interview with a writer.
- To read and understand the gist of poems written by non-British authors.
- To read and understand a book review.
- To take part in a reading circle expressing one's opinion about the meaning of a poem and providing information about the writer's biography and social context.
- To be able to write a short poem to revise some phonetic and phonological aspects seen in the syllabus, especially in this unit.
- To be able to write a proper book review.
- To be able to pronounce the "r" properly and recognize some English stress and rhythm patterns.
- To learn about postcolonial English literature and appreciate it.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Listening to an interview¹⁹ with the activist writer Maya Angelou looking for specific and general information.
- Viewing other groups' reading circles.

¹⁹ <https://www.youtube.com/watch?v=hSY7PokqMXk>. [Accessed on May 25th.]

Speaking and oral production

- Taking part in a reading circle giving one's viewpoint about a poem and providing information about the writer.

Section 2: Communicative skills - Reading and writing

Reading

- Reading a biography of the writer Maya Angelou.
- Reading a book review.
- Reading poems written in the English Language by non-British writers.

Writing

- Writing a poem about a topic of personal interest to revise some phonological and phonetic aspects seen in the unit and the rest of the syllabus.
- Writing a book review.

Section 3: Knowledge of the English language

Language in use

Grammar

- The article.
- Question tags.

Lexical fields

- Literature.
- Books.

Pronunciation

- Pronunciation of "r".
- Stress and rhythm patterns.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary.
- Reflecting on the use of grammatical structures seen in the unit.

- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Searching information about postcolonial non-British writers, their biography and social context.
- Appreciating and respecting the purpose and meaning of literature from different cultures.

Assessment criteria

- Understanding general and specific information from oral messages, reviews and poems.
- Expressing one's opinion about the poems assigned and providing information about the writers and their social context.
- Taking part in talks using proper strategies to facilitate an efficient communication.
- Writing a proper poem related to a specific topic of personal interest to revise phonological aspects.
- Writing a book review using the specific vocabulary seen in the unit.
- Adopting a positive attitude in class.

UNIT 15: You are my lover, not my rival!

Teaching objectives

- To listen and understand the main ideas of Beyoncé's *If I were a boy* considering, in this case, those derogatory stereotypes attributed to men.
- To watch and understand the gist and purpose of the film *Mona Lisa Smile*.
- To read and understand an opinion article about children's gender stereotyping.

- To talk about gender stereotypes.
- To be able to write a blog entry, explaining in detail how the perfect men or women should be.
- To search two pieces of news about the same information but different perspectives.
- To be able to write an essay analysing the perspective and purpose of both pieces of news.
- To distinguish the different English phonemes /b/ and /v/, and intonations.
- To search information and learn about women's rights.

Contents

Section 1: Communicative skills – Listening, speaking and oral production

Listening

- Listening to Beyoncé's song *If I were a boy*, for general information related to men stereotypes.
- Watching the film *Mona Lisa Smile* for specific and general information about women's freedom and stereotypes.

Speaking and oral production

- Brainstorming about women's oppression throughout history and their rights.
- Discussion on different stereotypes about men and women.

Section 2: Communicative skills - Reading and writing

Reading

- Reading an article from the Guardian News about children's gender stereotyping.
- Reading webpages about women's rights.
- Searching pieces of news giving the same information from different perspectives.

Writing

- Writing in groups a blog entry explaining how the perfect men or women should be.
- Writing a personal essay analysing the perspectives and the purpose of two pieces of news which provide the "same" information.

Section 3: Knowledge of the English language

Language in use

Grammar

- Inversion.

Lexical fields

- Lexicon related to hobbies.
- Lexicon related to social rights.
- Adjectives to describe behaviour and humour.

Pronunciation

- Pronunciation of phonemes /b/ and /v/, and distinction of different intonations.

Reflection on language learning

- Using and contextualizing specific vocabulary.
- Using strategies of memorization for new vocabulary
- Reflecting on the use of grammatical structures seen in the unit
- Using ITC to improve one's learning.
- Working in groups to develop self-confidence when communicating orally.

Section 4: Sociocultural aspects and intercultural awareness

- Searching on the internet information about women's rights throughout the world.
- Appreciating the importance of social rights and equity for life.

Assessment criteria

- Understanding general and specific information from written and oral messages about social relations and stereotypes.
- Giving one's opinion about the purpose of the film *Mona Lisa Smile*
- Providing information about women's oppression throughout history and their rights.
- Debating different stereotypes about men and women.
- Taking part in debates using proper strategies to facilitate an efficient communication.
- Writing a proper blog entry about the ideal man or woman.

- Writing a personal essay about two pieces of news providing the same information by analysing their perspectives and purposes.
- Distinguishing the phonemes and the patterns of intonation seen in the unit.
- Adopting a positive attitude in class.

TIMING

The 1467/2007 Decree of November 2nd, which defines the curriculum of the Post-Compulsory Secondary Education (PCSE), establishes 105 academic hours to be devoted to the foreign language throughout the school year, distributed into 3 hours per week. From these figures we can estimate the expected number of academic weeks of the year, approximately 35. In addition, the bilingual programme adds one extra hour a week for the study of the foreign language so that Year 1 students of PCSE in the bilingual programme will expect to devote 140 hours to English language.

Taking into account the regular number of weeks in a school year and the lessons per week assigned to English, the contents of my syllabus will be sequenced as follows:

ACADEMIC YEAR	MONTHS		UNITS
1 st Term (12 weeks)	September	WEEK 1	Introduction + Revision of previous knowledge
		WEEK 2	
	October	WEEK 1	Unit 1
		WEEK 2	Unit 2
		WEEK 3	
		WEEK 4	Unit 3
	November	WEEK 1	Unit 4
		WEEK 2	
		WEEK 3	Unit 5
		WEEK 4	
	December	WEEK 1	Unit 5
		WEEK 2	
2 nd Term (12 weeks)	January	WEEK 1	Unit 6
		WEEK 2	
		WEEK 3	Unit 7
	February	WEEK 1	Unit 8
		WEEK 2	
		WEEK 3	Unit 9
		WEEK 4	
	March	WEEK 1	Unit 10
		WEEK 2	
		WEEK 3	Unit 11
		WEEK 4	
	April	WEEK 1	Unit 11
3 rd Term (11 weeks)	April	WEEK 1	Unit 12
		WEEK 2	
		WEEK 3	Unit 13
	May	WEEK 1	Unit 14
		WEEK 2	
		WEEK 3	Unit 15
		WEEK 4	
	June	WEEK 1	Unit 15
		WEEK 2	
		WEEK 3	Revision of learnt knowledge
WEEK 4			

The first term will cover a general revision of previously learnt contents and five new teaching units, the second term will comprise six teaching units and the third one the last four units. I have adopted this distribution considering the second term the most relevant.

Although first and second terms are normally similar in length, during the first term students need to adapt the new school year and revise previous knowledge so their effort and implication is always of less consistency. The third term is shorter and students' determination diminishes because of tiredness. That is why I think the second term should include more contents than the other two trimesters.

METHODOLOGY

According to the methodological guidance present in the official curriculum for PCSE²⁰, students need to consolidate and expand the communicative skills acquired in Compulsory Secondary Education. Therefore, an active methodology must be adopted in order to support the teaching and learning process and allow for students' communicative competence development. In line with the official curriculum, an active methodology is based on three main principles: to provide relevant and meaningful learning, to enable students' involvement within the learning process and to apply a communicative approach in the teaching. This involves, firstly, the use of the target language as an instrument of communication in the classroom promoting student's spontaneity and giving importance not only to academic practice or formal exercises. Secondly, students' interaction must become common practice because it enables students to express themselves in the target language so that they can improve their fluency and properly respond in different communicative situations. Finally, contextualization must also play an essential role since it facilitates better understanding and more effective oral and written communication training.

This syllabus intends to base its methodology on the Communicative Approach in order to let students improve their communicative competence²¹, essential in the learning process of foreign languages. This refers to the ability not only to apply the grammatical rules of a language but also to know when and where to use the resulting sentences and to whom²². All the components

present in the communicative competence must interact in order to obtain efficient communication²³, so language learning should not be based on the isolated studies of grammatical and lexical contents. Thus, I strongly believe that grammar, vocabulary,

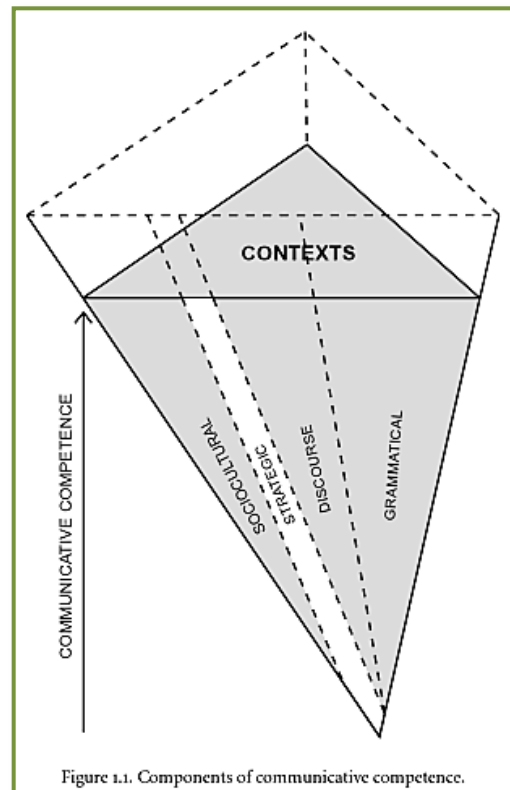


Figure 1.1. Components of communicative competence.

²⁰ Royal Decree 1467/2007, 2 November.

²¹ Term coined by Dell Hymes.

²² J. Richards, John Platt and Heidi Weber, *Longman dictionary of applied linguistics* (Harlow: Longman, 1985)

²³ S.J. Savignon, *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education* (New Haven: Yale University Press, 2008) 8

phonetics should not be studied as different blocks of abstract content, but interconnected when needed for communication, so that students can realize how language works in order to develop communicative strategies, improve the learning process and enhance their communicative competence.

As I have already mentioned, this syllabus has been designed taking into account the Communicative Approach so that the activities proposed here are aimed at basing its principles on communicative purposes. I want to give further importance to oral interaction, reading practice and accurate writings using correct formal structures instead of using traditional grammar and lexical exercises, which will be consigned to simple homework practise. In addition I consider motivation crucial in the basis of any learning process, and that is why I have tried to include highly motivating tasks to be carried as follows:

- Listening activities: they consist in videos from the internet, songs, films and TV series extracts... dealing with the specific topic of each teaching unit. To check students have understood the gist of the content they will discuss some issues related to general information and take a brief test intended to check their ability to understand specific information.
- Audio-oral production: this syllabus includes a lot of oral practice. The oral activities will be done in pairs, but it is interesting to let students work in groups in order to reinforce their self-confidence when speaking in English. That is why they will have to negotiate some tasks in groups and work together in oral presentations about specific topics. However they will also have to give personal oral presentations in front of the class, essential as well for strengthening their self-confidence. In addition, my intention is to elicit talks and discussions in each part of the teaching unit even when explaining grammatical points by means of role-play dialogues and to suggest proper questions to create controversy.
- Reading activities: they are based on websites, on literary works and, specially, articles from newspapers written in English which will be slightly adapted in order to maintain their essence, that is, their original structures, expressions and meaning. Thus, students will work with English used in different contexts. In addition, my innovation project is aimed at improving the students' reading ability by means of the English press. The articles used have been chosen to encourage students' interest in reading, taking into account their likely personal interests and curiosity, as motivation plays an essential role in the process of teaching and learning.
- Grammar tasks: structural points must be explained and practiced, but this fact is not contrary to a communicative approach. Since communicative competence has a grammatical component too, it is essential for the learning process to internalise the formal structures of the target language in order to obtain effective and accurate

communication. In order to follow the principles of a communicative approach, this syllabus includes contextualised grammar activities derived from the articles used in each teaching unit. Traditional exercises may be used for homework practise as well. Therefore, students will be provided with real examples of grammatical structures, that is, the real use of real English grammar.

- Vocabulary activities: they include useful lexicon and expressions, collocation cases and idioms related to the topics of the units in real English communicative contexts. Most of this vocabulary will be taken from the materials used for the reading and listening activities.
- Phonological aspects: each teaching unit contains some aspects related to pronunciation, which are often forgotten. Pronunciation will be reinforced by means of the videos and songs present in every teaching unit, and the oral activities will be useful to correct the errors and practice new contents as well.

REINFORCEMENT AND RESIT ACTIVITIES

We must take into account that not all the students will be able to reach the required level of English in a simple way, and they will need extra work concerning the specific issue in hand to be able to obtain a positive mark. Consequently, for each teaching unit I suggest a number of extra activities that I will give those students with more learning difficulties in order to reinforce their knowledge.

Nonetheless, in spite of the mentioned measures some students might not be able to pass the regular exams so I have planned resit procedures for those students to help them improve their marks as well. These procedures will consist, firstly, of extra hand-in activities connected to the main contents of each unit. Secondly, students will have the possibility of doing an additional test after handing in the portfolio with the extra activities required. Thus they will be allowed to demonstrate they have improved their knowledge and acquired the contents required to pass the subject.

CROSS-CURRICULAR CONTENTS

The Organic Education Law (2006) establishes that one of the main aims of education is to help students become democratic citizens. Thus, they will be able to understand and respect the fundamental rights and liberties, and the equality of opportunities by means of principles like tolerance and freedom with to prevent and solve conflicts peacefully. Consequently, as H. Coffey²⁴ claims, since we live in a global society, teachers must be aware of the necessity to prepare students not only to understand new information, but to engage in tasks useful for this global citizenship.

In order to develop this education, we must also consider the 249/2007 Decree of September 26th, which regulates the rights of Post-Compulsory Secondary Education students since it contains specifications regarding these cross-curricular educational areas that must be included in the general plan of any school.

This syllabus is aimed at working on these cross-curricular topics by means of different activities inserted throughout the whole plan and, specifically, in the culture section of each unit. The students will take part in activities dealing with learning about and respect other cultural backgrounds and different ethnic groups. They will also learn about different kinds of families, sexual tendencies, and gender equality from a tolerant perspective. In addition, the last teaching unit of the first term is entirely devoted to Human Rights, by means of several resources such as the film *Avatar* and articles about violation of Human Rights.

In this way, by including these cross-curricular topics in the syllabus we will promote our students' education in values which is essential for them to broaden their minds and become respectful and tolerant citizens of their democratic society.

²⁴ H. Coffey, *Project-based Learning. K12 Teaching and Learning* (North Carolina: University of North Carolina, 2010). From <http://www.learnnc.org/lp/pages/4753?ref=search>. [Accessed on 19th May 2014]

MATERIALS AND RESOURCES

In order to carry out the activities planned in this course syllabus, the materials and resources required are these:

- As regards the essential personal materials, students will have a notebook or sheets of paper, ordered in a proper folder to gather the materials I will provide them with. Furthermore, they will need a dictionary since it is indispensable in a language learning process. Finally, they will use their course-books and workbooks as practice of the contents of the syllabus.
- In the bilingual section classroom, we will need a computer with access to the internet and, a projector and a CD-player because we will develop most activities including real material from videos and articles from the internet, websites, songs and films.
- In order to slideshows, we will have to use the computer room on several occasions.

ASSESSMENT

- **Assessment tools and procedures**

I will follow a continuous assessment system to check the students' abilities and their progress in the course. As result, I will take into account all the activities done by the students as well as their involvement in class, their attitude and the efforts showed to speak English. In this way, I will appreciate their progress along the school year. Consequently, the assessment will be also summative, that is, I will take into account the final progress of my students so that those who pass the final tests will pass in the course. For this reason, the contents from previous teaching units will be often revised and students will have to internalize the most important ones.

Apart from that, the assessment will be formative not only for the students but also for myself. I will use assessment as a tool to identify the students' learning needs in order to satisfy them and provide solutions to help them improve their knowledge and marks.

In order to list properly the evolution of each student, I will use a series of assessment instruments that will allow me to observe their learning process:

- Direct observation will give me information about the students' efforts, attitude and interest, participation in class, group work and personal work. I will note all these evidence in a class diary.
- Homework activities such as extra grammar exercises, writings, searching for specific information, oral presentations, etc. will be also assessed in order to register their interest and efforts as well as their personal progression.
- Reading, writing and oral tests will be regularly practiced along each term, so that students have continuous feedback on their production. I would like to highlight that there will not be grammar and vocabulary exams since the structural and lexical contents will be evaluated taking into account the formal accuracy applied when doing the reading and writing tests.

- **Assessment criteria**

According to the 75/2008 Decree of August 6th, these are the minimum assessment criteria:

1. Understand the main idea and relevant details of oral messages produced in interpersonal communicative situations or emitted by the media, about well-known, current or general topics related to their studies and personal interests,

or to socio-cultural aspects dealing with the foreign language. They must be clearly articulated using the target language and proper discursive markers.

2. Take fluent part in conversations with fluency and accurate pronunciation and intonation, by using those necessary communication strategies and producing adequate discourse.
3. Autonomously understand the information of written texts from different sources different sources such as websites, newspapers, magazines or literature related to current issues, culture, or to their personal interests or studies.
4. Read autonomously literary or informative texts about varied topics related to their interests, necessities and other subjects of the curriculum, considering the reading activities a source both of information and enjoyment.
5. Write clear and detailed texts with different purposes, taking into account formal accuracy, cohesion, coherence and proper register, and valuing the importance of planning and revising the process of text production.
6. Identify, exemplify and use spontaneously the acquired learning strategies as well as all the resources available, including ICT in order to assess and analyse their linguistic abilities.
7. Analyse, through real, digital or audio-visual resources, the geographic, historic, artistic, literary and social aspects of the English-speaking countries from a perspective enriched by the different languages and cultures known.

- **Marking criteria**

In order to have a good mark in this subject students must work regularly, have an accurate folder with the homework and all the activities done in class to be handed in when necessary. The final mark will be obtained taking into account the following percentages:

- 25% → Writing and reading tests.
- 25% → A folder with the activities done all along the school year.
- 50% → Oral participation in class and oral tests.

For those students who fail in English in June there will be an extra test in September where the final mark will be obtained considering these percentages:

- 25% → Written and reading tests.
- 25% → A folder with the activities done along the school year.
- 50% → An oral interview (marking the pronunciation accuracy, oral interaction and specific vocabulary related to the main topic of the interview).

ATTENTION TO DIVERSITY

One of the main objectives of the Spanish Education Law is to offer all the citizens the same education quality. The current Organic Education Law regulates education and attention to diversity in the section called “Equity in Education” where we can find a classification of those students who require special educational support:

- Students with special educational needs regarding important disabilities or mental or behavioural disorders.
- Exceptionally gifted students also need special support in their learning process.
- Students who have entered lately the Spanish education system, such as immigrants, need support to be adapted as fast as possible.

These three groups of students will require different measures to be adopted in class. I would like to propose measures to attend to diversity taking into account the two cases of students with special needs presented in the last part of the course *Communicative Contexts and Processes*. The first one corresponds to students with a very poor level of English which have slight learning difficulties. In this case the basis of the syllabus would be the same in order to make them feel equal to their partners. However, I would have to readapt the contents, the objectives and, therefore, the assessment criterion and provide them with a portfolio of activities analogous to their capacity. These would share the same topic as the ones previously designed in order to give the students the opportunity to participate in talks expressing their opinions in the same way as other partners. The second case corresponds to exceptionally gifted students with a high level of English who usually get bored in class, since they think contents are easy. For them I will devise several complex tasks to be carried out in each unit. These tasks would let them work autonomously since it has been proved that a student with this kind of needs works better on independent projects. They would also need a portfolio with extra activities related to the topic of the teaching unit to keep them integrated in the class mainstream express their personal opinion in talks as the rest of students.

Having said that, I would like to revise those reinforcement activities that I have proposed above. Even if no students present any of these special needs cases, as a teacher, I will need to have in mind all the different levels of the students, in order to provide them with solutions for their individual learning problems.

PROPUESTA DE INNOVACIÓN

INTRODUCCIÓN

Durante el segundo trimestre del Máster, inspirada por la materia de La Comunicación Social en el Aula, comencé a pensar en elaboración de una propuesta de innovación que estuviese basada en cómo los *Mass Media* manipulan la información que emiten. Tal y como se apuntaba en la asignatura mencionada, los Medios de Comunicación de Masas nos bombardean con información desde que nos levantamos y encendemos la radio, hasta que nos acostamos después de ver un informativo en la televisión. Este asedio constante de los medios proporciona, en la mayoría de los casos, una información manipulada con fines sociales específicos, la cual tendemos a creer sin desarrollar un espíritu crítico que ofrezca resistencia. Además, debido a la gran variedad de contenidos que ofrecen los *Mass Media* populares, como la televisión o internet, otros medios de comunicación, por ejemplo la prensa, quedan relegados a un segundo plano, de manera que en los últimos años se ha producido una disminución más que considerable de la lectura de prensa en nuestro país, sobretodo entre los jóvenes.

Otro aspecto que captó mi atención es la pobre comprensión lectora con la que los estudiantes suelen llegar a Bachillerato, lo cual he podido observar durante las prácticas en el IES.

Mi propuesta de innovación vincula ambos problemas para intentar mejorar, por un lado, la comprensión lectora de mis alumnos y fomentar su hábito lector con la lectura de noticias de prensa, fomentando así este medio informativo entre los jóvenes. Por otro lado, pretendo poder despertar en los alumnos su espíritu crítico para que interpreten mejor la información de los *Mass Media*, comparando dentro del aula diferentes noticias reales (de acuerdo con el enfoque comunicativo) de la prensa inglesa. Me gustaría hacer ver a los alumnos que podemos tener diferentes puntos de vista de una misma noticia dependiendo de que medio de comunicación la emita. Esto les podrá servir para que, en un futuro, no se dejen llevar de forma inconsciente por los ideales de ningún medio y sean capaces de establecer una visión imparcial de la información que les llega, siendo ellos mismos los que formen su propia opinión de acuerdo a sus principios.

DIAGNÓSTICO INICIAL Y JUSTIFICACIÓN

Durante mi estancia en el centro IES Escultor Juan de Villanueva, participé en las clases de cada curso de ESO y Bachillerato, y pude impartir materia en una clase de 1º de ESO y en otra de 1º de Bachiller, ambas pertenecientes a la sección bilingüe del centro.

El grupo de profesores, que fueron mis compañeros de trabajo, me comentaron el escaso nivel de comprensión lectora que los alumnos adquieren mientras estudian la ESO. Por esta razón, cuando llegan a bachiller tienen muy poca capacidad para comprender y asimilar el significado de los textos. Si esto se plantea en líneas generales, pude comprobar que en la asignatura de inglés el problema se agrava considerablemente. Aunque en otros aspectos el nivel de inglés del curso de 1º de Bachiller bilingüe era bueno, fallaba en lo ya comentado.

Al enterarme de este problema comencé a indagar en él para clarificar si era una cuestión aislada del centro o común en todo el país. Así fue como descubrí que la baja comprensión lectora de los jóvenes es un problema que se extiende a toda España. En la última prueba PISA que se dedicó a la lectura en mayo de 2012, se reflejan unos resultados bastante poco alentadores. Durante esta prueba se evaluaron alrededor de 510.000 alumnos de 65 países, 34 de los cuales son miembros de la OCDE. En España se evaluaron 25.313 alumnos de 15 años, de los 373.691 estudiantes que hay de esa edad. Los resultados obtenidos no son nada favorables pues reflejan cómo los jóvenes españoles carecen de buena comprensión lectora, la cual necesitan desarrollar en mayor medida. La puntuación media en comprensión lectora de los jóvenes españoles es solamente de 488 puntos, la cual está por debajo del promedio de los países de la OCDE (496). Aunque no parezca excesivo, 8 puntos suponen una diferencia estadísticamente más que significativa. De esta forma, España ocupa el puesto 23 en el listado ordenado de los 34 países de la OCDE, con lo que solamente a 11 países entre los que se pueden encontrar Grecia, México, Turquía o Chile.

La causa principal de este problema grave radica en la posible carencia de hábitos lectores entre los jóvenes españoles. Para determinar esta causa me basé en los datos del informe de una encuesta sobre hábitos lectores publicado en el año 2012 por la Federación de Gremios de Editores de España y el MEC²⁵. En este sondeo participaron 6.700 jóvenes y adultos residentes en España. Los resultados señalan que un gran porcentaje de jóvenes entre 14 y 24 años leen habitualmente, pero esta lectura suele estar relacionada con los estudios y el trabajo. Se señala también que la tasa de lectura aumenta respecto a los últimos años influida por el tirón de la lectura en formato digital, bajando el porcentaje de la población que no lee nada en ningún tipo soporte del 10,6% al 8,0%. Un dato que me

²⁵ http://www.mcu.es/libro/docs/MC/Observatorio/pdf/Habitos_lectura_2012.pdf. [Visitada el 19 de junio de 2014].

sorprendió fue el alto número de lectores de periódicos, el mayor seguido de la lectura de blogs y webs por internet. Sin embargo, debemos contar con el hecho de que los diarios más leídos en España son los deportivos y sensacionalistas, y el uso del soporte digital supera en mucho a la compra de prensa en papel. También se deben tener en cuenta las actividades que los adolescentes realizan con mayor frecuencia en su tiempo libre. Las más populares son escuchar música, escuchar la radio, salir, y ver la televisión y películas, mientras que la lectura ocuparía el quinto lugar.

De estos datos se puede deducir que los jóvenes españoles afirman leer, pero los hábitos de lectura no son los óptimos ya que no cumplen con una de las características señaladas en el currículo de secundaria: la lectura debe convertirse no solo en una fuente de conocimiento y enriquecimiento académico, debe considerarse también una forma de entretenimiento y disfrute personal. Queda suficientemente claro que los jóvenes españoles no contemplan la lectura como uno de los medios favoritos para divertirse.

Como se señala en este sondeo, lo que más suelen leer los adolescentes son periódicos en formato digital. Sin embargo, otro informe especializado en la relación de los jóvenes con la prensa señala una fuerte pérdida de lectores jóvenes en los últimos años, más de 150.000 en la última década, aumentando el número de lectores adultos. La evolución de la edad media de los lectores ha experimentado un incremento constante en los últimos años, según los datos del Libro Blanco de la Prensa Diaria 2009:

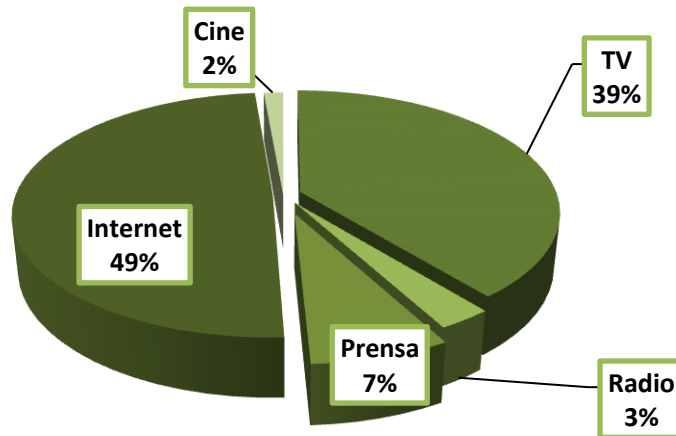
Edad media	1997	2000	2001	2002	2003	2004	2005	2006	2007
Todos los diarios	39,7	41,2	41,9	42,6	42,7	42,9	43,2	43,5	44,1
Diarios información general	40,8	42	42,7	43,2	43	43,2	43,3	43,7	44,3

Este informe también puntualiza que la prensa es el medio más creíble y fiable para los adolescentes, por lo que no suelen oponer resistencia crítica ante la información que les llega a través de este medio.

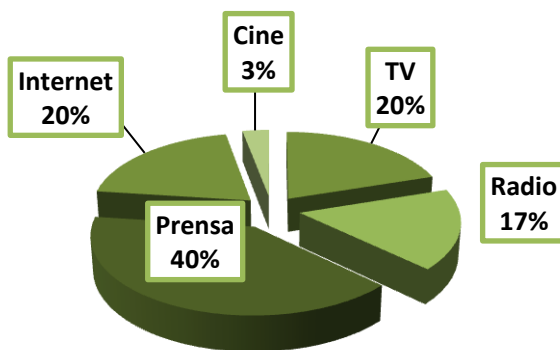
Para comprobar si todos estos datos se correspondían con la realidad del IES Escultor Juan de Villanueva, elaboré un breve cuestionario²⁶ y lo repartí entre los alumnos de 4º ESO y 1º de bachiller. El total de alumnos que participaron en el sondeo fue de 69 entre los dos cursos. Las preguntas están relacionadas con los medios que utilizan para informarse, con la fiabilidad de tales medios y con sus hábitos de lectura de prensa. A continuación se muestran los gráficos con los resultados sobre las preguntas más relevantes para esta innovación:

²⁶ El cuestionario se puede consultar en el Anexo I.

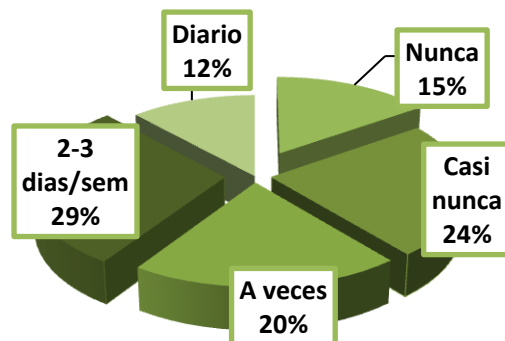
Medios más utilizados como fuente de información



Medio más fiable



Hábitos de lectura de prensa



Según los resultados obtenidos, se puede corroborar que en el IES Escultor Juan de Villanueva, los medios de comunicación más utilizados entre los alumnos de 4º ESO y 1º Bachiller para informarse son Internet y la televisión, mientras que la prensa es el tercer medio más utilizado, pero la diferencia que se aprecia con los otros medios es más que considerable. Asimismo, los alumnos creen que el medio más fiable a la hora de informarse es la prensa, que se distancia a la radio, Internet y la televisión, los siguientes medios con mayor puntuación. Es curioso que los alumnos consideren la prensa el medio más fiable y sea tan poco utilizado. Como se puede comprobar en el gráfico sobre los hábitos de lectura

de prensa es mayor el número de alumnos que lee la prensa a veces, casi nunca o nunca que los que leen periódicos a diario o con frecuencia.

Con todos estos datos considero suficiente la justificación para llevar a cabo esta propuesta de investigación: los alumnos no tienen un hábito lector en la lengua madre, y mucho menos en la lengua extranjera que les sirva para desarrollar su destreza en comprensión lectora. Además, tal y como subrayé anteriormente, la lectura de prensa entre los jóvenes está muy por debajo del uso de otros medios de comunicación. Por eso, esta propuesta de innovación está diseñada para reforzar la comprensión lectora de los alumnos de 1º de Bachiller bilingüe a través del análisis de artículos de prensa, con lo que también se fomentará el uso de este medio de comunicación como fuente de información y esparcimiento.

Aunque los estudiantes no utilicen la prensa a menudo, sí consideran este medio el más fiable para informarse. Esta innovación también incluye actividades con las que despertar el sentido crítico de los estudiantes y se den cuenta de que la prensa también emite, en muchos casos, información manipulada de acuerdo a principios e ideales que los alumnos deben reconocer para poder crear una visión imparcial de la información y decidir si comparten o no tales perspectivas.

OBJETIVOS

Teniendo en cuenta lo establecido en el currículo de 1º de Bachiller para esta materia, los objetivos finales de este proyecto son los siguientes:

- Mejorar la comprensión lectora de los alumnos fomentando el uso de la prensa como fuente de conocimiento.
- Ayudar a los alumnos en el desarrollo de su capacidad crítica frente los medios de comunicación de masas y emisiones de información que carecen de objetividad.

Asimismo, también he pensado en estos objetivos secundarios que complementan los dos principales:

- Conocer los diferentes tipos de prensa inglesa que existen.
- Analizar de forma crítica diferentes artículos de prensa.
- Fomentar el placer por la lectura.

MARCO TEÓRICO DE REFERENCIA

El Marco Común Europeo de Referencia para las Lenguas en el que se basa el currículo de enseñanzas de la ESO y Bachiller propone un enfoque comunicativo²⁷ para conseguir que el proceso de enseñanza-aprendizaje de lenguas extranjeras sea lo más eficaz posible. Según este enfoque, la lengua meta es el vehículo de comunicación en el aula para que el alumnado pueda desarrollar todo lo posible su competencia comunicativa²⁸. Para lograrlo es esencial utilizar materiales reales que reflejen el uso auténtico de la lengua con el que se comunican los hablantes nativos. Sin embargo, la introducción de material real en las aulas no es fácil ya que los docentes al tener que seguir los libros de texto llegan a olvidarse de esos aspectos que no tienen una aparente relación directa con contenidos formales y léxicos, a los que tanta importancia les atribuyen los manuales. Esta situación no permite que se trabajen debidamente contenidos igual de importantes, como son los culturales y los que desarrollan capacidades de comprensión lectora o de producción e interacción oral.

Tal y como puntualiza el currículo de Bachillerato²⁹, todo docente debería, en primer lugar, fomentar el aprendizaje a través de tareas y actividades que reflejen situaciones de comunicación real, seleccionando materiales auténticos y actuales, tanto orales como escritos, que despierten la curiosidad del alumnado, atiendan a sus intereses y aumenten sus conocimientos del mundo. Asimismo, sus contenidos deberían favorecer el desarrollo de valores y actitudes positivas para la convivencia. En segundo lugar, es necesario que el docente promueva la lectura como medio de acceso al conocimiento de textos literarios y de temas diversos, y también como medio de entretenimiento y enriquecimiento personal. Para ello, el currículo señala que se debería facilitar al alumnado la posibilidad de manejar distintos tipos de publicaciones como periódicos o revistas, entre otras, e incorporar en el aula las tecnologías de la información y comunicación como fuente recursos.

En el artículo *La prensa, un recurso para el aula* publicado por el MEC, se señala que la introducción de material real en el aula, como artículos de prensa, proporciona a los estudiantes de lenguas extranjeras una buena herramienta para que, a partir del análisis de la actualidad, el alumnado desarrolle su conciencia ética frente a los conflictos del mundo actual y adquieran unos valores cívicos fundamentales. De esta forma, la lectura pasa a convertirse una actividad creadora que permite al individuo asumir un papel activo ante los textos, lo que implica no solo reconocer los signos, sino entenderlos, interpretarlos y analizarlos de forma crítica. Por eso es tan importante la llamada *Educación en materia de*

²⁷ Dell Hymes, *On Communicative Competence* (Philadelphia: University of Pennsylvania Press, 1972)

²⁸ M. Canale and M. Swain. "Theoretical basis of communicative approaches to second language teaching and testing" *Applied Linguistics* (1980)

²⁹ RD 1467/2007 2 de Noviembre

*comunicación*³⁰, que persigue tres objetivos: el primero consiste en dotar al alumnado de las habilidades necesarias para la recepción crítica, selectiva y activa de los mensajes que recibe a través de los medios de masas. El segundo en introducir en las aulas, a través del tratamiento de la actualidad, la educación en valores. Por último, el tercero persigue fomentar la cultura comunicativa en los centros escolares. Todo esto supone adoptar una metodología más participativa, introducir nuevos recursos y materiales en las aulas y fomentar el acceso a la información, que es lo mismo que supone adoptar un enfoque comunicativo en el proceso de enseñanza.

Por último, quisiera señalar que puede parecer anticuado intentar defender la utilización de la prensa como recurso didáctico en la era de Internet, sin embargo, el MEC señala diversas razones para su uso: “las informaciones periodísticas tienen una mayor permanencia y carecen de las limitaciones temporal y espacial de otros medios, por lo que se pueden desarrollar con una mayor profundidad; el uso de documentos periodísticos en el aula amplía los márgenes de libertad creativa y posibilita el aprendizaje por descubrimiento, lo que aumenta considerablemente la motivación y la auto-confianza del alumnado; la prensa escrita en el aula permite poner en práctica estrategias de lectura comprensiva y crítica en relación con la realidad; el análisis de las distintas versiones de un mismo hecho permite variar de contextos y de punto de vista y obliga a dudar y a hacerse preguntas”.

³⁰ *La prensa, un recurso para el aula* (Madrid: Ministerio de Educación, Cultura y Deporte, 2012).

DESARROLLO, EVALUACIÓN Y SEGUIMIENTO

Plan de Actividades y Fases

En la programación del curso de 1° de Bachiller debe incluirse en cada unidad docente un apartado dedicado al desarrollo de las habilidades lectoras en inglés. Esta propuesta de innovación está basada en el desarrollo de tal destreza, con lo que también está incorporada en la programación presentada en este trabajo. La propuesta se llevará a cabo durante todo el año lectivo en cada unidad. Así, como la programación del curso consta de 15 unidades docentes, esta innovación también se compone de 15 actividades.

Todos los apartados de *Reading* de la programación se basan en la prensa inglesa. Cada uno de los apartados contiene un artículo de prensa escrito en inglés que está relacionado con el tema de la unidad docente a la que pertenece.

En cada unidad, los alumnos leerán el artículo correspondiente el cual analizaremos en profundidad teniendo en cuenta tanto su contenido como su estructura formal. Primeramente, los alumnos deberán responder una serie de preguntas para comprobar que han comprendido el texto. Después se tendrán en cuenta ciertos contenidos formales y léxicos del texto que servirán de ejemplo real a la hora de explicar o repasar la materia del tema relacionada con la gramática y el vocabulario. Por último, se formularán una serie de preguntas relacionadas con los artículos que sean interesantes y controvertidas con el fin de crear una atmósfera adecuada para el debate y la exposición de ideas personales en la que los alumnos se involucren y puedan desarrollar su espíritu crítico y también sus destrezas orales.

Al término de cada trimestre se desarrollará una actividad de lectura pensada para ayudar a los alumnos a ser críticos con la información que reciben de la prensa escrita:

- En la última unidad del primer trimestre los alumnos leerán un artículo relacionado con la representación del colonialismo en el cine. Se formularán una serie de preguntas orales cuya función consistirá en guiar a los alumnos hacia una conclusión común que pueda responder a dos preguntas iniciales: ¿Por qué el autor del artículo critica de forma tan contundente la temática colonial-nativa que aparece en el cine? ¿Cuál es propósito que el autor persigue con este artículo?
- Al finalizar el segundo trimestre, en la unidad 11, se entregará a los alumnos dos noticias sobre el mismo evento, un partido de fútbol disputado entre el Chelsea y el Basel. Las noticias están sacadas de los periódicos ingleses *The Guardian* y *The Telegraph*. Con esta actividad pretendo que los alumnos analicen ambas noticias y sus correspondientes perspectivas, para que se den cuenta de la manipulación que sufre cualquier tipo de

información emitida por los medios de forma tan sutil que, la mayoría de las veces, pasa desapercibida. Este análisis crítico también estará guiado por las siguientes preguntas:

- . ¿Existe alguna diferencia en relación a cómo se presenta la noticia en cada caso?
¿Qué periódico es más crítica con la derrota del Chelsea? ¿Hay algún detalle específico que te haga pensar eso? ¿Cuál podría ser la razón de tal crítica?
 - . ¿Se produce en España una situación parecida a esta?
- En la última unidad del tercer trimestre los alumnos deberán analizar dos noticias sobre la misma información de igual forma que hicieron con las noticias de la actividad del trimestre anterior. La novedad es que serán ellos quienes busquen las noticias y las analicen en casa de forma personal para, posteriormente, escribir un ensayo con sus observaciones que tendrán que presentar al final de la unidad.

Debo señalar que antes de realizar estas tres actividades de análisis crítico, se desarrollarán las mismas actividades que se plantearon anteriormente para el resto de artículos.

Agentes implicados

Para llevar a cabo esta innovación solamente será necesario que participe el docente y los alumnos, y que el resto de profesores del departamento de inglés esté de acuerdo con la propuesta.

Materiales y recursos necesarios

El desarrollo de esta propuesta innovadora requiere el uso de fotocopias de los diferentes artículos, del ordenador con acceso a internet y del proyector para apoyar las actividades con material digital.

Evaluación y seguimiento

La evaluación y el seguimiento de esta propuesta servirán para comprobar si los alumnos han mejorado su habilidad lectora y desarrollado su espíritu crítico. También serán útiles para darse cuenta de los defectos y ayudar a plantear soluciones que mejoren el proyecto en años posteriores.

El éxito de esta propuesta de innovación residirá en alcanzar un buen grado de mejora de la comprensión lectora de los alumnos, en conseguir fomentar el uso de la prensa como fuente de conocimiento y entretenimiento, y en lograr que los alumnos desarrollen su capacidad crítica para enfrentarse a la información recibida a través de los medios de comunicación.

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ANEXO I

QUESTIONNAIRE

1. What kind of *Mass Media* do you normally use to be informed? You can mark more than one.

- TV.
- Radio.
- The press.
- Internet.
- Cinema.

2. Which is the most reliable *Mass Media* for you? Order these media:

(1: more reliable – 6: less reliable)

- TV.
- Radio.
- The press.
- Internet.
- Cinema.

3. Do you think all the media informs us about the same fact in the same way? Why?

4. How often do you read newspapers?

5. How many different papers do you normally read to contrast the information given?
Give examples

6. Which format do you use more?

- Printed.
- Digital.

7. Do you know any English papers or magazines? Give Examples

READING: UNIT 2

Police: Man ‘armed’ with potato in robbery attempt

By WJAR-TV

Published: April 23, 2014, 2:04 pm

PROVIDENCE, Rhode Island – Providence police said a man carrying a potato tried to rob two businesses Monday.

“He said, ‘I need the money, money.’ I said, ‘Take it easy. I give you the money. Don’t worry,’” Anna Jung said.

Jung said she was robbed at her family’s dry cleaning business by a man wielding a potato.

“He said, ‘Don’t call 911.’ I said, ‘OK. Take it easy,’” Jung said.

The only thing in the register was a counterfeit \$20 bill.

The man wasn’t happy with the amount, but he eventually left, taking the potato with him.

“I heard it on the news and I say, it was ridiculous, man,” said Linda Hopkins of Providence. “That’s it.”

The Jungs have owned their business for 26 years and fear the robbery will scare customers away.

“My customers getting nervous. They don’t want to come to a dangerous place. So, we worry about that,” Jung’s husband said.

Providence police said the dry cleaner wasn’t the man’s first target.

Workers at a Shell station on Branch Avenue said he tried to hold them up about 30 minutes earlier. They scared him away with a bat, but there was a struggle before the bandit fled.

Witnesses described the robber as a fair skinned man about 5 feet 7 inches tall. He was wearing a black mask and a dark sweatshirt with a T-shirt underneath.

Even though the robber didn’t get away with anything of value, Providence police are still looking for him. Investigators are looking at surveillance video.

-From <http://ksn.com/2014/04/23/police-man-armed-with-potato-in-robbery-attempt/>

READING: UNIT 4

APR. 10, 2013

Will There Be Another Ice Age?

BY KARA ROGERS



Courtesy Shutterstock, [woolly mammoth](#)

If Earth's past climates tell us anything, it's that ice will return. Over the last 2.6 million years, the planet has experienced a series of glacial periods separated by thaws, or interglacials. The next big chill could hit within two millennia—that is, if it weren't for soaring levels of atmospheric carbon dioxide, driven by humans.

“Climate modelers have been warning for many years now that the net impact of human activities would prolong the current interglacial,” says Chronis Tzedakis, a climate scientist at University College London.

A medley of forces influences the glacial-interglacial cycle, including the amount of solar radiation reaching the Earth, which is controlled mainly by Earth's orbital shape and axial tilt, the composition of gasses and aerosols and extent of cloud cover in the atmosphere, and the reflectivity of Earth's surface (for example, the extent of ice and vegetation cover at high latitudes). A reduction in incoming summer solar radiation would be the primary trigger for glaciation, but atmospheric CO₂ concentrations—the primary driver of climate change—must be relatively low, too.

How low is “relatively low”? Tzedakis and colleagues compared ice and marine records from previous interglacials and found that, given the current small decrease in summer solar radiation, CO₂ concentrations would have to fall to around 240 ppm for the next glacial period to take place.

Since the Industrial Revolution, however, atmospheric CO₂ levels have been trending higher and higher. So, if business proceeds as usual, with carbon release being driven primarily by fossil-fuel burning, we likely have a long thaw ahead of us.

That kind of hold-up would be a major deviation from the glacial-interglacial cycle that has played out over the last couple million years.

The real question, then, might have more to do with the next “age” rather than the next ice age. Some scientists consider the current era to be defined by human influence, what Dutch chemist Paul J. Crutzen dubbed the Anthropocene Epoch, which has its origins in the Industrial Age.

Regardless of what comes next, it's probably safe to say that we can't expect a resurgence of woolly mammoths any time soon. Unless we clone them.

-From <http://www.sciencefriday.com/blogs/04/10/2013/will-there-be-another-ice-age.html?series=28>

READING: UNIT 6

The Story Behind the Video of Whisper, the BASE Jumping Dog

By *Asawin Suebsaeng*

Thu May 29, 2014 5:31 PM EDT

You just watched a video of four-year-old Whisper, the world's first wingsuit-clad, BASE jumping dog. She was strapped to her owner Dean Potter when she took a dive from a 13,000-foot mountain peak in the Swiss Alps. The footage was captured with a GoPro camera. The YouTube video, posted on Tuesday, currently has more than 450,000 views and has received enthusiastic coverage from *USA Today*, the *Daily Beast*, Glenn Beck's *TheBlaze*, *The Today Show*, and *BuzzFeed*.

"I got Whisper when she was a little puppy and I hated leaving her at home, because I would go on these six-to-eight-hour hikes—I would BASE jump every day, and I'd have to leave her behind," Potter tells *Mother Jones*. To solve this problem (at least for one jump), Potter got to work on a special backpack to safely hold Whisper on his back. "It took three times, and the first two prototypes, we didn't even get out of the shop," he says. "And we finally got it on the third try. We did some test runs with her favorite stuffed animal, her lion toy ...So I knew she liked speed."

The short video is sneak peek at *When Dogs Fly*, a 22-minute film starring Potter, his girlfriend Jen Rapp, and Whisper. (Potter and Rapp produced, and Potter directed.) According to Potter, various networks, including National Geographic Channel, Discovery, HBO, and CNN, have shown interest in purchasing and airing it.

The video has also provoked criticism from those who see Whisper's BASE jumping as animal abuse. "Although both the dog and owner land safely, being strapped to a person's back and dropped by parachute is likely to be a cause of significant stress and fear for the dog," a spokesperson for Royal Society for the Prevention of Cruelty to Animals said.

Potter insists that he and Rapp had already taken this into consideration. He wrote in a recent blog post:

I want you all to know that I do not force Whisper to do anything she doesn't want to do. Last summer when I was wingsuit BASE-jumping with Whisper she never once didn't want to come along. In fact, whenever I put on my wingsuit or pack my parachute, little Whisper nestles close and begs to come along.

So what's next for Potter? Along with selling *When Dogs Fly*, he says he is currently working with NASA scientists, finding new ways to trick out his wingsuit. "One of the fundamental dreams man has ever had is to truly fly the human body, so that's my biggest fascination right now," he says.

- From <http://www.motherjones.com/mixed-media/2014/05/whisper-base-jumping-dog-video-interview-dean-potter>

READING: UNIT 8

Woodstock: A Moment of Muddy Grace



Jimi Hendrix performing at Woodstock in 1969. Larry C. Morris/The New York Times

By [JON PARELES](#)

Published: August 5, 2009

BABY boomers won't let go of the Woodstock Festival. Why should we? It's one of the few defining events of the late 1960s that had a clear happy ending.

On Aug. 15 to 17, 1969, hundreds of thousands of people, me among them, gathered in a lovely natural amphitheater in Bethel (not Woodstock), N.Y. We listened to some of the best rock musicians of the era, enjoyed other legal and illegal pleasures, endured rain and mud and exhaustion and hunger pangs, felt like a giant community and dispersed, all without catastrophe.

A year after the riots at the Democratic convention in Chicago, expectations about large gatherings of young people were so low that this was considered a surprise. Although the festival didn't go exactly as planned, it was, as advertised, three days of peace and music. That made Woodstock an idyll, particularly in retrospect, even though it was declared a state disaster area at the time.

With the 40th anniversary of Woodstock looming — so soon? — the commemorative machinery is clanking into place, and the nostalgia is strong. There's a Woodstock Festival museum now at the Bethel Woods Center for the Arts and a recently built concert hall at what was the concert site, Max Yasgur's farm (though the original Woodstock hillside has been left undeveloped).

A new, much expanded anthology of music recorded at the 1969 festival has been issued: the six-CD "Woodstock 40 Years On: Back to Yasgur's Farm" (Rhino). Complete Woodstock performances by [Sly and the Family Stone](#), Santana, [Janis Joplin](#) and others have been released by Sony Legacy. Cable and public television channels have their Woodstock specials scheduled, and there's yet another batch of commemorative books, including "The Road to Woodstock" (Ecco) by the festival's instigator, Michael Lang, which includes tidbits like how much the bands were paid. "Taking Woodstock," a comedy directed by [Ang Lee](#), is due for release this month.

- From http://www.nytimes.com/2009/08/09/arts/music/09pare.html?pagewanted=all&_r=0.

READING: UNIT 10

Diabetes experts confident they can wipe out killer disease in 25 years

DIABETES could be cured “within a generation” thanks to radical British-led research, a world expert claimed last night.

By: Giles Sheldrick

Published: Tue, January 28, 2014

UK teams are leading the race against a disease which will hit 6.25 million people by 2035 – 10 per cent of the population – and already costs the NHS £1million an hour.

In an exclusive interview, Britain’s most respected diabetes researcher said he was confident the insulin-deficiency disease would be wiped out by the time he retires in 25 years.

Dr Nick Oliver, diabetes consultant at Imperial College Healthcare NHS Trust, said: “There is a race on, that’s why what we are doing is incredibly exciting.”

Asked whether the disease could ever be cured he added: “I really hope so. I am reasonably early in my career and there is lots of really exciting work going on behind the scenes.

“There are lots of avenues that will lead to potential cures for Type 1 and Type 2 diabetes and if I could see it in my career that would be incredibly exciting.”

He added: “Diabetes can’t be cured at the moment. The race is on to get effective treatments for people. Their quality of life is important.”

Dr Alasdair Rankin, director of research for Diabetes UK, said: “We think it is possible we could have a vaccine for Type 1 within 20 years.”

Human trials have already started on the world’s first artificial pancreas, created by 39-year-old Dr Oliver’s team. It would offer sufferers of Type 1 diabetes, an auto immune disease, the most effective treatment available.

The Bio-Inspired Artificial Pancreas – BiAP – is attached to the abdomen via a thin tube.

It reads sugar levels and sends information to an insulin pump which releases the hormone around the clock. This eliminates painful daily blood tests and injections.

One researcher said: “We hope the technology will be the next best thing to a cure for the 400,000 people in the UK with Type 1 diabetes.”

In 2016 human trials are due to start on an artificial pancreas created at De Montfort University in Leicester which can be inserted into the body.

Type 2 diabetes is largely driven by lifestyle and linked to obesity. Tests are under way to discover whether a low-calorie liquid diet could be used to put Type 2 diabetes into remission.

Almost four million Britons have diabetes, the most common cause of blindness in women aged between 15-34. It can also lead to heart disease, stroke and kidney failure.

- From: <http://www.express.co.uk/news/health/456505/Diabetes-experts-confident-they-can-wipe-out-killer-disease-in-20-years>.

READING: UNIT 11 (Two articles, two perspectives)

Article 1

Chelsea manager Jose Mourinho admits he picked wrong team for Basle but says goal was 'ridiculous'



Jose Mourinho admits he was to blame for Chelsea's defeat because he failed to see how tired his players were but admits the goal they conceded was "ridiculous"

By **Jason Burt**, in Basle

11:43PM GMT 26 Nov 2013



Mistake: Jose Mourinho said he failed to detect how tired his Chelsea players were after they told him beforehand that they were ready to play against Basle Photo: ACTION IMAGES

Jose Mourinho shouldered the blame for Chelsea's shock Champions League defeat to Basle by admitting he had picked the wrong team.

However the Chelsea manager also criticised his players for the "ridiculous" winning goal scored by Basle, accusing his team of "going to sleep".

Mourinho said he had failed to detect the tiredness in his players after last week's international friendlies and the Premier League victory over West Ham and should have made more changes than the one he did make, bringing in Willian.

Mourinho even admitted he had spoken to each of his players individually prior to kick-off. "All of them told me they were perfect to play," he said. "They wanted to play, they'd recovered well from international week and Saturday, but the reality is they weren't. Some, so-so. But others were really in trouble."

Mourinho added: "Today we maybe paid the price. I got that from the first minute. We made a big mistake in the first seconds of the game. After that we made mistakes defensively, made mistakes with the ball, lost easy passes, lost the ball, people thinking late... and we finished with a ridiculous goal. Absolutely ridiculous.

Article 2

José Mourinho takes blame for Basel defeat and admits Chelsea were tired

[Manager says international break had taken a toll on players](#)
Adds that he should have made changes after West Ham game

Dominic Fifield at St Jakob Park
The Guardian, Wednesday 27 November 2013



José Mourinho accepted responsibility for Chelsea's sloppy defeat by Basel after admitting he had picked the wrong side in Switzerland, with the players he selected suffering from "fatigue" and lacking sharpness after the international break.

The Portuguese had made only one change from Saturday's excellent victory at West Ham but a team who had been dominant at Upton Park failed to muster a shot on target for the first time since 2001 in European competition. Schalke's goalless draw at Steaua Bucharest ensured Chelsea progressed regardless, but they must beat the Romanians at home next month to win the group.

"The only positive is we go through, but we don't go through because we got a result," said Mourinho.

"We go through because Schalke didn't get a result, and that is not the same. I can only find one reason for the performance, and I saw signs of it from the first minute: my team were tired. We paid the price today of the international week, and from the game against West Ham where we had put in an outstanding performance. But we made a big mistake in the first second of this game, immediately, and after that we made mistakes defensively, with the ball, lost easy passes, lost the ball... and we finished with a ridiculous goal.

"It's not the kind of game where I'm very upset with the players because I think I get it: I understood. Maybe I should have made more changes from Saturday, but when the team's played so well, you want to give them more confidence, you want them to keep that going. But I could see many signs of fatigue. I'd spoken with all of the players individually before I made the team decision, and all of them had told me they were perfect to play. They wanted to play. They'd recovered well from the international week and Saturday, but the reality is they weren't. Today is a day when I'm disappointed, not upset with the players."

"Even in attacking situations, in the last 25 minutes we had situations in the Basel box where, even then, we thought slowly and reacted slowly. We had situations to score but had bad control, no sharpness. The team was tired. When the team is tired, defensive and attacking mistakes can happen, and you concede goals that you never normally concede. But Basel deserved the bonus. They were the better team."

READING: UNIT 12

Tuesday, June 17, 2014

Dietary surprises

The latest contribution to the seemingly endless debate over what Americans should and should not eat may come as welcome news to those whose penchant for comfort foods has endured the assaults of low-fat diets, the oat bran fad, and the sometimes sanctimonious preaching of vegans.

"The Big Fat Surprise," by Nina Teicholz, seems to overturn several decades of dietary advice by suggesting that fats, including the saturated fats found in meats, egg, butter and cheese, should remain part of the American diet, and may not be as bad for health as carbohydrates.

In speeches and her book, Ms. Teicholz traces the origin of the anti-fat movement in the 1950s, which got rolling thanks to physiologist Ancel Keys, who focused on seemingly healthy men who suffered heart attacks.

Unfortunately, she argues, Keys' seminal seven-nation study of dietary habits and practices, which exerted enormous influence beginning in 1961, was riddled with errors and bad data.

Her bottom-line is that bad science has given a bad name to traditional diets, leading Americans to believe that a low-fat diet is the ideal. That, in turn, has caused many to try to find substitutes for meat, butter and cheese, causing them to eat carbohydrate-rich foods that are less satisfying and less efficient in stilling those hunger pangs.

One can be sure of very little in the world of diet and nutrition, unless it is this: For every thesis floated and book written, some kind of counter-thesis is sure to come next.

When it comes to what to eat, fruits and vegetables seem to be about the only things that make it onto everyone's list. We'd add one more selection — moderation in everything else.

| Stick to that, and you won't go far wrong.

- From <http://www.telegram.com/article/20140617/NEWS/306179986/1020>