



Universidad de Oviedo
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Facultad de Formación del Profesorado y Educación

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

**Programación Didáctica para Inglés,
4ºESO. Proyecto de innovación:
Representación teatral de *Harry Potter and the
Cursed Child***

**Long-term plan for English Language, Year 4,
CSE. Innovation Project: Staging “Harry Potter
and the Cursed Child”**

TRABAJO FIN DE MÁSTER

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1. Resumen y Abstract

En este trabajo de Fin de Máster (TFM) se propone una programación didáctica para la asignatura de inglés como primera lengua extranjera para el curso 4º de la ESO y un proyecto de innovación vinculado a dicha programación, que se desarrolla durante la totalidad del curso. Además, en este TFM se presentará una reflexión sobre lo aprendido a lo largo del máster, tanto los contenidos de las diferentes asignaturas como las experiencias de las prácticas profesionales. El proyecto de innovación busca acercar el inglés a los alumnos de una forma diferente, motivándolos a continuar con su aprendizaje de la lengua inglesa por medio de una serie de actividades que concluirán en una representación adaptada de la obra de teatro *Harry Potter and the Cursed Child*

This Master's Dissertation offers an English long-term plan for Year 4 of CSE and an Innovation Project that will be developed throughout the school year. Besides, this paper presents some thoughts regarding what I have learnt during this Master's Degree, including both the contents dealt with in class and the experiences acquired during the traineeship period. The innovation project aims to make the English language approachable to the students, encouraging them to pursue further education on the English language by means of a set of activities that will lead to an adaptation and performance of the play *Harry Potter and the Cursed Child*.

2. Introducción

En el presente Trabajo de Fin de Máster (TFM) se han puesto en práctica todos los contenidos aprendidos a lo largo de un año de estudio, desde los conocimientos teóricos hasta las experiencias vividas en el centro de prácticas.

El TFM está dividido en tres partes. En el primer apartado, se presenta una reflexión sobre lo aprendido a lo largo del máster, incluyendo los contenidos de las diferentes asignaturas y su contribución a la formación del profesorado, las experiencias de las prácticas profesionales y las complicaciones extraordinarias provocadas por la situación convulsa del presente curso.

La segunda parte de este trabajo presenta una programación docente para el curso 4º de la ESO, fruto de la observación de las preferencias del alumnado del centro de prácticas y de los contenidos teórico-prácticos aprendidos a lo largo del máster. Esta programación busca favorecer las capacidades comunicativas de los alumnos, para lo que se ayudará de un proyecto de innovación, desarrollado en la tercera y última parte de este trabajo, en el que se propone una serie de actividades diseñadas alrededor de una representación teatral.

3. Reflexión sobre la formación recibida y las prácticas profesionales

Durante todo este año, he estado recibiendo una formación integral en educación, que ha supuesto un descubrimiento apasionante para mí. El mundo de la enseñanza ha resultado ser mucho más complejo de lo que esperaba.

Este año ha estado marcado por las diferentes asignaturas del máster, siendo Procesos y Contextos Educativos una de las más emblemáticas. Esta asignatura ha sido sin lugar a dudas la más difícil, ya que es la que más carga de información completamente nueva supone. Además, su nombre no deja entrever nada de lo que la asignatura supone realmente. Desde un viaje por la historia de la educación en España al funcionamiento de un instituto, la acción tutorial y la atención a la diversidad, ha supuesto un verdadero reto. Sin embargo, es una de las asignaturas más útiles de cara a la práctica profesional, en tanto que un buen manejo de los documentos del centro, la legislación en vigor y saber cómo actuar en consonancia con el departamento de orientación del centro son conocimientos fundamentales para el buen docente.

En consonancia con Procesos y Contextos Educativos, la asignatura Sociedad, Familia y Educación ha puesto en perspectiva para mí lo que realmente supone la colaboración entre centro y familia. Antes de haber cursado esta asignatura, esta colaboración me parecía innecesaria, y aunque todavía tengo mis reservas acerca de este tema, sí que he entendido que el trabajar en conjunto con las familias puede ser beneficioso en muchos casos.

Saber qué está pasando en la cabeza de los alumnos es también crucial para planear las prácticas docentes. La asignatura de Aprendizaje y Desarrollo de la Personalidad enseña qué sucede en la mente de los alumnos durante los años que pasan en el instituto. Se tratan modelos de conducta, técnicas para gestionar el comportamiento y la disciplina en el aula y características de la memoria. Sin embargo, los contenidos que en mi opinión son los más interesantes y sobretodo útiles de cara a futuras enseñanzas son los que tienen que ver con la atención. ¿Cuánto tiempo se puede mantener? ¿Cómo conseguir la atención de los alumnos? A estas preguntas se les ha dado respuesta en esta asignatura, por lo que la considero de grandísima importancia.

Elaborar una programación docente es una tarea ardua y complicada, por lo que Diseño y Desarrollo del Currículum es de extrema importancia para el futuro de los

nuevos docentes. En esta asignatura hemos aprendido los conceptos propios a una programación, lo que son las competencias clave, los estándares de aprendizaje y una larga lista de términos, antes completamente desconocidos. Me gustaría destacar la importancia de esta asignatura en lo que se refiere a la elaboración del presente trabajo, y es que, en mi opinión, no cuenta con el suficiente número de sesiones para cubrir en profundidad los temas de tan alta importancia que implica.

Las asignaturas de la especialidad de inglés me han ayudado a enfrentarme a este trabajo y a las prácticas docentes con más facilidad. En la asignatura Complementos de la Formación Disciplinar nos fueron explicados los conceptos propios de una unidad didáctica de inglés, además de herramientas para la corrección de errores y metodologías para la creación de actividades. En la parte de la asignatura conjunta con las especialidades de francés y asturiano se realizaban debates en torno a la práctica docente, lo cual puede parecer superficial y que no llegaba a tratar ningún asunto en profundidad, pero estos debates sirvieron para comparar experiencias de los diferentes compañeros a la hora de dar clase y para contrastar métodos tanto de corrección como de evaluación. La asignatura de Aprendizaje y Enseñanza, si bien parecía ser bastante parecida a Complementos de la Formación Disciplinar, ha servido como ejemplo de cómo adaptarse como docentes a las situaciones adversas que se pueden dar en un curso académico. La pandemia del Covid-19 que obligó al cierre de las universidades hizo que las clases se pasasen a dar de forma telemática, una aventura nueva para la mayoría de nosotros, pero que no impidió que la asignatura se desarrollase.

Por último, al menos en lo que se refiere a las asignaturas del máster, nos encontramos con Innovación Docente e Iniciación a la Investigación. Esta asignatura se desarrolla durante el segundo semestre, a la vez que las prácticas profesionales. Por ello, no consta de un gran número de sesiones. Sin embargo, los contenidos de esta asignatura suponen, a gran escala, el futuro de la educación, por lo que considero que debería desarrollarse en mayor profundidad. No por tener pocas sesiones quedan los contenidos explicados de forma mediocre o insuficiente, pero un poco más de tiempo aclararía los procesos que conlleva una innovación aún más, sobre todo de cara a este trabajo.

Tras todos estos contenidos más bien teóricos, tuve la oportunidad de realizar mis prácticas profesionales en un instituto urbano en una de las mayores ciudades del Principado. El instituto contaba con casi un centenar de profesores y alrededor de 800 alumnos. En este centro he tenido la oportunidad de ver por mi mismo cómo funciona

realmente un instituto. Quién tiene que llevar a cabo cada tarea, quién forma la comisión de cooperación pedagógica o cómo se desarrolla una RED son cosas que no se ven cuando eres alumno, pero que en el día a día de la docencia resultan indispensables.

Durante este periodo me centré en un grupo de 2ºESO que formaba parte del programa bilingüe de forma individual, y junto a mi compañera de prácticas, impartimos clase en un grupo de 2º de Bachillerato. Trabajar con estos dos grupos me ha proporcionado unas herramientas para el desarrollo de actividades que espero poder usar en mi carrera como docente. En ningún momento he tenido ningún problema con los alumnos y alumnas, y los profesores, tanto los del propio departamento de inglés, como los de otras asignaturas me han ofrecido su ayuda y consejos acerca de cómo afrontar las clases. He tenido la oportunidad de participar en el proyecto de innovación en el que trabajaba mi tutora, a la que agradezco su paciencia y ayuda en todo momento. Este proyecto versaba sobre la biblioteca, y trataba de fomentar la lectura entre el alumnado. Para las jornadas dedicadas a San Valentín, realizamos la lectura de una historia corta y la grabación de un vídeo para colgar en la página del instituto, además de ayudar en la decoración de la biblioteca, que sorprendentemente fue lo más complicado y laborioso.

Si hay algo que cambiaría de estas prácticas, es que se hayan terminado un mes antes de lo previsto. El periodo del prácticum ha sido, sin lugar a dudas, el mejor del máster y en el que más he aprendido, aunque me hubiera parecido impensable enfrentarme a una clase llena de adolescentes sin la formación recibida durante el primer semestre.

4. Long-term plan

This long-term plan has been designed for an English course, year 4 of CSE in a secondary school of a middle-sized town. This year represents the end of compulsory education, and it is, overall, a very complicated one in terms of pressure on the students' behalf. It is a stage prelude to post-compulsory education and therefore, a crucial moment in the students' life, as this is the year in which they need to make choices that shape their future.

The secondary school this programme is planned to be developed in is located within one of the newest neighbourhoods of the town, and provides education to the children of the other two liminal areas. The students attending class there belong, on average, to the middle classes. The secondary school is expected to be well equipped with classrooms in terms of ITCs, as well as a proper ITC classroom so that every student can have access to a computer if needed.

This long-term plan has been designed for year 4 of CSE. The group is formed by 15 students that belong to a bilingual programme. As they belong to this programme, they have a level of English, ranging from a B1.1 to a B1.2, that has allowed me to create 15 units that include a varied wide range of activities. Consequently, there are no non-promoters in this group. As for this, this programme includes a vast number of topics and contents, aiming to provide examples of real English as to encourage students as much as possible.

4.1. Contribution to the achievement of stage key competences

Stage key competences have become a staple of education nowadays, and all seven of them are part of any subject syllabus, as stated in Order ECD/65/2015. They are, thus, one, if not the most, important part of teaching, since they have been defined in the DeSeCo project (2005) "as "knowing how to do" instead of simply "knowing". They are, by definition, more practical than theoretical, as their main aim is to allow students to use their knowledge in real life situations. As for English, there are some competences that are more related to the subjects than others, but all of them can be partially developed in

this subject. As for this programme, their contribution is summarised and adapted as follows:

- Linguistic competence

This competence deals with the use of language as a means of communication, and the tools for building communicative skills, learning skills and thinking procedures. It is, therefore, the competence most closely linked to English, as students develop it putting to use their speaking and writing skills that they have been working on during the previous years. Language is, furthermore, the tool that humans use in order to understand reality, so one could argue that learning a foreign language, such as English, further expands one's reality.

- Mathematical competence and basic science and technology competences:

Though it might look like this competence and English are not linked at all, mathematical competence aims to provide students with tools for the resolution of problems, developing the skills of reasoning and drawing conclusions. Moreover, this competence deals with the management of information, a key element of the skills of reading and listening.

- Digital competence

Managing information through technology is the focal point of this competence. It deals, therefore, with the use of technological resources as to do research, edit and process information. One does not have to forget, however, that this information is available in many formats, and that, since nowadays everything can be easily found in a quick on-line search, learning how to manage this huge amount of data is of the utmost importance. English is, moreover, usually used to present information online, since it is the lingua franca of the world. The use of the ICTs in the classroom is rather prominent nowadays, and the English classroom poses no exception. *Kahoot* for reviewing and *YouTube* for listening activities are just examples of how the digital competence can be easily developed.

- Learning to learn

In order to be self-sufficient, students need to be able to reflect on their performance in both class and the exams. This is basically achieved through self-assessment, that is, students need to realise what they have done right and wrong, and have their partners give

them feedback. Self-assessment is closely related to peer reviewing, which is another fantastic tool to develop this competence. In English, it is especially easy to work using this tools, since multiple activities can be carried out in groups, increasing collaboration.

- Social and civic competence

This competence is constantly being developed just by the mere fact of assisting classes with a group of people. It has to do with respect and the ability to live in society. In the English classroom, this competence can be further improved by learning about the English culture and the values of the different societies that conform the Anglophone world. Learning about their differences and comparing those cultures to their own from a respectful perspective can lead to an expansion of the students' realities.

- Sense of initiative and entrepreneurial spirit

Initiative is one of the most important qualities that students need to develop. Nowadays, when there are lots of people that share the same studies, being able to come up with genuine ideas can make the difference. This competence is rather useful for English, in order to create interesting writings and speakings. This competence deals with matters such as responsibility and independence, but also gives emphasis to the combination of individual and collective work.

- Cultural consciousness and expression

This competence is closely related to the social and civil one, since both deal with society, though through different perspectives. This competence aims to provide the students with the tools in order to assess both artistic and cultural representations. In the English classroom, this can be easily developed by means of music, literature and cinema, as these genres are great resources for the teaching of a language.

4.2. Objectives for Year 4 CSE

The Stage objectives of Compulsory Secondary education are widely explained in Royal Decree 1105/2014 of 26th November that establishes the basic curriculum for CSE and PCSE. At this point, students enter the last year of their compulsory education, and thus, they are expected to have fulfilled, at least partially, some of these objectives. It is necessary to bear every objective in mind, though some of them will be given special

emphasis. Therefore, the objectives pupils are expected to accomplish at the end of CSE are:

I. Listen to and understand general and specific information from oral texts in different communicative contexts, with a respectful and cooperative attitude.

II. Express themselves and interact orally in common communicative situations in a comprehensible way, adequately and showing a certain level of autonomy.

III. Read and understand diverse texts in an adequate level according to their interests and capabilities aiming to extract general and specific information, and utilising reading as a means of pleasure and personal development.

IV. Write simple texts on different topics with varied purposes, using adequate cohesion and coherence resources.

V. Know and use the basic phonetic, lexical, structural and functional components autonomously and correctly in a reflexive fashion in real communicative context, bearing in mind the discursive and sociocultural components that determine them

VI. Develop learning autonomy. Reflect upon their own learning procedures and use other strategies learnt in other languages in the learning of this one.

VII. Value foreign languages as a means of communication and understanding between people of multiple origins, languages and cultures, avoiding discrimination and stereotypes.

VIII. Value the foreign language as a source of information, as a tool for learning and as the biggest asset of any culture.

IX. Develop individual and cooperative work habits. Develop effort and responsibility in their own studies and build trust in their own learning capability.

X. Favour critical sense, personal initiative, curiosity and creativity in learning.

XI. Develop entrepreneurial spirit as a precious attitude towards practice application of their different learnings.

These objectives are expected to last a life-time, and pupils need to realise that, as this is their last year of compulsory education, they need to bear all these skills in order to accomplish the tasks that they might face in the future. English is specially focused on communication, and so, the objectives aim to provide tools to be able to solve common tasks and problems related to situations or oral and written communication, as explained in Royal Decree 1105/2014 of 26th November.

4.3. Methodology

When facing the task of teaching English as a second language, teachers can opt for a varied range of methodologies. As English became one of the most important languages in the world, especially as a second language, it has been the target of many linguistic studies that dealt with the learning processes regarding the achievement of successful communication.

In the Common European Framework of Reference (CEFR) guide for teachers, there is a whole chapter devoted to provide teachers and learners with guidelines in the matter of methodology. The one recommended is the action-oriented approach, in which “learners of a language (...) have tasks (not exclusively language-related) to accomplish, in a given set of circumstances, in a specific environment” (2001, 9). This implies, therefore, that in order to learn English as a second language, students need to use language in context, but never in isolation. Furthermore, in order to develop the communicative skill, that is, the main objective of a language student, all four components of the communicative competence (Hymes, 1972) need to be enhanced. Communicative competence is a term coined by Dell Hymes which, as he explains, is achieved when one knows both the linguistic aspects of the language and when to use them (1972). The four components are the grammatical, socio-linguistic, strategic and discursive competences (Canale and Swine, 1980). They, as Laspra (1992, 21) puts it, give special emphasis to pragmatics, and therefore, context.

Traditionally, grammar and vocabulary were always the focal point of the lessons, and English was studied as a reflection of the students’ first languages. Cook (2003, 32) explains that “the way into the new language was always through the student’s own

language. (...) Success was measured in terms of the accurate use of grammar and vocabulary rather than effective communication”. These ways, although completely old-fashioned, are still widely used, as a solid base on grammar is still needed to produce successful messages. Stephen Krashen explains that formal knowledge of a language, that is, the knowledge of grammar, acts as a monitor that corrects the learners utterances before they are spoken, but after they have been produced by their acquired knowledge of a language (1982). Therefore, grammar is still a crucial part of the learning process of a foreign language. However, as Laspra explains, “learning grammar should involve exchanging information and participating in activities which make for authentic communication” (2008,167), which agrees with the communicative approach in the sense that language should be studied in context.

For all the above-mentioned, the methodology that has been chosen for the development of the present long-term plan is composed of bits of different approaches. Firstly, the main objective of this programme is to develop the communicative competence of the students as much as possible, for which activities are presented in a way that represents real communicative situations. Secondly, grammar-focused activities will serve as to form a solid foundation for students to understand how the language is constructed, and then focus on the uses of English.

4.4. Course contents

The following table serves as a visual representation of the notion-function approach followed in order to develop the fifteen units that form this programme. Notions are, as put by Coletes, “the different categories through which we interpret the less material aspects of the word (...) such as time, space, location, (...) etc.” (2008, 116). The units hereby explained have been designed to escalate from the less complicated matters to the most complex ones, bearing in mind the time-consuming activities of the innovation project that will be explained further on. The table includes a pronunciation segment that illustrates the aspects of the English phonemes dealt with in every unit. Whenever it was possible, the pronunciation was arranged according to the notions and grammar presented in the unit.

Unit	Context	Notion	Function	Grammar	Pronunciation	Innovation Project.
Unit 1: What is that melody?	Music Free time	Present time Frequency Routine Habit Preference	Describing habits and routine Expressing likes and preferences Expressing opinion Frequency	Present simple Present continuous Adverbs of frequency	/s/ and /z/ /n/ and /ŋ/	Explanation of the project. First contact with the play.
Unit 2: What happened here?!	Crime Shocking situations	Past time	Narrating Discussing	Past simple Past continuous Time expressions	Phonemes /d/, /t/ and /ɪd/ for the spelling <-ed>	Context of the play. Summary of the Harry Potter saga.
Unit 3: When we were young	Traditions Past habits Hobbies	Past habits Questions	Explaining Questioning other's opinion	Used to Get used to Be used to Question tags	Intonation of question tags	Begin reading of the play. Part 1, Act 1
Unit 4: That's it, I've had it.	Obsessions Personality traits	Completeness Incompleteness	Complaining Expressing emotion	Present perfect simple Present perfect continuous Present continuous with complaint value	Plosives: /p/ - /b/ /t/ - /d/ /k/ - /g/	Continue reading of the play. Part 1, Act 2
Unit 5: Oh, this one looks nicer.	Clothing Fashion Colours Patterns Make-up Physical appearance	Opinion Comparison Description	Describing appearance Comparing Expressing opinion	Comparatives Superlatives Comparative structures: So – such Too- enough	Short vowels and long vowels	Reading of the play. Part 2, Act 3

				The more... the more...		
Unit 6: They will be champions!	Sports Competition Plans	Future	Making prediction Guessing Planning	Future simple Be going to Present simple with future value Present simple with future value	/tʃ/ and /dʒ/ sounds	Finish reading the play. Part 2, Act 4.
Unit 7: Global Warming	Climate Recycling Pollution Environment Nature Global warming	Condition Suggestion	Debating Expressing logical relationships	Conditional sentences: Types 0, I and II. If and Unless	Sounds /a:/ /æ/ and /ʌ/	Watching parts of the play <i>Macbeth</i> .
Unit 8: I wish I could go back time	Mistakes Accidents	Past time Hypothesis Apology Regret	Expressing regret Expressing condition Apologising Forgiving Asking	Conditional sentences: Type III Structures: I wish / If only	Sound: schwa /ə/	<i>Macbeth</i> adaptations: Watching parts of the 2015 film and of the 2010 BBC Four series
Unit 9 : Foodies	Food Health Exercise	Advise Ability	Giving advise Providing suggestions Stating one's abilities	Modal verbs: Advise: Should (have), ought to. Ability: Can, could (have), be able to.	Sound /ʃ/ Vowels /i:/, /I/, /u:/ and /ʊ/	Adaptation of the script of the play.
Unit 10: Kings and Queens	Royalty Politics Economy	Obligation Possibility Order	Explaining Ordering Requesting	Imperative. Modal and perfect modal verbs: Obligation: Must, have to, had to, need to.	Contracted forms of modal verbs	Reading: BBC "Using your body": Body language.

				Possibility: May, might and could.		
Unit 11: Artistry	Painting Architecture Sculpture	Passivity	Describing Discussing	Passive voice Causative	Sounds: /3:/ and /e/ Sounds /b/ vs /v/	Rehearsals of the play. Focus on line memorization.
Unit 12: Storyteller	Stories Tales Mythology Literature	Report Order Suggestion	Narrating Storytelling Reporting Ordering Suggesting	Reported speech Reporting verbs	Weak and strong forms.	Rehearsals of the play. Focus on pronunciation.
Unit 13: Television!	Television Advertising News	Explanation Definition Information	Defining Advertising Explaining	Relative clauses: Defining and non-defining	Semi- consonants: /w/ and /j/	Rehearsals of the play. Focus on message conveyance
Unit 14: Applying for a job	Jobs Interviews	Dialogue Work	Questioning Answering Applying	Gerund and infinitives	Silent letters. Post vocalic <ɾ>	Final representation of the play
Unit 15: The Universe	Universe Space	Hypothesis Quantity	Making hypothesis	Countable and uncountable nouns. Much/many Some/any Grammar gneral review	Diphthongs	Evaluation of the project

4.5. Teaching Units

Unit 1 : What is that melody?

Timing: 8 sessions

OBJECTIVES

- Talk and write about the present
- Use lexicon related to music
- Use vocabulary related to routines, habits and free time
- Pronounce correctly the sounds /s/, /z/, /n/ and /ŋ/

COMPETENCES

Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit
 Civic and Social competence Cultural consciousness and expression

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Music. Free time. Routine. Habits.	Present time. Frequency. Preference Free time.	Expressing opinion. Expressing frequency.	Inception soundtrack: How the music made it great Video: Are good singers born or made?	Discussion: Music preferences Oral interaction: Free time habits	Article: The benefits of music therapy Article: What can be achieved by keeping a consistent routine?	Opinion essay: What would you like to include on your routine?	Present simple Present continuous Adverbs of frequency Sounds: /s/, /z/, /n/ and /ŋ/	Explanation of the project. First contact with the play.

ASSESSMENT

- The student is expected to:
- Talk and write about the present
 - Use a lexicon related to habits, routines, and free time
 - Use a lexicon related to music
 - Differentiate and correctly pronounce the sounds /s/, /z/, /n/ and /ŋ/
 - Understand the main ideas of a written or oral text by means of a set of strategies.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- Video: Are good singers born or made?
<https://www.youtube.com/watch?v=sZN1kljfBdc>
- Video: Inception soundtrack: How the music made it great
<https://www.youtube.com/watch?v=FZs02iS3VpI>

Unit 2: What happened here?

Timing: 6 sessions

OBJECTIVES

- Write and talk about the past
- Narrate a shocking event
- Differentiate the pronunciations of the ending –ed
- Understand texts and conversations on crime

COMPETENCES

Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit
 Civic and Social competence Cultural consciousness and expression

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Crime Shocking situations	Past time	Narrating Discussing	Watching half an episode of TV series <i>Sherlock</i> . Documentary: Great Fire of London	Class debate: Is crime ever justified? Debate: Death sentence	Narration of a stressful situation on a plane Article: The Gunpowder Plot	Narration: Have you ever witnessed a crime?	Past simple Past continuous Time expressions (when, while) Past ending <ed> sounds /d/, /t/ and /id/	Context of the play. Summary of the Harry Potter saga.

ASSESSMENT

- The student is expected to:
- Talk and write about the past.
 - Produce oral and written text about crime and shocking situations.
 - Pronounce the different phonemes of the ending <ed>.
 - Write a narration.
 - Understand the main idea and plot of a TV series episode.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- *Sherlock* episode:
<https://www.youtube.com/watch?v=80gidiIm1k>
- Video: The Great Fire of London 1666.
<https://www.youtube.com/watch?v=Er3GKw8Z3R4&t=29s>

Unit 3: When we were young

Timing: 7 sessions

OBJECTIVES

- Talk and write about past habits
- Differentiate between used to, get used to and be used to
- Be able to use question tags
- Use vocabulary related to hobbies
- Use vocabulary related with traditions

COMPETENCES

- Linguistic competence Digital competence
- Learn to learn Sense of initiative and entrepreneurial spirit
- Civic and Social competence Cultural consciousness and expression

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Past habits.	Past time.	Expressing opinion.	Song: She used to be mine	Oral presentation: Traditions around the world	Article: Generational gaps. What has changed?	Opinion essay: Today's society vs 50 years ago society	Used to Be used to	Begin reading of the play.
Traditions.	Questions.	Debating.	Video: The Bizarre but True Origins of Wedding Traditions	Class debate: Can traditions be maintained?	Text: Picking up new hobbies		Get used to Question tags Question tags intonation	Part 1, Act1.
Hobbies.								

ASSESSMENT

- The student is expected to:
- Talk and write about past habits
 - Use question tags for emphasis fluently with the correct intonation
 - Utilise lexicon related to hobbies
 - Compare their reality with that one of the past.
 - Analyse traditions and their repercussions.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher.
- Articles for comprehension of written texts practice.
- Song: She Used to Be Mine:
<https://www.youtube.com/watch?v=53GIADHxVzM>
- Video: The Bizarre but True Origins of Wedding Traditions:
<https://www.youtube.com/watch?v=Gfzb3BiwtDY>

Unit 4: That's it. I've had it!

Timing: 6 sessions

OBJECTIVES

- Express complaints
- Differentiate finished and unfinished actions
- Pronounce the /h/ sound correctly
- Use vocabulary related to revolutions

COMPETENCES

- Linguistic competence Digital competence
- Learn to learn Sense of initiative and entrepreneurial spirit
- Civic and Social competence Cultural consciousness and expression

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Obsessions Complaints Revolutions Personality traits	Completeness Incompleteness Complaint	Complaining Expressing emotions	Video: How Rosa Parks Helped Start the Civil Rights Movement.	Discussion: Do you have any obsession that bothers people? Debate: Demonstrations. Are they useful?	Text: Neighbours. What a nightmare! Text: Room mate experiences	Advantages and disadvantages of travelling to a foreign country.	Present perfect simple Present perfect continuous Present continuous with complaint value Plosives: /p/ - /b/, /t/ - /d/ and /k/ - /g/	Continue reading of the play. Part 1, Act 2.

ASSESSMENT

- The student is expected to:
- Express complaints
 - Differentiate finished and unfinished actions
 - Properly pronounce the /h/ sound
 - Utilise lexicon related to obsessions.
 - Use vocabulary related to revolutions.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- How Rosa Parks Helped Start the Civil Rights Movement.
<https://www.youtube.com/watch?v=Q74nzvGkD60>

OBJECTIVES				COMPETENCES				
<ul style="list-style-type: none"> Define and compare qualities Describe appearance Use vocabulary related to fashion and clothing 				Linguistic competence Digital competence Learn to learn Sense of initiative and entrepreneurial spirit Civic and Social competence Cultural consciousness and expression				
CONTENTS								
CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Clothing Fashion Colours Make-up Physical appearance	Opinion Comparison Description	Describing appearance Comparing Expressing opinion	Podcast: Get to know you Café. How much does your physical appearance impact your life? Video: Cats Broadway Make-Up tutorial	Discussion: Fashion on the catwalks vs everyday clothing	Article: The hippie aesthetic	For and against essay: Trends	Comparatives Superlatives Comparative structures: So – such, too - enough The more... the more... Short and long vowels	Reading of the play. Part 2, Act 3
ASSESSMENT						RESOURCES		
The student is expected to: <ul style="list-style-type: none"> Describe physical appearance Discuss about aesthetics Define and compare qualities Utilise fashion and clothing lexicon Produce a for and against essay Follow a video tutorial Differentiate between short and long vowel sounds. 						<ul style="list-style-type: none"> Computer with access to the Internet Speakers, screen and projector Copy of the play <i>Harry Potter and the Cursed Child</i> Hand-outs provided by the teacher Articles for comprehension of written texts practice. Podcast: Get to know you. Café 7. How much does your physical appearance impact your life? https://open.spotify.com/episode/5IGnw0Yw6yBe9dXMA8s2aj?si=sb5Sxp51R8K3ICJOPdi_BQ Video: Cats Broadway Make-Up Tutorial. https://www.youtube.com/watch?v=t_UhebAn6hw 		

Unit 6: They will be champion

Timing: 6 sessions

OBJECTIVES

- Talk and write about the future
- Make predictions
- Talk and write about fixed plans and schedules.
- Use vocabulary related to sport and competitions.
- Pronounce the affricate sounds /tʃ/ and /dʒ/

COMPETENCES

- Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit
 Civic and Social competence Cultural consciousness and expression

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Sports Competition Plans	Future	Making predictions Guessing Planning	Podcast: Simone Biles. “You have to choose your battles wisely”. Video: Tom Daley interview: the London 2012 Olympics	Oral presentation: Non-mainstream sport Debate: Extreme sports	Article: The stakes of the competition. The future of football	Explanation of a sport’s rules.	Future simple. Be going to. Present simple and continuous with future value. /tʃ/ and /dʒ/ sounds	Finish reading the play. Part 2, Act 4.

ASSESSMENT

The student is expected to:

- Talk and write about the future
 - Make predictions
 - Arrange plans and express intentions
 - Properly pronounce the / tʃ/ and /dʒ/ sounds
 - Use reading strategies to get the main point of a written text
- Get the gist of an oral text on sports
 - Explain a set of rules
 - Talk about unpopular sports

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- Podcast: Simone Biles. “You have to choose your battles wisely”.
<https://www.youtube.com/watch?v=xeD6FCkExLE>
- Video: Tom Daley interview: The London 2012 interview.
<https://youtu.be/TbOnPjhQoQo>

Unit 7: Global Warming

Timing: 8 sessions

OBJECTIVES

- Talk and write about global warming and climate change
- Use climate and environment lexicon
- Organise discourse for an arranged debate
- Express logical relationships through conditional sentences
- Pronounce correctly the sounds /a:/ /æ/ and /ʌ/

COMPETENCES

Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit
 Civic and Social competence Cultural consciousness and expression

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Climate Environment Nature Global Warming	Condition Suggestion	Debating Expressing logical relationships	TED talk on Climate Change + Quiz Video: Benefits of public transport.	Formal debate: Measures to stop climate change.	Article: Global warming and the rising of the oceans.	Suggestions for living an eco-friendly life	Conditional sentences: Types 0, I and II. If and Unless. Sounds /a:/ /æ/ and /ʌ/	Watching parts of the play <i>Macbeth</i>

ASSESSMENT

- The student is expected to:
- Debate on a given topic.
 - Express logical relationships.
 - Use a lexicon related to climate, climate change and environment.
 - Use different strategies to decipher oral and written texts.
 - Differentiate the pronunciation of /a:/, /æ/ and /ʌ/ sounds.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- Ted talk:
https://www.ted.com/talks/al_gore_averting_the_climate_crisis
- Video: Benefits of public transportation:
https://www.youtube.com/watch?v=NDig_mkAp8

Unit 8: I wish I could go back on time

Timing: 7 sessions

Unit 8: I wish I could go back on time								
OBJECTIVES					COMPETENCES			
<ul style="list-style-type: none"> • Talk and write about regretting situations. • Make hypothesis • Apologise and ask for forgiveness • Use vocabulary related to mistakes and accidents. • Pronounce correctly the sound / ə / 					Linguistic competence Digital competence Learn to learn Sense of initiative and entrepreneurial spirit Civic and Social competence Cultural consciousness and expression			
CONTENTS								
CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Mistakes Accidents	Past time Hypothesis Apology Regret	Expressing regret. Expressing conditions Apologising Forgiving Asking	Video: A life changed: Story of a former inmate Watching parts of the play <i>Macbeth</i> . (related to innovation project)	Debate on Macbeth: Ambition vs regret.	Article: The aftermath of World War II Letter from a friend asking for forgiveness.	Informal e-mail: Complaint to a company.	Conditional sentences: Type III. Structures: I wish/ If only /ə/ sound (Schwa)	<i>Macbeth</i> adaptations: Watching parts of the 2015 film and of the 2010 BBC Four series
ASSESSMENT						RESOURCES		
The student is expected to: <ul style="list-style-type: none"> - Make hypothesis - Talk and write about situations that they regret - Apologise and ask for forgiveness - Extract information from oral and written text to build discourse on a debate. - Identify and pronounce the vowel /schwa/ 						<ul style="list-style-type: none"> - Computer with access to the Internet - Speakers, screen and projector - Copy of the play <i>Harry Potter and the Cursed Child</i> - Hand-outs provided by the teacher - Articles for comprehension of written texts practice. - Video: A life changed: Story of a former inmate. https://www.youtube.com/watch?v=TmznlyCFZQ0 - Video: <i>Macbeth</i>. https://www.youtube.com/watch?v=PFwHmgA9nno 		

Unit 9: Foodies

Timing: 6 sessions

Unit 9: Foodies									Timing: 6 sessions
OBJECTIVES					COMPETENCES				
<ul style="list-style-type: none"> • Give advise and suggestions • Express one's capabilities • Follow and produce a recipe. • Use vocabulary related to food • Use vocabulary related to health and exercise. • Pronounce correctly the sounds /ʃ/, /i:/, /l/, /u:/ and /ʊ/ 					Linguistic competence Digital competence Learn to learn Sense of initiative and entrepreneurial spirit Civic and Social competence Cultural consciousness and expression Mathematical competence and basic science and technology competence				
CONTENTS									
CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT	
Food Health Exercise	Advise Ability	Giving advise Providing suggestions Stating one's abilities.	YouTube video: Recipe: How to make cashew cheese.	Debate: Food trends; avocado. Debate: Should humans eventually give up meat?	Article: The benefits of a plant-based diet Article: The risks of extreme diets	Recipe of an international dish	Modal verbs: Advise: Should (have), ought to Ability: Can, could (have), be able to. Sound /ʃ/ Vowels /i:/, /l/, /u:/ and /ʊ/	Adaptation of the script of the play.	
ASSESSMENT						RESOURCES			
The student is expected to: <ul style="list-style-type: none"> - Be able to give advise and provide suggestions - State their capabilities - Understand the procedures that a recipe entails. - Use a lexicon related to food, health and exercise. - Write a recipe 						<ul style="list-style-type: none"> - Computer with access to the Internet - Speakers, screen and projector - Copy of the play <i>Harry Potter and the Cursed Child</i> - Hand-outs provided by the teacher - Articles for comprehension of written texts practice. - Video: How to make cashew cheese. https://www.youtube.com/watch?v=O-n1SCNE09I 			

Unit 10: Kings and queens

Timing: 6 sessions

OBJECTIVES

- Express obligation
- Make hypotheses and express possibility
- Pronounce the contracted forms of modal perfect verbs
- Use vocabulary related to politics
- Use vocabulary related to economy
- Give orders and make requests

COMPETENCES

Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit,
 Civic and Social competence Cultural consciousness and expression
 Mathematical competence and basic science and technology competence

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Royalty Politics Economy	Obligation Possibility Hypothesis Order	Explaining Ordering Requesting Making hypothesis	BBC video: Hunting for History. Elizabeth I BBC News: US Election 2016: Recap of the night before	Discussion: When you hear the term “privilege” what comes to your mind?	Narration: The fall of the Russian Monarchy. Text: The obligations of the British Royal family.	Advantages and disadvantages of reigning. Practice on linking words	Modal and perfect modal verbs and imperative: Obligation: Must, have to, had to, need to Possibility: May, might, could Modals contracted forms	Reading: BBC “Using your body”: Body language

ASSESSMENT

- The student is expected to:
- Be able to express obligation.
 - Make hypotheses
 - Use a lexicon related to politics
 - Use a lexicon related to economy
 - Make requests
 - Give orders
 - Think critically about economy

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- BBC: Hunting for History. Elizabeth I.
<https://www.youtube.com/watch?v=HRrmsI67vAc>
- BBC News: US Election 2016: Recap of the night before.
https://www.youtube.com/watch?v=0mCS1_I6xNk&t=29s

Unit 11: Artistry

Timing: 6 sessions

OBJECTIVES

- Differentiate active and passive voice
- Use vocabulary related to art
- Differentiate subject from object in sentences
- Write a biography
- Think critically about artistic representations
- Learn from other cultures' art

COMPETENCES

- Linguistic competence Digital competence
- Learn to learn Sense of initiative and entrepreneurial spirit
- Civic and Social competence Cultural consciousness and expression
- Mathematical competence and basic science and technology competence

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Painting Architecture Sculpture	Passive voice Biography	Describing Discussing	TED Talk: Frida Kahlo, the woman behind the legend.	Discussion: Modern art Oral presentation: Piece of art.	Article: What is art? Text: How was the Sistine Chapel painted?	Biography of an artist.	Passive voice. Causative Sounds /3:/ and /e/ Sounds /b/ vs /v/	Rehearsals of the play. Focus on line memorization

ASSESSMENT

- The student is expected to:
- Use lexicon related to art
 - Be able to use active and passive voices
 - Write a biography
 - Discuss a topic related to art
 - Pronounce the vowel sounds /3:/, /e/,

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- TED Talk:
https://www.ted.com/talks/iseult_gillespie_frida_kahlo_the_woman_behind_the_legend/transcript?language=es#t-3844

Unit 12: Storyteller

Timing: 9 sessions

OBJECTIVES

- Report what other people say
- Narrate a story
- Pronounce the weak and strong forms of common words.
- Critically analyse other cultures through mythology.
- Reproduce other people’s orders and suggestions.
- Use a vocabulary related to literature and mythology.

COMPETENCES

Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit
 Civic and Social competence Cultural consciousness and expression.
 Mathematical competence and basic science and technology competence

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Stories Tales Literature Mythology.	Report Orders Suggestion	Narrating Storytelling Reporting Ordering Suggesting	Ted video: What really happened during the Salem Witch Trials. Song: Somebody that I used to know	Oral presentation: Narration of a mythological tale	Article: How Literature reflects society. Text: The legend of the Dragon Gate	Storytelling: Narrate the plot of a book or film.	Reported speech Reporting verbs Weak and strong forms	Rehearsals of the play. Focus on pronunciation

ASSESSMENT

- The student is expected to:
- Report what other people say.
 - Report other people’s orders and suggestions
 - Use different reporting verbs.
 - Use a lexicon related to literature and mythology
 - Be able to narrate the plot of a book and/or movie through oral and written speech.
 - To differentiate and pronounce correctly weak and string forms of common words.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- Ted Video:
<https://www.youtube.com/watch?v=NVd8kuufBhM>
- Song: Somebody that I used to know.
<https://www.youtube.com/watch?v=5aDWReBe7Ms>

Unit 13: Television!

Timing: 9 sessions

OBJECTIVES

- Use relative clauses to give extra information
- Differentiate between defining and non-defining clauses.
- Use a vocabulary related to television and advertising
- Pronounce the /j/ and /w/ sounds.
- Understand a piece of news on a known topic.

COMPETENCES

- Linguistic competence Digital competence
- Learn to learn Sense of initiative and entrepreneurial spirit
- Civic and Social competence Cultural consciousness and expression
- Mathematical competence and basic science and technology competence

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Television Advertising News	Explanation Definition Information	Defining Advertising Explaining	TED talk: The conscience of television.	Discussion in small groups: How much do you think advertising influences us?	Article: The world of advertising. BBC News: The Full Story of Thailand's extraordinary cave rescue.	Design and write a pamphlet for propaganda.	Relative clauses: Defining and non-defining Semi-consonants /j/ and /w/	Rehearsals of the play. Focus on message conveyance

ASSESSMENT

- The student is expected to:
- Give extra information of something through relative clauses.
 - Use defining and non-defining relative clauses
 - Follow pieces of news
 - Pronounce correctly the sounds /j/ and /w/.
 - Use a lexicon related to the world of television and advertising.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- TED Talk:
https://www.ted.com/talks/lauren_zalaznick_the_conscience_of_television

Unit 14: Applying for a job

Timing: 9 sessions

OBJECTIVES

- Get familiar with a set of common verbs followed by infinitive.
- Get familiar with a set of common verbs that are followed by gerund.
- Understand the changes of nuance in verbs that can be followed by gerund and infinitive.
- Identify silent tellers.
- Recognise the pronunciation of postvocalic <r> in different accents.
- Use vocabulary related to jobs.

COMPETENCES

- Linguistic competence Digital competence
- Learn to learn Sense of initiative and entrepreneurial spirit
- Civic and Social competence Cultural consciousness and expression
- Mathematical competence and basic science and technology competence

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Jobs Interviews	Interview Verbs	Questioning Answering Applying	Video: “Interview with an applicant” Sketch comedy.	Discussion: Is there such thing as “the perfect job?”	Text: Tips for a job interview.	Produce a Curriculum vitae and a cover letter	Gerunds and infinitives Silent letters and postvocalic <r>	Representation of the play

ASSESSMENT

- The student is expected to:
- Know a set of common verbs that are followed by a gerund form
 - Know a set of common verbs that are followed by an infinitive.
 - Understand the changes in meaning when some verbs are followed by gerund or infinitive.
 - Use a lexicon related to jobs.
 - Identify silent letters.
 - Correctly pronounce postvocalic <r>
 - Write a cover letter and curriculum vitae.
 - Understand the procedures of a job interview.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- Video: Interview with an applicant:
https://www.youtube.com/watch?v=7W_qrc-TkR8

Unit 15: The Universe

Timing: 9 sessions

OBJECTIVES

- Express quantity.
- Differentiate countable and uncountable nouns.
- Use the quantifiers much, many, some and any.
- Use vocabulary related to space

COMPETENCES

Linguistic competence Digital competence
 Learn to learn Sense of initiative and entrepreneurial spirit
 Civic and Social competence Cultural consciousness and expression
 Mathematical competence and basic science and technology competence

CONTENTS

CONTEXT	NOTIONS	FUNCTIONS	COMPREHENSION OF ORAL TEXTS	PRODUCTION OF ORAL TEXTS	COMPREHENSION OF WRITTEN TEXTS	PRODUCTION OF WRITTEN TEXTS	LANGUAGE EXPONENTS AND PRONUNCIATION	INNOVATION PROJECT
Universe Space	Hypothesis Quantity	Making hypotheses	Video: Timelapse of the entire Universe. TED talk: What is the Universe expanding into?	Discussion: If there were other inhabited planets that humans could travel to, how should we proceed?	Text: The First Person on the Moon. Text: The Solar System's wonders.	Opinion essay: If you could leave Earth, would you? Why?	Countable and uncountable nouns Much, many, some and any Grammar review Diphthongs	Evaluation of the project

ASSESSMENT

- The student is expected to:
- Express quantity
 - Differentiate countable and uncountable nouns
 - Utilise the quantifiers much, many, some and any
 - Use a lexicon related to space and the Universe.
 - Produce an opinion essay.
 - Hypothesize about scientific matters.

RESOURCES

- Computer with access to the Internet
- Speakers, screen and projector
- Copy of the play *Harry Potter and the Cursed Child*
- Hand-outs provided by the teacher
- Articles for comprehension of written texts practice.
- Video: Timelapse of the entire Universe.
<https://www.youtube.com/watch?v=TBikbn5XJhg>
- TED talk: What is the Universe expanding into?
https://www.ted.com/talks/sajan_saini_what_is_the_universe_expanding_into

4.6. Timing

This year programme has been designed taking into account the school calendar for the academic year 2020/2021, as stated in Resolution of June 3rd 2020 from the Department of Culture and Education, and its timing has been adapted to have enough time to develop the 15 units that form it, according to what is established in the Organic Law for the Improvement of the Quality of Education. In Year 4 of CSE, the subject of English as a Foreign Language is given three lessons per week, so the year schedule is as follows:

1 st Term	Units 1-6	39 sessions (13-14weeks)
2 nd Term	Units 7-11	33 sessions (11 weeks)
3 rd Term	Units 12-15	36 sessions (12 weeks)

It is clear that the first term is much heavier than the second and third, and it is, as well, the longest. Moreover, the third and last term has been left with only four units in order to have enough time to develop the final part of the innovation project, as it is in the last term that the project would come to a conclusion.

The second term is expected to be the tightest. However, it is during the second term that the students' performance is at its best, as they are already familiar with the mechanics of the subject, but they are still not tired or bored.

4.7. Assessment strategies

In order for students to progress on their learning process, teachers must provide them with a constant feedback. English as a foreign language is, intrinsically, a subject to be assessed progressively and sumatively, as the contents dealt with in the first lessons, are present in all the lessons and tests throughout the year.

As the methodology chosen for this programme gives more emphasis to the four language skills (comprehension and production of oral texts and comprehension and production of written texts) than it does to grammar, students are assessed through their

performance in the activities dealing with these disciplines. They are asked to hand in tasks for every unit. These tasks are corrected and given back so that students can check their mistakes and improve. Production tasks are assessed by means of a rubric, as it seems to me, is the most objective method. Once every two units, students sit a test, which, together with the above-mentioned tasks, form a grade. Therefore, students receive a grade for every set of two units, which represent 20% of their final grade of the term.

At the end of each term, students sit a final, global exam slightly more challenging than the two-units ones, that would represent 30% of their final grade.

The remaining 10% is achieved by means of attitude and good behaviour. This refers to matters such as active, daily participation, punctuality, and respect towards others.

4.7.1. Assessment criteria

The following assessment criteria have been adapted from the Official Curriculum for CSE (Royal Decree 1105/2014 of 26th November that established the basic curriculum for CSE and PCSE), taking into account the objectives for Year 4, thoroughly explained in section 5.2. They are, as stated in the Curriculum, divided into four categories:

- Comprehension of oral texts:
 - Identify the overall meaning, essential information and most important details of well-organised oral texts in a formal, informal or neutral register at an average speed using a set of strategies.
 - Recognise lexicon related to common topics, personal interests, studies or occupations and a limited repertoire of expression of common usage.
 - Recognise and differentiate the meaning of sentences and expressions according to intonation and rhythm.

- Production of oral texts:

- Build discourse in an organised way, using formal, informal or neutral register and the necessary cohesion and coherence resource to make communication successful.
- Pronounce clearly the sounds of the target language, using appropriate intonation, stress and rhythm, though not perfectly, as long as it does not hinder the communicative process.

- Comprehension of written texts:

- Identify the overall meaning, essential information and most important details of well-organised digital or printed texts in a formal, informal or neutral register, using a set of strategies.
- Know and utilise the socio-linguistic and social conventions that help understand a written text.
- Recognise written lexicon of common use that is related to, personal interests, studies or occupations and a limited repertoire of expression of common usage.

- Production of written texts:

- Write short or average, well-structured texts related to common topics, personal interests, studies or occupations using a formal, informal or neutral register and the adequate cohesion and coherence resources.
- Use correctly the spelling, punctuation and writing conventions.
- Show a certain domain over a set of common syntactic structures.
- Produce a written lexicon that is related to common topics, personal interests, studies or occupations and a limited repertoire of expressions of common usage.

4.8. Resources

In order to develop the 15 units through the methodology proposed, the resources that are to be used need to be examples of real English so that pupils can see the way in which the language is used. Using produced materials, that is, materials taken from textbooks is a valid option as well, and textbook will be consulted to create hand-outs for grammar. I prefer providing pupils with hand-outs to work in class and projecting exercises, if necessary.

As to work the discipline of comprehension of oral texts, the preferred choice is using authentic files taken, mostly from YouTube, the BBC and TED platforms, as they provide examples of different registers of the English language, BBC and TED being more formal, and YouTube, generally, more informal.

Written pieces of news are also proposed, as the press, depending on the topics, also offers a varied range of registers. Together with texts taken from textbooks and adapted articles, they compose the majority of resources for the discipline of comprehension of written texts.

Whenever an explanation on a certain topic is due, a Power Point presentation is used to illustrate it, as well as for explaining activities that deal with photographs descriptions, for instance.

All of the above requires IT equipment; the class should be equipped with a computer or laptop, a projector, a digital screen and a set of speakers.

4.9. Reinforcement and special needs

The constant flow of feedback will soon reveal enough if there are students that present a level lower to that one that is desirable. Besides, as the activities proposed in the teaching units are clearly separated in four categories, the grades that the students receive reveal which are the areas in which they might need reinforcement activities. These extra tasks will be proposed to said students constantly, as a means of trying to solve the deficiencies that they present as soon as possible. These activities would include resources such as extra videos and audio recordings for the comprehension of oral texts discipline or pieces of news and hand-outs with texts and questions for comprehension of written texts. Handouts with tips on writing different types of texts would also be

designed and given should the need for them arise. In order to practice the production of oral texts, the students are recommended to use ITCs to record themselves and check their improvement on their own, though the teacher is capable of assessing their improvement on daily lessons when they participate. As a rule, and in order to make their journey to the desired level as easy and enjoyable as possible, these activities would be designed according to the students' needs and preferences as much as possible.

If there were any non-promoters, they would be presented with a set of activities that they would have to complete before taking their retake exams.

If students were to fail the subject at the end of the third term, they would have the opportunity to sit a global retake exam in September, just before the start of the new academic year. This will be further explained on section 4.12.

Teachers are supposed to provide an education based on equity, that is, giving each student the tools that they need to succeed. Special Education Needs (SEN) students, though not always, might present a need for extra guidance and help. There is a lot of value in team work for this, as colleagues can help SEN students as much as the teacher. There is a number of activities proposed in this long-term plan that are to be carried in groups or pairs that can help SEN students reach their full potential. However, the teacher should be in constant contact with the Orientation Department, as they are the expert on such matters and will provide the teacher with the tools and information that might be needed, as they know every case thoroughly. New methodologies might be suggested by this department, so the teacher must be willing to adapt them into their lessons.

When one hears the term Special Needs Education, the first thing that comes to mind are students that, as said before, might need help and reinforcement, but teachers must not forget that they might encounter pupils presenting high capacities. In order to allow these students to reach their maximum potential, the teacher would need, once more, to work in collaboration with the Orientation Department in order to design a curriculum adaptation of enhancement. Activities to further develop their capacities might include oral presentations on topics of their preference, which would encourage them to continue practicing, but without having the extra pressure of doing heavy research, for instance.

4.10. Achievement indexes and evaluation

The evaluation of the syllabus is to be carried out both by the teacher and the students, in order to get the full perspective of how it has been developed.

Students are the principal target of the syllabus, so their perspective is of the utmost importance. At the end of the year, every student will be handed a survey to complete, in which they will reflect their opinion about the whole course. This survey will deal with matters such as adequacy of the teaching units, clarity on the assessment criteria, materials and resources, the teacher performance, transparency in the development of activities and tests (clearness in their objectives, procedures and their difficulty). Moreover, at the end of the survey, students will be able to state what they would have liked to do during the year, and any proposals that they might have for the improvement of the long-term plan. (See appendix II)

As a matter of fact, one of the most objective achievement checking tools is the students' grades. Grades and the teacher performance are linked in the sense that the way that teachers explain and encourage the students directly influences the students' own performance. However, as important as grade are, an even greater issue is students' motivation and involvement within the lessons. Students need to feel confident enough to participate in class, and creating a safe place for students to feel secure is a task to be carried out by the teacher, so the teacher's performance can be checked by the willingness of the students to participate and even their attendance.

The teacher, on the other side of the spectrum, will have to complete a self-assessment rubric, and use their everyday observations in order to check if the group is following the lessons. Capability of adapting if something is not working as expected is crucial, and both teacher and students are able to assess it.

4.11. Extracurricular and extramural activities

Activities that change the mechanics of the lessons are always welcomed by the pupils, as they suppose a change in their routine, and they tend to engage in these activities greatly. This type of activities can be a great asset for the English as a Foreign Language subject, as they can help bring the students closer to the language.

The English Department can arrange a number of visits to museums. They are usually able to provide tours in English, which can be helpful as they are not official

contents of the curriculum, but can serve as an extension of the language skills of the students, as well as their cultural background. Another activity that could be arranged is participating in a film festival that screens movies in English, as that is real material that the students appreciate.

Extracurricular activities can be designed to be carried out in class. Special dates such as Christmas, Halloween or International Women's day can serve as a base for extra projects. For instance, activities such as production of short biographies of famous women or oral presentations on Halloween traditions around the world can serve as cultural exponents as well as further language improvement activities.

It would be desirable to arrange a trip to an English-speaking country, preferably England, in order for the students to submerge into the English language and culture. This activity, however, requires a higher commitment on the teachers' behalf, as travelling with students is a huge responsibility. Moreover, one cannot forget that activities of this kind are rather expensive, and not every family can afford them. The payoff, however, would be quite notable. I personally remember going on a trip to Cheltenham when I was on Year 1 CSE. On this trip, I stayed with a host family that worked with an academy called Inlingua. There, I assisted lessons on English and on the afternoons, cultural activities, such as visits to Bath and Oxford, were organised, so I would like to arrange something of the sort for this programme.

4.12. Reinforcement activities for non-promoters

Students that do not finish the year with a grade high enough to pass the subject will be given a set of activities to complete during the summer. These activities will be designed following the contents dealt with during the school year, and will not differ much from those described in section 4.4. However, as this is to be completed out of the classroom, it will not be possible to provide the students with feedback. For this matter, production and comprehension of oral texts cannot be a part of these activities. These activities would, therefore, be focused on grammar, comprehension of written texts, and production of written texts.

Depending on the grade that they have achieved, students might need to sit a retake exam in September, in order to assess if they have acquired the required skills for

the following year. This test will be similar to the ones carried out during the year, with the exception of oral text production and comprehension, that will not be assessed.

5. Proyecto de innovación.

5.1. Diagnóstico inicial

Este proyecto de innovación busca solucionar uno de los problemas que más afecta al aula de inglés, la desmotivación que sienten los alumnos al enfrentarse al aprendizaje de esta lengua extranjera. Durante los primeros cursos de la etapa de Educación Secundaria Obligatoria, esta desmotivación no está tan presente. Sin embargo, cuanto más se acerca el final de la etapa, más palpable se vuelve el desapego de los alumnos hacia la asignatura de inglés, según lo observado en las prácticas profesionales. Los alumnos tienden a no ver los usos que le pueden dar a una lengua que no hablan en su día a día, lo que lleva a que aprendan esta lengua de una forma forzada y no significativa. Este proyecto intentará acercar el inglés de una forma real y desenfadada, en tanto que el proyecto es en sí mismo, una actividad cultural y de ocio.

Por otro lado, al desarrollarse enteramente en inglés, se intentará también mejorar otro de los aspectos que se ha observado que los alumnos no dominan, la pronunciación del inglés. Esta es, por lo general, descuidada y acentuada por la influencia del español. Las diferencias entre los dos idiomas son demasiado grandes como para solucionarlas simplemente por medio de observación, por lo que en este proyecto se intentará proporcionar de forma individual claves para una mejora de la pronunciación y entonación. Si bien esta innovación tiene un carácter lúdico, no por ello se aleja de los objetivos propios de la asignatura de inglés, en tanto que mejorará el desempeño del alumnado en futuras pruebas de producción oral y comprensión escrita.

Por último, este proyecto busca también arrojar algo de luz sobre el futuro de los estudiantes. Durante la etapa de Educación Secundaria Obligatoria, se imparten conocimientos de forma teórica, priorizando las asignaturas que tienen un carácter más claramente académico. Las asignaturas de carácter creativo y artístico quedan en segundo plano, en la mayoría de los casos. La actividad principal de este proyecto es la representación una obra de teatro, una actividad que se sale de lo establecido en el

currículo oficial, pero que puede ayudar a los alumnos a descubrir su vocación, si bien este no es el objetivo principal.

5.2. Justificación y objetivos

Esta innovación busca, como objetivo último, motivar al alumnado en lo referente a su aprendizaje del inglés como lengua extranjera. Debido al carácter académico que se le da a esta asignatura, su uso como método comunicativo y fuente de conocimiento cultural tiende a dejarse en segundo plano. Las actividades aquí propuestas intentan acercar la cultura de la literatura y el teatro a los alumnos de una forma en la que puedan mejorar a la vez su pronunciación y nivel de inglés.

La elección de la obra no es arbitraria, sino que, al tratarse de la continuación de una de las sagas más conocidas, tanto literaria como cinematográficamente, puede motivar a los alumnos y fomentar su participación activa dentro del proyecto. La obra nos presenta una acción que se sitúa 19 años más tarde de lo acontecido en el último libro de la saga principal, con Albus Potter y Scorpius Malfoy, los hijos de Harry Potter y Draco Malfoy respectivamente, como protagonistas. Aparecen también como protagonistas los propios Harry y Draco, Ginny Weasley y Hermione Granger. Estos, junto con los papeles de Delphi y Minerva McGonagall son los papeles a repartir entre los alumnos. La obra es demasiado larga y complicada para ser representada en su totalidad, por lo que solamente se tendrán en cuenta escenas de los actos primero y segundo, los más sencillos en cuanto a diálogo y representación. En cuanto a los actos tercero y cuarto, sus escenas presentan una trama más complicada, en la que las escenas se alargan en demasía, complicando la representación. Con esto se pretende solucionar el problema mencionado anteriormente de falta de motivación en el aula de inglés. Al tratar también aspectos práctico-teóricos propios del teatro, se pretende que los alumnos aprendan a apreciar el proceso que hay detrás de una representación, desde la adaptación de una obra, el aprendizaje del guion y lo que conlleva una actuación en si misma.

La actuación es un arte que requiere de una conexión con el resto del reparto. Saber trabajar en equipo resulta crucial ya que nunca se sabe qué va a pasar encima de un escenario. El trabajo en equipo es uno de los pilares sobre los que se apoya este proyecto, así como el proporcionar herramientas para solucionar problemas que puedan surgir en la representación con naturalidad.

Por tanto, los objetivos generales y específicos del proyecto son:

a) Generales

- Motivar al alumnado en lo referente al aprendizaje del inglés como lengua extranjera.
- Mejorar la producción oral del alumnado.
- Apreciar la cultura teatral y las artes escénicas.
- Mejorar el nivel de inglés del alumnado

b) Específicos

- Mejorar los resultados del alumnado en pruebas de producción oral y comprensión escrita
- Fomentar el trabajo en equipo y la resolución de problemas.
- Proporcionar diferentes opciones para el desarrollo de la carrera.
- Mostrar la variedad de actividades que el buen manejo del inglés puede ofrecer.

5.3. Marco teórico

Esta innovación consiste, últimamente, en la representación teatral de una obra de teatro. La obra en cuestión, *Harry Potter and the Cursed Child*, está escrita usando un inglés claramente británico, reflejando características propias de este tipo de inglés, desde su particular humor hasta las convenciones sociales más básicas.

El uso del teatro en el aula de inglés no es un tema nuevo, pero que aún así se aleja de lo común. Sin embargo, las ventajas de emplear actividades de este tipo para la enseñanza de lenguas son muchas, como explica Paul Davies:

Drama strengthens the bond between thought and expression in language, provides practice of supra-segmental and para-language, and offers good listening practice. If drama is considered a teaching method in the sense of being a part of the eclectic approach to language teaching, then it can become a main aid to the acquisition of communicative competence. Drama activities facilitate the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make themselves understood in the target language, then drama does indeed further this end. (1990, 96)

Considerando el nivel de los alumnos (B1.1/B1.2), se ha elegido esta obra teniendo en cuenta la Teoría del Input de Stephen Krashen, según la cual para obtener un mayor nivel en un lengua, se debe ser capaz de entender input que incorpore contenidos de ese mayor nivel deseado. Krashen explica esto diciendo que “a necessary condition to move from stage i to stage $i+1$ is that the acquirer understand input that contains $i+1$, where “understand” means that the acquirer is focused on the meaning and not the form of the message.” (1982, 21). *Harry Potter and the Cursed Child* no es una obra que un alumno con nivel B1 sea capaz de leer y entender por su cuenta, sino que supone un reto a superar con la ayuda del profesor. Esta exposición a un nivel claramente superior produce una mejora en la comprensión escrita y producción oral y escrita. Además, como las escenas suponen un nivel de dificultad alto, necesitan de una adaptación para ser representadas. Si son los alumnos los que las adaptan a un nivel con el que están familiarizados, lo que Krashen llamaría simplemente i , esto implicaría que han entendido el significado de las escenas y por tanto, han mejorado su inglés.

Por otro lado, también hablo Krashen del componente motivacional, en tanto que, según él. “performers with high motivation generally do better in second language acquisition” (1982, 31). Krashen explica que hay una serie de factores actitudinales, como son la motivación, la confianza y la ansiedad, que afectan la manera en que aprendemos y/o adquirimos una lengua. Heidi Dulay y Marina Burt (1997) introdujeron el concepto del Filtro Afectivo, una barrera que, según Krashen “captures the relationship between affective variables and the process of second language acquisition.” (1982, 31). Esta innovación se mueve en consonancia con esta teoría que recomienda la creación de actividades y situaciones que impidan que se establezca un filtro alto, favoreciendo la motivación y la confianza de los alumnos y, por tanto, consiguiendo un proceso de aprendizaje significativo.

5.4. Desarrollo

El proyecto de innovación presentado en este trabajo se desarrolla durante la totalidad del año académico. En un primer momento, se explica a los alumnos en qué consiste el proyecto, y las primeras actividades se empiezan a desarrollar en la cuarta semana de septiembre. La representación, que marca la conclusión del proyecto, está planeada para la primera semana de junio, evitando así que los alumnos se sientan sobrepasados por los exámenes finales y la representación.

La programación didáctica ha sido diseñada de forma que sea posible dedicar el tiempo suficiente a cada actividad sin que el desarrollo de los contenidos propios del curso se vea afectado. De esta manera, las actividades que requieren más tiempo (los ensayos), se han dejado para el último trimestre, el menos atareado en lo que a contenidos se refiere.

5.4.1. Plan de actividades

Las actividades que se plantean para este proyecto siguen un orden lógico. Para evitar una gran complicación en el desarrollo del proyecto, las actividades propuestas no son, en teoría, difíciles de llevar a cabo. Se ha decidido dejar una cantidad de tiempo en cada una de las unidades didácticas para las diferentes actividades, que son, en su mayoría, lecturas de la propia obra y ensayos.

Para poder situar la obra en un contexto propio al universo de *Harry Potter*, es necesario versar sobre la saga principal antes incluso de comenzar a leerla. De esta manera, los alumnos pueden conocer a los personajes de la saga principal que también aparecen en la secuela. Además, en la obra se da por sentado que el lector y/o espectador tiene un conocimiento extenso sobre el universo que se presenta, ya que se habla de elementos tales como *Time-turners*, *thestrals*, o el propio funcionamiento del colegio *Hogwarts* sin incluir ningún tipo de explicación, por lo que dedicar unas sesiones a dejar claro este contexto es importante para que la obra y sus elementos cobren sentido. Una vez quede claro este contexto, se puede comenzar con la lectura.

Aunque solo se representen los dos primeros actos, la obra debe ser leída en su totalidad, no solo por lo interesante del tema, sino para que los alumnos puedan ver por sí mismos la dificultad que la representación de los actos finales conllevaría. Además, al ser los actos tercero y cuarto tan complicados, sirven como *input* por el que los alumnos pueden mejorar su comprensión lectora. Una vez que se termine de leer la obra, se espera de los alumnos que tengan predilección por alguno de los personajes y escenas que quieren actuar (se les dice previamente cuales son las escenas que se representan). Como los personajes de la obra son escasos, el reparto se desdobra de forma que cada personaje sea interpretado al menos por dos alumnos.

Para poder adaptar las escenas, tanto lingüística, como teatralmente, los alumnos necesitan unos conocimientos que es probable no tengan. Para poner solución a esto, se

propone ver una representación teatral de una de las más importantes y conocidas obras de la literatura inglesa, *Macbeth*, y algunos fragmentos de diferentes adaptaciones que se han hecho, atendiendo a qué se le da más énfasis, a qué se le da menos y de que manera se adapta la trama a la temática que se le ha querido dar a la obra (una de las adaptaciones presenta enfermeras tenebrosas en lugar de brujas, y en la Inglaterra moderna, por ejemplo). De cara a la representación, se propone a los alumnos la lectura de un texto acerca del uso del cuerpo como medio de comunicación, algo realmente importante en una actuación, pero también indispensable en el día a día, teniendo en cuenta la importancia que se le da a la presencia física y al saber hablar en público.

Las escenas a representar son las siguientes:

- Act 1, Scene 1
- Act 1, Scene 2
- Act 1, Scene 3
- Act 1, Scene 5
- Act 1, Scene 6
- Act 1, Scene 7
- Act 1, Scene 10
- Act 1, Scene 14
- Act 1, Scene 16
- Act 2, Scene 2
- Act 2, Scene 3
- Act 2, Scene 4
- Act 2, Scene 6
- Act 2, Scene 8
- Act 2, Scene 9
- Act 2, Scene 10
- Act 2 Scene 11
- Act 2, Scene 17
- Act 2, Scene 20

Las escenas escogidas son las que más asequibles son para el nivel de los alumnos. Sin embargo, son demasiado largas, por lo que los alumnos deben reducirlas y adaptarlas

a un vocabulario con el que estén familiarizados para que les sea más fácil memorizarlas. Estas adaptaciones están planeadas para ser llevadas a cabo en grupo: una vez que los alumnos hayan escogido personajes y escenas, son ellos los que las adaptan manteniendo el sentido original todo lo posible. En estas escenas se presentan, mayoritariamente, diálogos, discusiones, etc., pero nunca momentos de pelea, magia o sueños, ya que estas son escenas convulsas y complicadas.

Esta tarea de adaptación hace que intervenciones como la siguiente, perteneciente al *Act 2, Scene 10* pasen de un nivel alto de complicación en lo que a estructuras gramaticales y vocabulario se refiere a uno realmente asequible:

Intervención original: *“Professor McGonagall: Harry, are you sure this is the right decision? Because far be it from me to doubt the wisdom of the centaurs, but Bane is an extremely angry centaur and... it is not beyond him to twits the constellations for his own ends.*

Intervención adaptada: *“Professor McGonagall: Harry, are you sure this is the right decision?. I don't want to contradict a centaur, but you can't trust Bane. He might have lied in order to protect himself.”*

Por último, durante el tercer trimestre se han reservado al menos dos sesiones a lo largo del desarrollo de cada unidad para ensayar la obra. Sería deseable que los alumnos se aprendiesen sus líneas lo antes posible, aunque no se espera tal cosa aún. Durante estos ensayos se da especial énfasis a la pronunciación y claridad de expresión.

La última actividad de este proyecto es la representación de la obra. Esta representación se haría, preferiblemente, en una sesión de tutoría y en el salón de actos del centro para poder actuar delante de los otros grupos. Si esto no fuese posible, la obra se llevaría a cabo en el mismo aula, en una de las sesiones de inglés.

5.4.2. Fases

Esta innovación se puede dividir en las siguientes fases:

- Bloque 1: En este bloque se encuentran las actividades de contexto y lectura de la obra. Se desarrollará durante el primer trimestre.
- Bloque 2: Se desarrollará durante el segundo trimestre y comprenderá las actividades de visionado de *Macbeth* y sus distintas adaptaciones, así como la lectura del texto “Using your body” y la adaptación del guion de la obra.

- Bloque 3: Este último bloque se desarrollará durante el tercer trimestre del curso. Durante esta fase se llevarán a cabo los ensayos y la propia representación de la obra.

5.4.3. Agentes implicados

Para poder llevar a cabo este proyecto, se requiere de la implicación directa tanto de alumnos como del profesor.

- Por un lado, los alumnos deben participar de forma activa en esta innovación, ya que son los protagonistas de la misma. Si los alumnos se implican en la innovación con dedicación y motivación, los resultados podrán ser mucho más notables. La carga de trabajo que un proyecto como este supone no es poca, pero se espera de los alumnos que se entreguen al proyecto para poder mejorar su nivel de inglés y su pronunciación. Cabe destacar que no se espera que los alumnos sean grandes actores y actrices, sino que sean capaces de ver los usos del inglés y ser capaces de mejorar.
- El resto de profesores del Departamento de Inglés, aunque no se impliquen de forma directa, pueden servir como apoyo y consejeros para la creación de nuevas actividades si hiciera falta. Además, pueden servir como evaluadores del proyecto si tuviesen la oportunidad de ver la representación de la obra.
- El Departamento de Educación Física sería también un gran apoyo para este proyecto. Si fuese posible, que los alumnos trabajasen aspectos relacionados con la movilidad y el lenguaje corporal. Esta colaboración no es estrictamente necesaria para el correcto desarrollo del proyecto, pero sí que podría ayudar a los alumnos a profundizar en la emisión del mensaje.

5.4.4. Materiales y recursos necesarios

Este proyecto no requiere de demasiados materiales ni recursos específicos. Se necesitarán:

- Un equipo informático que conste de ordenador (con acceso a Internet), pizarra digital, proyector y altavoces.
- Una copia del libro *Harry Potter and the Cursed Child*.
- Un *handout* que contenga un texto sobre movilidad y expresión corporal.
- Un CD de la película *Macbeth* (2015).

5.5. Evaluación y seguimiento.

La evaluación de este proyecto debe ser llevada a cabo por todos los integrantes que lo conforman:

- Por un lado, los alumnos tendrán la mejor perspectiva del proyecto, ya que ellos mismos tendrán que auto-evaluarse. Además, el alumnado rellenará una encuesta de satisfacción, en la que podrá dejar clara su opinión acerca del proyecto y sus diferentes actividades, la carga de trabajo que conlleva, etc. Podrán, también, sugerir mejoras por si se quisiese repetir el proyecto en otros años y/o cursos. Esta encuesta será en todos los casos, anónima.
- Por otro lado, el propio profesor, por medio de la observación, tendrá que evaluar el éxito o fracaso del proyecto. Como se ha mencionado anteriormente, se podría ayudar de sus compañeros de Departamento en esta tarea. Sin embargo, la mejora en la pronunciación de los alumnos al finalizar el proyecto debería ser notoria, por lo que los resultados de las pruebas de producción oral reflejarían si el proyecto ha ido bien.

6. Conclusiones

Este TFM ha supuesto la conclusión de todo un año de descubrimientos y ha sido gracias al mismo que todos los contenidos del máster han tomado el sentido que realmente tienen. Antes de tener que realizar una programación, los contenidos, criterios de evaluación y estándares de aprendizaje evaluables eran términos que conocía teóricamente, pero que, al no haberlos puesto en práctica, se encontraban en un limbo mental. La redacción de la programación ha resultado una tarea ardua y complicada, que requiere de una precisión antes inimaginable.

Tampoco ha sido sencilla la creación del proyecto de innovación. Se dice que la innovación docente supone el futuro de la enseñanza, y que queda en manos de los docentes el crear estrategias y métodos que impulsen la educación. Esto requiere de una total disposición, ya que desarrollar un proyecto de innovación enteramente desde cero, conlleva una carga de trabajo enorme. Aunque el proyecto de innovación aquí propuesto no es extremadamente complicado, sí que es ambicioso, ya que planear una obra de teatro, adaptarla al nivel de los alumnos, ensayar y representar conlleva un esfuerzo tal que muchos docentes ni se plantearían llevarla a cabo. Aquí es donde entra el factor de la motivación y la vocación. Un buen docente de la asignatura de Inglés como Primera Lengua Extranjera ha de saber conducir a sus grupos hacia un aprendizaje significativo, y para ello, puede que tenga que crear actividades como las propuestas en la innovación. De todo el máster saco en conclusión que un docente es tan bueno de acuerdo con su capacidad de adaptación y flexibilidad a la hora de enfrentarse a una clase.

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Appendix: Unit 2, fully developed

Unit 2 is designed to be developed in six sessions, as it was stated on section 4.5.

The first session will serve as a brief introduction to the unit, and a reading activity and a discussion will be carried out:

Reading: Half of the session's time will be devoted to completing the following reading activities.

- Read the following text regarding The Gunpowder Plot. Then answer the questions.

In 1605, thirteen young men planned to blow up the Houses of Parliament. Among them was Guy Fawkes, Britain's most notorious traitor.

After Queen Elizabeth I died in 1603, English Catholics who had been persecuted under her rule had hoped that her successor, James I, would be more tolerant of their religion. James I had, after all, had a Catholic mother. Unfortunately, James did not turn out to be more tolerant than Elizabeth and a number of young men, 13 to be exact, decided that violent action was the answer.

A small group was formed, under the leadership of Robert Catesby. Catesby felt that violent action was required. Indeed, the thing to do was to blow up the Houses of Parliament. In doing so, they would kill the King, maybe even the Prince of Wales, and the Members of Parliament who were making life difficult for the Catholics. Today these conspirators would be known as extremists, or terrorists.

To carry out their plan, the conspirators got hold of 26 barrels of gunpowder – and stored them in a cellar, just under the House of Lords.

One of the group members sent an anonymous letter warning his friend, Lord Montague, to stay away from the Parliament on November 5th, because they already thought that innocent people would be hurt. Was the letter real?

The warning letter reached the King, and the King's forces made plans to stop the conspirators.

Guy Fawkes, who was in the cellar of the parliament with the 26 barrels of gunpowder when the authorities entered in the early hours of November 5th, was caught, tortured and executed.

It's unclear if the conspirators would ever been able to complete their plan to blow up the Parliament even if they had not been betrayed. Some have said that the gunpowder itself was so old that it was useless. Since Guy Fawkes and the other conspirators got caught before trying to ignite the powder, we'll never know for certain.

Even for the period which was notoriously unstable, the Gunpowder Plot struck a very profound chord for the people of England. In fact, even today, the reigning monarch only enters the Parliament once a year, on what is called "the State Opening of Parliament". Prior to the Opening, and according to custom, the Yeomen of the Guard search the cellars of the Palace of Westminster. Nowadays, the Queen and Parliament still observe this tradition.

On the very night that Gunpowder Plot was foiled, on November 5th, 1605, bonfires were set alight to celebrate the safety of the King. Since then November 5th has become known as Bonfire Night. The event is commemorated every year with fireworks and burning effigies of Guy Fawkes on a bonfire.

1. Why did the group decided to take violent action?

2. Why did the plan not work?

3. How is bonfire night celebrated nowadays? Which is the festivity's meaning?

4. Is the Gunpowder Plot still present nowadays? What does its memory imply?

5. What is “the State Opening if Parliament”? What does it entail?

Speaking discussions:

After reading the text of the Gunpowder Plot. Students will have five minutes to think on the topic of death sentences, and then, a discussion will be held until the end of the lesson.

On the Second session, students will be given the following hand-out. After explaining this, for no longer than 10 minutes, students will proceed to complete the activities following it.

Language exponents hand-out: Past simple and past continuous. Time expressions.

1. PAST SIMPLE:

- We use past simple when we talk about finished actions that took place in a finished time.
 - The past form of regular verbs is formed by adding the suffix <-ed> to the verb in its infinitive form. (See irregular verbs list to check their past tense form). i.e.: I walked home yesterday night.
 - In questions, we use the past tense of the verb To Do (DID) as an auxiliary verb. After that, we use the subject, and then the main verb of the sentence in its infinitive form. I.e.: Did you bring your pencil case?
 - In negative sentences we use the auxiliary verb DID, followed by NOT (or the contracted form DIDN'T), followed by the infinitive form of the main verb of the sentence. I.e. They didn't break the window.

2. PAST CONTINUOUS:

- We use the past continuous when we talk about long actions that take a long time to be completed.
 - The past continuous is formed by the past form of the verb To Be (WAS/WERE) followed by the gerund form of the main verb of the sentence. I.e.: She was having a great time.
 - In questions, we use WAS/WERE as the auxiliary verbs, then the subject, and then the gerund form of the main verb. I.e.: Were they studying before lunch?
 - In negative sentences, we use the past forms of the verb To Be (WAS/WERE) followed by NOT (or their contracted forms (WASN'T/WEREN'T), and then the gerund form of the main verb of the sentence. I.e.: I wasn't lying!.
- The past continuous is generally used in a sentence with the past simple. The past continuous represents a long action and the past simple represents an action that interrupts the longer one. I.e.: I was having breakfast when Mandy arrived.
- The past continuous is generally introduced with the expression WHILE, whereas the past simple is presented by the expression WHEN. I.e.: While I was taking a shower, the telephone rang. When I met your father, I knew I would marry him.

1. Fill in the gaps with the appropriate form of the verbs in brackets.

- a) When the French Revolution _____, the French people _____ (starve/start)
- b) We _____ lunch at 2p.m. yesterday.
- c) While I _____ the dishes, the police _____ a robber on the street. (pursue/do)
- d) When they _____ young, they _____ all day in the park. (to be/play)
- e) The forger _____ the fake painting and _____ an awful amount of money (sell/win).
- f) Marie Curie _____ very sick while she _____ radium. (study/get)

2. Complete the text with an appropriate verb. Use the past simple or past continuous.

There _____ was one time while I _____ in London, when a friend of mine _____ me and _____ me that she was shopping and suddenly, the police _____ ordering people to stay on the shops and not to go out to the streets. Apparently, the _____ some people on the underground that _____ planning on leaving a bomb on the London Underground. My friend _____ terrified and called me in tears. When she _____ back to our flat, she _____ still very frightened. In the end, the police were able to _____ the people and nothing bad _____, but the experience was really shocking.

After completing these exercises, students will be asked to write a composition (120- 150 words) regarding the narration of a crime. They will be encouraged to write about one they have witnessed, or make up a story regarding a crime. For this, they will have the remaining time of the lesson.

The third season of the unit will be devoted to watching half of the first episode of the TV series *Sherlock*. This TV series deals primarily with crime, which is quite convenient for this unit. After the video, they will be asked to answer the following questions:

1. Which was John Watson's former profession?
2. How do Sherlock and Watson meet?
3. How did the criminal kill the victims?
4. Why do people consider Sherlock a freak?
5. How does Sherlock find out who the murderer is?
6. What is Watson's physical problem?
7. How do you think that Sherlock and Watson plan on catching the murderer?

After the comprehension of oral text activity, students will be explained how the regular verbs past form is pronounced. For this activity, the teacher won't need to provide a hand-out, since a simple explanation on the blackboard will suffice. Then, students will copy a list of verbs and classify them according to their past form pronunciation:

Play – Kiss – Kill – Plot – Arrest – Commit – Murder – Cook – Move – Develop

/t/	/d/	/id/

The fourth session will start with an oral discussion, regarding the following topic:

- Is crime ever justified?

Students will divide into small groups in order to think collectively of points they want to discuss and then, around 30 minutes will be invested into the debate.

After the discussion, students will watch a short documentary dealing with The Great Fire of London and then answer a set of questions. They will be allowed to watch the video three times, but will be encouraged to keep it at two.

1. How did the fire start?
2. What was London on 1666?
3. Where did the fire start?
4. How did it spread? Name at least three elements that favour the fire expansion.
5. What did the fire destroyed?
6. What were people doing during the fire?
7. How was the fire put out?

The fifth session will deal with the reading of narrations of a stories, regarding stressful and shocking situations on planes (taken from the internet). The texts will be shown on a Power Point presentation and students will be asked to read them out loud as to practice pronunciation. Students will have to complete a couple of exercises after it.

1. “My worst flight was on a trip from Dublin to London. Out of nowhere, the plane took a nose dive ... for about eight seconds! I know it doesn't seem like that long, but seriously, count for eight seconds. That's a long nose dive! Passengers started screaming, luggage went flying out of the overhead bins and the lights went out. So scary! I really thought the plane was going to crash. Everything ended up being okay, at least I think so. The pilot never even announced what happened.”
2. “I was traveling from Salt Lake City to Atlanta. We were on our takeoff roll when the pilot pulled on the brakes and brought the whole takeoff to a halt. As we taxied off the runway, the pilot informed us that an engine warning light had illuminated and he had to abort the takeoff. Back at the gate, the maintenance crew did their inspection and could find nothing wrong with the engine.

“Maintenance decided to call headquarters in Atlanta for advice. Atlanta's response was to not worry about the light and send the flight on its way. As you can imagine, everyone was extremely frightened when we started to take off for a

second time. Fortunately we flew off without a problem. However, it took a day or two for my blood pressure to get back to normal.

3. “I had the delayed flight horror on one trip from Denver to Ottawa via Chicago. I was squeezed into the middle seat between two football-player-sized fellows who smelled of garlic and last night’s beer. We sat on the plain seat for five hours. They wouldn’t let us off the plane, and would not serve food or let us stand or go to the bathroom as we were waiting for permission to take off — and the air conditioning didn’t work! The two fellows on either side turned into a bath of sweat.

“Finally the plane took off, and took a very long flight detour to the south as there were storms in our path. The hot food had cooled off. The cold drinks were warm, and the staff finally decided they couldn’t serve the food as it was not suitable to eat. Of course, connecting flights had already left on our arrival in Chicago, many hours late. And at the baggage counter, they advised that they couldn’t find the luggage of anyone on the whole plane.”

Questions:

1. Why were the people on text 1 frightened?
2. On text 2, why did the pilot stop the plane?
3. What were the people feeling when they took off?
4. Why did the crew not allow the passengers to move?

Find words and expressions in the text that have a similar meaning to:

- Journey
- Yelling:
- Stopped:
- Employees:
- Allowance:

The following activity will take the rest of the lesson. The teacher will explain the context of the plot of the play of the innovation project. This means that the teacher will have to produce a summary of the main Harry Potter saga, in order for the students to understand the setting, plot and know the characters of the play. After this, the group will start reading the play if. Students will be encouraged to discover which character they would like to play.

The next and last section of the unit will be devoted to the Unit 1 and Unit 2 test. This test will be divided into 4 parts: Comprehension of oral text, comprehension of written text, production of oral text and grammar and pronunciation. Oral production will have been already assessed on the previous lessons.

TEST: UNITS 1 & 2:

Student's Name _____ Date: _____

Grammar and pronunciation ___/25

1. For each of the following questions, write an appropriate complete answer. (1p per answer)

a. What were you doing when the thief entered your apartment?

b. Did you like being on the spotlight?

c. Was he the one who made breakfast for all of us?

d. Why were you late to the meeting?

e. Where were they hiding?

f. How was it like to be arrested?

g. What was last night concert like?

h. When did Larry and Helen return from their honey moon?

i. Did the police find the murderer?

2. Complete the following sentences with an appropriate verb. Use the Past Simple or Past Continuous. (1 point per answer)

a. I _____ when I told you about the treasure! I swear!

b. There _____ a huge raid on the bar last night. Police officers _____ everywhere.

c. How _____ she _____ from jail?! There are cameras all over!

d. The police arrested him because he _____ a shotgun.

- e. I can't believe it. She really _____ the lottery?!
- f. _____ he _____ for a run every single day?
- g. I can't play with you right now. I _____ my homework.
- h. How often _____ you _____ your linen?
- i. Mom, don't wait for me for dinner. I _____ my friends at the cinema.
- j. We _____ the Sistine Chapel when we were in Rome, but we plan to do it soon.
- k. I _____ you to help me, you _____ because you wanted to.

3. Classify the following verbs according to their past tense pronunciation. You need to provide the phonemes as well. (0,5 points per answer)

Work – Live – Carry – Reach – Stay – Complete – Change – Search – Stop – Plant

Reading: ___/25

Read the following text. Then answer the questions. Don't copy literally from the text.

In June 1950, a man suddenly appeared in the centre of Times Square in New York. He was about 30 years old, was wearing old-fashioned clothes and looked confused. A minute later, he was hit by a car and killed before anyone had managed to do anything to help him.

When police examined the man, they found 19th-century money in his pockets. They also found business cards, with the name Rudolph Fentz on them. When the police began looking into the occurrence, they could not find any records of the dead man. They had almost given up hope when they came across the widow of Rudolph Fentz Junior. According to the widow, her father-in-law, Rudolph Fentz Senior, had vanished one day in 1876 at the age of 29.

Amazingly, the address of her father-in-law was the same as the address on the business cards from the dead man's pockets. It appeared that Rudolph Fentz had gone missing in 1876 and then reappeared in 1950. Many people believed that he had travelled through time.

In 2000, a researcher decided to try to get to the bottom of this unusual story. His research revealed that the people and the events of the story were actually fictional. It turned out that the source for the story was in fact a story called I'm Scared by the famous science-fiction writer Jack Finney. Although no copies of the original story were ever found, the researcher claimed that it was originally published in September 1951. It seemed that he had finally solved the mystery. Or so everyone thought.

In 2007, another researcher found a newspaper story about the incident from April 1951. Amazingly, this newspaper was printed almost five months before the short story I'm Scared.

As a result of this discovery, some people have developed a theory that Jack Finney's fictional story was based on a true story that he had read about in the newspaper. Yet, since Finney died in 1995 and he was never questioned about this, we will never know.

1. True or false? Justify your answer. (2 points per answer)

a. It was difficult for the police to find information about Rudolph Fentz.

b. Rudolph Fentz's son was still alive in 1950

c. Rudolph Fentz Senior was missing from 1876 to 1950

d. One researcher presented a copy of Jack Finney's story claiming that he had solved the mystery.

e. Evidence suggests that the incident in Times Square actually happened.

2. Answer the questions. (2 points per answer)

a. According to Rudolph Fentz Junior's widow, how old was her father-in-law when he appeared in Times Square?

b. Before 2000, what did many people think was the explanation for the mysterious man's disappearance and reappearance?

c. What did a researcher in 2000 claim was the explanation for the man's disappearance and reappearance?

d. What evidence is there that contradicts the first researcher's claim?

e. Why is it impossible to find out the truth?

3. Choose the correct answer. (1 point per answer)

1. The man in Times Square was wearing clothes that were...

- a. Old. b. fashionable c. unusual for the time

Listening: ____/25

**Listen to a doctor talking about his morning routine. Then, answer the questions.
(2,5 points per answer)**

1. What is the first thing that he does in the morning?
2. What does our brain love?
3. What is a great trick to wake up?
4. When does the doctor wear a suit?
5. Why does he prefer bright-coloured scrubs?
6. What does he recommend to do every morning?
7. What are the benefits of a daily brief warm-up?
8. What is his favourite part of his morning?
9. What can you do, according to him, having a walk in the morning?
10. Which foods does he recommend for breakfast?

Video: <https://www.youtube.com/watch?v=-ZH0IxbC1pI>

Appendix II: Encuesta de evaluación

La siguiente encuesta presenta una serie de afirmaciones que atienden a la práctica docente del profesor (planificación y ejecución de la actividad docente), a los contenidos de la asignatura a lo largo del curso y a los recursos utilizados. La encuesta es completamente anónima

Puntúa del 1 al 5 las siguientes afirmaciones donde 1 representa “totalmente en desacuerdo” y 5 “completamente de acuerdo”

La estructura de las clases ha estado bien planificada.	
He mejorado mi producción oral.	
La asignatura ha estado bien planificada.	
Los contenidos de la asignatura se han dado de forma apropiada.	
Estoy satisfecho con lo aprendido durante el curso.	
Los temas de las actividades me han parecido interesantes.	
La dificultad de las diferentes pruebas era apropiada.	
He tenido disponible la información relativa a la evaluación en todo momento.	
Se me ha animado a participar en las clases.	
Las correcciones han sido claras y útiles.	
Los materiales y recursos utilizados han sido adecuados.	
Considero que mi nivel de inglés ha mejorado.	
Los materiales y recursos utilizados han sido interesantes.	
Se han tenido en cuenta mis necesidades.	

¿Hay algo que cambiarías de este curso? ¿El qué?

¿Qué tipo de actividades te hubiese gustado realizar durante este curso?