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Facultad de Formación del Profesorado y Educación

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

**El Mundo Mágico: Usando la Magia como Herramienta Pedagógica para la
Atención Inclusiva en el Aula y el Desarrollo Integral de Estudiantes con Altas
Capacidades. Programación para Lengua Extranjera: Inglés de 3º de ESO**

**The Magic World: Using Magic as a Tool for Inclusive Education and the
Integral Development of Gifted Students. Long-Term Plan for English as a
Foreign Language, Year 3, CSE**

TRABAJO FIN DE MÁSTER

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RESUMEN

El presente Trabajo de Fin de Máster (TFM) se basa en los conocimientos adquiridos en el Máster de Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional, cursado en la Universidad de Oviedo durante el curso 2022-2023. El trabajo está formado por una introducción de los contenidos, seguida de una breve reflexión sobre la formación recibida, así como sobre la experiencia y conocimientos adquiridos tanto en las clases del Máster como en las prácticas realizadas en un centro educativo. Se propone a continuación una programación didáctica para el aula de Inglés como Lengua Extranjera diseñada para un grupo-clase de 3º de Educación Secundaria Obligatoria (ESO) compuesta por seis unidades de programación. Además, se incluye un Proyecto de Innovación (PI) basado en la utilización de la magia como hilo conductor de la Programación Didáctica (PD) y recurso motivador e inclusivo para estudiantes diagnosticados con Altas Capacidades en el aula, que pretende mejorar la competencia comunicativa de todo el alumnado a través de fomentar su implicación en el aula de idiomas.

ABSTRACT

This Master's Thesis is based on the knowledge acquired in the Master's Degree in Teacher Training for Compulsory Secondary Education, Baccalaureate and Vocational Training, taken at the University of Oviedo during the academic year 2022-2023. The paper consists of an introduction about its contents, followed by a brief reflection on the training received, as well as the experience and knowledge acquired both in the Master's degree classes and my experience in a secondary school as a trainee teacher. A teaching plan for the English as a Foreign Language (EFL) classroom is proposed for a group-class in Year 3 of Compulsory Secondary Education (CSE) made up of six Teaching units. It also includes an Innovation Project (IP) based on the use of magic as the guiding thread of the Teaching Units and as a motivating and inclusive teaching resource for Gifted or High-Capacity children in the classroom, which aims to improve the communicative competence of all students by encouraging their involvement in the language classroom.

1. INTRODUCCIÓN

Este TFM consiste en una propuesta de programación docente pensada para alumnos y alumnas de 3º de ESO, con la finalidad de mejorar su competencia comunicativa en la asignatura de Inglés como Lengua Extranjera. Se pretende, además, involucrar especialmente al alumnado de altas capacidades a través de las actividades llevadas a cabo en las distintas sesiones, empleando el recurso de la magia como elemento motivador junto con metodologías inclusivas como la gamificación y el trabajo en equipo. Para llevar a cabo esta programación, se han puesto en práctica los conocimientos teóricos y prácticos adquiridos a lo largo del Máster Universitario en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional, así como las habilidades adquiridas en las prácticas educativas. En el presente trabajo se pueden diferenciar tres partes principales.

En primer lugar, se hace una reflexión acerca de la formación recibida en dicho Máster y prácticas profesionalizantes. En este apartado se presta especial atención a la contribución académica y profesional de cada materia, incluyendo la aplicación de los conocimientos adquiridos en la actual realidad educativa.

La segunda parte contiene la programación de Inglés para 3º de ESO. Esta se basa en el uso del mundo mágico a través de metodologías como la gamificación y dinámicas de grupo para fomentar el desarrollo de una competencia comunicativa en los estudiantes, de forma que puedan utilizar los conocimientos adquiridos en situaciones cotidianas y trascendiendo el libro de texto.

En tercer lugar, se propone un Proyecto de Innovación basado en la creación de una función de magia donde los alumnos aúnen los conocimientos que van adquiriendo a lo largo de las unidades. Asimismo, esta función de magia tiene como característica principal la inclusividad de estudiantes con altas capacidades. Se pretende que estos logren participar activamente en el aula de idiomas y dejen atrás el aburrimiento y apatía causado por metodologías tradicionales basadas en el uso exclusivo del libro de texto.

Finalmente, se concluye con una serie de conclusiones relativas a la configuración y proceso de investigación además del diseño de la PD llevada a cabo en el TFM, incluyendo la programación didáctica y el Proyecto de Innovación.

2. REFLEXIÓN SOBRE LA FORMACIÓN RECIBIDA Y LAS PRÁCTICAS

Este apartado recoge una reflexión crítica acerca de los conocimientos y experiencia adquiridos durante el Máster cursado, así como las prácticas pertenecientes al mismo. Para ello, se llevará a cabo un análisis de aquellas asignaturas que han tenido un mayor impacto en mi formación como docente a lo largo del curso académico, así como las herramientas y los contenidos vistos en las mismas, los cuales han contribuido a mi crecimiento personal y académico de distinta manera, proporcionándome la instrucción necesaria para mi futura labor docente.

El Máster consta de 9 asignaturas distribuidas entre los dos semestres, con 6 en el primero y 4 en el segundo; contando éste, además, con las Prácticas y el Trabajo Fin de Máster (Practicum I y II, respectivamente). El primer semestre tiene, a mi parecer, un carácter más teórico, con asignaturas de una mayor duración que comprenden las bases del funcionamiento de los centros de educación, como es *Procesos y Contextos Educativos* (PCE), así como la realidad social de los mismos en *Sociedad, Familia y Educación* (SFE). En primer lugar, me gustaría destacar el importante papel que cumplen estas asignaturas, al formar parte del primer contacto con el trabajo y la vida diaria dentro de los centros de enseñanza. *Procesos y Contextos Educativos* en este aspecto es una asignatura que, si bien amplía, da una visión general de la configuración educativa de los centros y entra en profundidad en labores docentes más allá de la impartición de la asignatura, como puede ser aquella de tutores y tutoras.

Esta materia se complementa con SFE, una asignatura que sirve para acabar de generar una amplia visión de lo que supone la vida y funcionamiento interno de los centros, incluyendo factores sociales clave como la relación con las familias y los prejuicios étnicos, entre otros. Profesionalmente, la teoría impartida tanto en SFE como PCE se correspondió con la experiencia de lo vivido en el centro educativo más adelante, si bien las prácticas amplían estos conocimientos cuantitativamente y cualitativamente. En la realidad actual, los centros están formados por una gran diversidad étnica y social, lo que propicia situaciones de todo tipo, desde alumnos con dificultades lingüísticas o por incorporación tardía, hasta comentarios hechos desde prejuicios y estereotipos. Al igual que con todos los convencionalismos, para muchos de nosotros resulta difícil identificarlos y llamarlos por lo que son (micromachismos, racismo, clasismo, etc.) al haber vivido y crecido rodeados de un contexto que bien los perpetúa o nos hace asimilarlos inevitablemente. Para mí, estas asignaturas tienen un papel fundamental para

allanar el camino y asentar las bases de todo docente como agente de cambio y modelo de referencia para los estudiantes.

Por otra parte, la asignatura de *Aprendizaje y Desarrollo de la Personalidad (ADP)* no sólo es importante para aprender los procesos madurativos y socioafectivos de los (pre)adolescentes, sino que también considero contribuye al crecimiento personal como docente, ayudándome a entender la mente de los alumnos, lograr comprenderles mejor y reconocer patrones en sus comportamientos a la hora de realizar las prácticas. El ser capaz de identificar cuando un alumno tiene un mal día, o si por el contrario su actitud se debe a una causa mayor, es algo muy importante para detectar posibles problemas y poder buscar su respectiva solución, como tutores y docentes de la especialidad, de forma que el alumno logre desarrollar todo lo posible sus capacidades. Asimismo, el ser consciente de los cambios y características de la adolescencia ayuda a no infravalorar las emociones de los estudiantes y no recurrir al fácil argumento de “son cosas de la edad” que he podido ver por parte de muchos docentes. Como hemos visto en ADP, la adolescencia es una etapa caracterizada por la intensidad de las emociones, lo que fácilmente puede propiciar conflictos. Como personas, a medida que maduramos, asimilamos y normalizamos las dinámicas relacionales en nuestras vidas, por lo que es fácil olvidarse de esto. Durante las prácticas he podido ver de primera mano cómo casos de alumnos con bajo rendimiento, disruptivos o conflictivos se normalizan, achacándolos como su forma de ser, cuando detrás hay un motivo real (conflictos familiares, entre compañeros, bullying, problemas de salud propios y de familiares) que puede propiciar este tipo de actitudes. El docente debe servir como agente facilitador y puente entre el centro y las familias, buscando en la medida de lo posible la conciliación y ante todo el bienestar de su alumnado.

Como futura docente de la especialidad de inglés, *Complementos de la Formación Disciplinar: Inglés*, además de *Aprendizaje y Enseñanza* me permitieron revisar y ampliar mis conocimientos relativos al Marco Común Europeo de Referencia para las Lenguas (MCERL) y familiarizarme con las tareas y aspectos prácticos de la docencia de idiomas. En estas asignaturas aprendí a diseñar todo tipo de actividades atractivas y motivadoras para el estudiantado a través de la práctica de una gramática comunicativa, fomentando el uso real de la lengua en el aula. Antes de cursar esta materia, no era plenamente consciente del importante papel que tiene el uso de ejemplos reales, así como la contextualización del lenguaje para formar hablantes competentes y un aprendizaje significativo. Por ello, en las prácticas siempre pretendía ejemplificar estructuras y

vocabulario a través de usos reales y cercanos para los alumnos, es decir, actuales. De la misma forma, me he dado cuenta de la metodología tradicional, enfocada en el aprendizaje de la gramática, que siguen algunos docentes de lenguas extranjeras, basándose en la repetición de ejercicios no contextualizados y artificiales, que dificultan el desarrollo de la competencia comunicativa de forma significativa.

El segundo semestre del Máster se caracteriza por su practicidad, no sólo en cuanto a las prácticas en los centros de Secundaria, sino además en el resto de las materias. Las asignaturas optativas, no por ser exclusivas de inglés ni troncales u obligatorias para todas las especialidades tienen menos que aportar a la formación del futuro docente. En mi caso, *Taller de Teatro* ha contribuido a un aspecto fundamental que forma parte del día a día de esta profesión: aprender a hablar en público y a moverse por los espacios del aula. Antes de asistir a esta clase, una de mis mayores dificultades como profesora de inglés, basada en experiencias propias anteriores, era la exposición que la misma profesión conllevaba. Los ejercicios que nos enseñaron en esta clase para la respiración y el uso del lenguaje corporal, así como la práctica de actuar frente a los demás compañeros fomentan las habilidades comunicativas, la oratoria y la proyección de la voz, además de “perder el miedo al cuerpo,” como acertadamente nos decía la profesora Magdalena Cueto. Esto último, sobre todo, me ha sido de gran utilidad dado que el adoptar una postura recogida y tímida, incluso a la defensiva, a la hora de hablar en público era algo inconsciente que ahora soy capaz de reconocer y reparar.

Un aspecto que considero importante mencionar, no obstante, es la confusión inicial que puede experimentar el alumnado del Máster al cursar asignaturas impartidas por varios profesores, especialmente *Procesos y Contextos Educativos*, al ser ésta una materia especialmente amplia y con un gran número de bloques a tratar por distintos profesionales.

Finalmente, considero que el *Practicum I* o prácticas y este TFM suponen la verdadera culminación de esta formación, ya que es dónde se reflejan y demuestran los conocimientos adquiridos. No obstante, a mi parecer, las prácticas son la asignatura dónde realmente se ejercen los conocimientos adquiridos previamente, además de afianzar otros a través del contacto con la realidad de un centro educativo, como el funcionamiento del departamento o la configuración de la programación didáctica, por lo que son de vital importancia para completar exitosamente esta formación. En mi caso, puedo asegurar que las prácticas han consolidado mi deseo de formarme como futura docente a través de las

reuniones de coordinación docente, trato con otros profesores y familias, y sobre todo el desarrollo de una buena relación basada en la confianza y el respeto con los alumnos, quienes son el centro del sistema.

3. LONG-TERM TEACHING PLAN FOR ENGLISH, YEAR 3, CSE

The following Long-Term Plan for the subject EFL is meant for Compulsory Secondary Education (CSE), Year 3 students in the Academic Year 2023/2024. It has been designed to be hypothetically implemented in a group of 16 students, out of which two are high-ability pupils, since it is based on my experience in a high school as a trainee teacher, in a group with the same number and characteristics of learners.

Therefore, the Teaching Plan is divided into six teaching units that, on average, take between five and six weeks to complete since EFL in CSE Year 3 has three weekly classes, which adds up to 15 to 21 sessions per unit in this Long-Term Plan. Furthermore, all of the teaching units revolve around magic and the magical world to involve students and motivate them to participate in the classroom. This topic has been proven to be encouraging for pupils and is also related to the IP theme, which intends to improve the overall English performance of the class and especially of Gifted students through materials of their interest, taking into account their capacities as well as the rest.

3.1. Legal Framework

The Spanish Organic Law 3/2020, 29th December, which amends the Organic Law 2/2006, 3rd May on Education, also known as LOMLOE, seeks to establish a renewed legal system that increases educational and vocational opportunities, contributing to the improvement of students' educational results, and satisfying the generalized demand of the Spanish society for a high-quality education for all. In accordance with Article 4 of the Spanish Organic Law 3/2020, 29th December, the curriculum of EFL, as well as of other subjects, is understood as the set of objectives, key competences, contents, pedagogical methods, and evaluation criteria of each one of the teachings regulated in the Law.

Students' learning outcomes at the end of CSE are referred to as their Exit Profile, which identifies and defines the Key and Specific Competences that students are expected to have developed by the end of their educational pathway. The connection between the different contents of the curricula for Compulsory Secondary Education, which includes

the Specific Competences for each subject, including EFL, is discussed in Article 14 of Decree 59/2022, 30th August, which regulates the organisation and establishes the Curriculum of CSE in the Principality of Asturias. Key Competences are skills considered essential for students to be able to successfully progress in their educational career and to face the main global and local challenges. They are the adaptation to the Spanish Education System of the Key Competences established in the Recommendation of the Council of the European Union of 22nd May, 2018 on Key Competences for Lifelong Learning, and figure on Article 11 of Decree 59/2022, 30th August. Accordingly, they have also been taken into account for the designing of this Teaching Plan:

- a) Linguistic Competence.
- b) Plurilingual competence.
- c) Science, Technology, Engineering and Mathematical Competence.
- d) Digital competence.
- e) Personal, social and Learning to Learn competence.
- f) Citizenship competence.
- g) Entrepreneurial competence.
- h) Competence in cultural awareness and expression.

The objectives, contents and assessment criteria in this Long-Term Teaching Plan correspond to what is stipulated in the organisation and minimum teachings for the CSE stage, both in Royal Decree 217/2022, 29th March, which establishes the organisation and minimum teachings of Compulsory Secondary Education, and also the Common European Framework of Reference for Languages (CEFRL). The latter provides a useful framework for incorporating language learning goals, assessment, and methodology into the teaching of EFL in CSE. In order to achieve the objectives set out in Decree 217/2022, 29th March, students must acquire the knowledge and skills conveyed by the Specific Competences. The following excerpts are short, translated¹ summaries that contain the most relevant and interesting aspects of each of the six Specific Competences in the area of EFL:

1. **Specific Competence 1 (SC1):** Understanding and interpreting the general meaning and most relevant details of texts expressed clearly and in standard language, looking for reliable sources and making use of strategies such as inference of meaning, in order to respond to specific communicative needs.

¹ From Article 13 of Royal Decree 59/2022, 30th August. My translation.

2. **Specific Competence 2 (SC2):** Producing original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes.
3. **Specific Competence 3 (SC3):** Interacting with others with increasing autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes in exchanges respectful of the rules of politeness.
4. **Specific Competence 4 (SC4):** Mediating in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to transmit information effectively, clearly and responsibly.
5. **Specific Competence 5 (SC5):** Expanding and using personal linguistic repertoires across languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge, in order to improve the response to specific communicative needs.
6. **Specific Competence 6 (SC6):** Critically assessing and adapting to linguistic, cultural and artistic diversity from the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

The assessment criteria should determine the degree of acquisition of these Specific Competences by students according to their school year. In this way, each of them is presented as linked to different assessment descriptors. These referents specify the levels of performance expected from students in the situations or activities to which the Specific Competences of each area refer to. In terms of Year 3 CSE, the assessment criteria of each SC are set as follows:

SC1:

- 1.1. Deducing the overall meaning and main ideas of, and recognising relevant information from, oral, written and multimodal texts of average length about everyday topics of personal relevance or public interest close to the learner's experience, expressed clearly and in the standard language through a variety of media.

- 1.2. Interpreting and evaluating, in a guided way, the content and discursive features of medium-length texts, progressively more complex and from the fields of interpersonal relationships, social media and learning, as well as literary texts adequate to the level of maturity of the learners.
- 1.3. Selecting, organising and applying the most appropriate strategies and knowledge in every communicative situation in order to formulate a hypothesis about the intention of the text and understanding the general meaning, the essential information and the most relevant details of texts; inferring meanings, recognising stereotypes and interpreting non-verbal elements; and seeking to select and manage truthful information.

SC2:

- 2.1. Orally expressing simple, structured, comprehensible, coherent and appropriate texts on everyday matters, of personal relevance or of public interest close to the student's experience, in order to describe, narrate, argue and inform, in different mediums, using a certain degree of autonomy verbal and non-verbal resources, as well as strategies of planning, control, compensation and cooperation.
- 2.2. Writing and disseminating simple texts about everyday matters, of personal relevance or of public interest close to the student's experience, with acceptable clarity, coherence, cohesion, correction and adaptation to the communicative situation proposed and to the textual typology, by means of the use of analogue and digital tools, respecting intellectual property and avoiding plagiarism.
- 2.3. Selecting, organising and applying with a certain degree of autonomy knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and appropriate texts according to communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, using the most appropriate physical or digital resources and in a guided manner depending on the task and the needs of the people to whom the text is addressed.

SC3:

- 3.1. Planning, participating and actively collaborating with the help of previously studied models, through different media, in interactive situations on everyday topics, of personal relevance or of public interest close to the student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette,

as well as for the different needs, ideas, concerns, initiatives and motivations of the people participating in the interaction.

- 3.2. Selecting, organising and using appropriate strategies for initiating, maintaining and ending communication, taking and giving the floor, requesting and formulating clarifications and explanations, reformulating, comparing and contrasting, summarising, collaborating, debating, problem-solving and managing challenging situations.

SC4:

- 4.1. Inferring and explaining texts, concepts and short, simple communications in situations in which it is necessary to care for diversity, showing respect and empathy for the people taking part in the interaction and the languages used, and intervening in an increasingly autonomous way in the solution of problems of incomprehension and understanding in everyday contexts, using a variety of resources and media.
- 4.2. Selecting and applying relevant strategies which help to build bridges, facilitate communication and help to explain and reformulate texts, concepts and messages and which are appropriate to the communicative intentions, the contextual characteristics of common use and the elementary textual typology, using physical or digital resources and supports according to the needs of the situation.

SC5:

- 5.1. Comparing and contrasting the similarities and differences between different languages, reflecting progressively and independently on how they operate.
- 5.2. Using in a creative and progressively autonomous way the knowledge and strategies to improve the ability to communicate and learn the foreign language with the support of other people and of analogue and digital media.
- 5.3. Recording and analysing in a progressively autonomous way the progress and difficulties in the learning process of the foreign language, selecting the most effective strategies to overcome these difficulties and consolidating one's own learning, carrying out planning, self-assessment and co-assessment activities, such as those proposed in the European Language Portfolio (ELP) or in a learning diary, making this progress and difficulties explicit and sharing them.

SC6:

- 6.1. Acting appropriately, empathetically and respectfully in intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotypes in everyday communicative contexts and proposing solutions to those socio-cultural factors that hinder communication.
- 6.2. Critically assessing and adapting to the linguistic, cultural and artistic diversity of the countries where the foreign language is spoken, taking into account human rights and encouraging the development of a shared culture and citizenship committed to sustainability and democratic values.
- 6.3. Implementing, in a progressively autonomous way, strategies to defend and appreciate linguistic, cultural and artistic diversity, taking into account eco-social and democratic values and respecting the principles of justice, equity and equality.

On the other hand, the subject of EFL should also contribute to the acquisition of the different Key Competences that define the students' Exit Profile, and directly participates in the achievement of the plurilingual competence, which implies the use of different languages in an appropriate and effective way for learning and communication. In this way, the set of objectives, competences, and contents stated in the form of Key Subject Knowledge, pedagogical methods and assessment criteria constitute the curriculum for this specific educational stage. Consequently, the Teaching Plan has been elaborated according to the achievement of the Key and Specific Competences, and follows both the Royal Decree 217/2022, 29th March, as previously mentioned. It is in line with the objectives and contents established in the Decree, ensuring that students acquire the competences and skills necessary for their personal and professional development.

3.2. General Objectives for Year 3, CSE

According to Article 2 of Royal Decree 217/2022², 29th March, stage objectives are: "achievements that students are expected to have reached by the end of the stage and whose attainment is linked to the acquisition of Key Competences." Thus, the achievement of these objectives, together with the acquisition of the key competences, have determined the planning and sections of the following teaching units.

² Whilst I am aware that this section is not contemplated within the current regulations for the design of a long-term plan, I consider it is important to include it to ensure that the Teaching Plan is coherent and in line with the educational stage.

Following the Spanish Organic Law of Education 3/2020, 29th December, (LOMLOE) educational objectives can be subdivided into two categories: those belonging to the general goals of the stage (in this case, CSE), and those ascribed to each teaching unit (specific objectives), which are separately specified in the different sections.

Thus, the goal of CSE is to contribute to the development in pupils of the skills that will enable them to fulfil these general objectives:

- a. To assume their duties responsibly, to know and exercise their rights with respect for others, to practise tolerance, cooperation and solidarity. Respect for others, practising tolerance, cooperation and solidarity among individuals and groups, exercising between individuals and groups, to engage in dialogue by strengthening human rights as common values in a pluralistic society, and to prepare for the exercise of democratic citizenship.
- b. To develop and consolidate habits of discipline, study, individual and teamwork as a necessary condition for the effective performance of learning tasks and as a means of personal development.
- c. Value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject stereotypes that discriminate between men and women.
- d. To strengthen their affective capacities in all areas of their personality and in their relations with other people, as well as to reject violence, prejudices of any kind, and sexist behaviour and to resolve conflicts peacefully.
- e. To develop basic skills in the use of information sources in order to acquire new knowledge in a critical sense. Develop basic technological competences and advance in an ethical reflection on their functioning and use.
- f. To conceive scientific knowledge as an integrated understanding, which is structured in different disciplines, as well as to know and apply the methods to identify problems in the different fields of knowledge and expertise.
- g. To develop entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability to learn how to learn, plan, make decisions and take responsibility.
- h. To understand and express complex texts and messages correctly, orally and in written form, in the Spanish language and, if any, in the co-official language of

the Autonomous Community, and to begin in the knowledge, reading and study of literature.

- i. To understand and express oneself in one or more foreign languages in an appropriate manner.
- j. To know, value and respect the basic aspects of one's own and others' culture and history, as well as the artistic and cultural heritage.
- k. To know and accept the functioning of their own and other people's bodies, respect differences, strengthen body care and health habits and incorporate physical education and sport in order to favour personal and social development. To know and value the human dimension of sexuality in all its diversity. Critically assessing social habits related to health, consumption, care, empathy and respect towards living beings, especially animals, and the environment, contributing to their conservation and improvement.
- l. To appreciate artistic creation and understand the language of different artistic manifestations, using different means of expression and representation.

3.3. General Course Timing

The following general course timing has been designed following the official Educastur calendar for the academic year 2023-2024³, which has 177 school days, from which the public holidays have been deducted. Thus, the beginning of the teaching period is marked on the 12th of September 2022, and it finishes on the 23rd of June 2023, considering holiday periods. Taking this into account, the distribution of the teaching sessions per unit has been made considering the number of three weekly sessions ascribed to the subject of EFL in CSE Year 3, according to Annex IV of Royal Decree 217/2022.

The suggested long-term plan is thus made of six teaching units to be developed throughout the course, using the first two weeks as a revision of previous knowledge. In this way, the Introduction/Review determines the level of the group and may as well help identify the difficulties and strengths in it, so that the corresponding methodology and activities can be accordingly adapted to the students' needs. As it is shown on the table below, an initial and a final diagnostic online test from Cambridge Assessment English

³ *Calendario escolar 2022-2023 - Educastur*, <https://www.educastur.es/-/calendario-escolar-2022-2023>

will also be carried out in the classroom in order to compare the results at the beginning and at the end of the school year and see the group's overall improvement.

The long-term plan is comprised of two teaching units per term. In this way, it is easier to ensure that the students assimilate the contents and to keep track of the plan despite possible contingencies within each unit. The Innovation Project consists of three sessions, placed in the middle of each term, so that it does not overlap with the four assessment dates at the end of each term. Since EFL has a continuous assessment, which allows the teacher to follow the progress of the learning process better, objective tests will only be taken at the end of each term, and not at the end of each unit. For all these reasons, it is a realistic teaching plan within the course timing proposed.

Academic Year 2022-2023 General Course Timing

TEACHING UNITS	WEEKS	SESSIONS	EVALUATION SESSIONS	TERM
Diagnostic test from Cambridge Assessment English.				
INTRODUCTION: <i>Review</i>	1-2 (12/09-23/09)	6	4 (20-23/12)	1ST TERM
UNIT 1: <i>Enchanted Destinations.</i>	3-9 (26/09-04/11)	18		
MAGIC WORKSHOP	9 (07/11)	1		
UNIT 2: <i>Conjuring Whodunits.</i>	10-15 (8/11-20/12)	19		
UNIT 3: <i>Divinations.</i>	16-22 (09/01- 20/02)	16	4 (26-29/03)	2ND TERM
MAGIC WORKSHOP	22 (21/02)	1		
UNIT 4: <i>Kinetic Connections.</i>	22-27 (22/02-29/03)	15		
UNIT 5: <i>Glamorous Stlyes.</i>	27-32 (30/03-12/05)	17	4 (20-23/06)	3RD TERM
MAGIC WORKSHOP	33 (15/05)	1		

UNIT 6: <i>Beyond Reality</i> .	33-39 (16/05-19/06)	16		
Diagnostic test from Cambridge Assessment English.				

3.4. Organisation and sequencing of the curricula in Teaching Units

The selected topic for the planning and sequencing of the curricula is the magical world. The units revolve around magic in its different forms, being present in various resources ranging from all kinds of texts to videos, audios or images, and using it as a teaching material that motivates students to participate and get involved in class. This topic facilitates distancing the teaching-learning process from traditional methodologies that exclusively involve textbooks and focus on the practice of a prescriptive grammar.

The following units are characterised by working all the Specific Competences and Specific Key Knowledge in the Legal Framework. The reason behind this is no other than the nature of languages, which hinders the selection of these descriptors since all of them are always worked with in class. To some extent, the four skills of English (Reading, Writing, Use of English, Speaking) will always be present in the EFL classroom, and cannot be previously selected by the teacher since they complement and intertwine each other. Precisely, the student will acquire the necessary skills and linguistic competence once he/she learns how to adequately co-implement all of them in everyday situations, achieving the goal of every language, which is effective communication.

Next, the Teaching Units are presented in several tables. They contain, first, the Specific Competences, Learning Outcomes and Assessment Criteria that are worked through the different activities, followed by the selected Specific Key Knowledge too. Then, the Specific Unit Objectives contain the learning goals of the students according to the Specific Unit Contents below, which contain activities and exercises classified between the linguistic skills: Vocabulary, Use of English (together comprising Language), Listening, Reading, Writing, Speaking and Mediation.

1 ST TERM		
INTRODUCTION: <i>Review</i>		TIMING: 6 Sessions
Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.
		1.3.
SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.
		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3, CC3	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.
		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.
		5.3.
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1	6.1.
		6.2.
		6.3.

Specific Key Knowledge⁴

A. Communication

1. Self-confidence and initiative. Mistakes as an integral part of the learning process.
2. Commonly used strategies for planning, executing, monitoring and repairing the comprehension, production and co-production of oral, written and multimodal texts.
3. Knowledge, skills and attitudes enabling mediation activities to be carried out in everyday situations.
4. Commonly used communicative functions appropriate to the communicative environment and context: greeting and saying goodbye, introducing and introducing oneself; describing people, objects, places, phenomena and events; situating events in time; situating objects, people and places in space; asking for and exchanging information on everyday matters; giving and asking for instructions, advice and orders; offering, accepting and refusing help, propositions or suggestions; partially expressing taste or interest and emotions; narrating past events, describing present situations and stating future events; expressing opinion, possibility, ability, obligation and prohibition; expressing simple arguments; making hypotheses and assumptions; expressing uncertainty and doubt; reformulating and summarising.
5. Contextual models and discourse genres commonly used in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organisation and structuring according to genre and textual function.
6. Commonly used linguistic units and meanings associated with these units such as the expression of the entity and its properties, quantity and quality, space and spatial relations, time and temporal relations, affirmation, negation, interrogation and exclamation, usual logical relations.
7. Commonly used vocabulary of interest to learners related to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, everyday life, housing and home, climate and natural environment, information and communication technologies, school system and education.
8. Common sound, accent, rhythm and intonation patterns, and the general communicative meanings and intentions associated with them.
9. Commonly used spelling conventions and communicative meanings and intentions associated with formats, patterns and graphic elements.

⁴ Specific Key Knowledge in the following teaching units is indicated according to their block (A, B, C) and number (1-13).

10. Commonly used conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, rephrasing, comparing and contrasting, summarising, collaborating, debating, etc.
11. Learning resources and commonly used strategies for finding and selecting information: dictionaries, reference books, libraries, digital and computer resources, etc.
12. Respect for intellectual property and copyright on the sources consulted and content used.
13. Commonly used analogue and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication and the development of projects with speakers or learners of the foreign language.

B. Plurilingualism

1. Strategies and techniques to answer efficiently and with increasing levels of fluency, appropriateness and correctness to a specific communicative need in spite of the limitations derived from the level of competence in the foreign language and in the other languages of one's own linguistic repertoire.
2. Commonly used strategies for identifying, organising, retaining, retrieving and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.) on the basis of a comparison of the languages and varieties which make up one's own linguistic repertoire.
3. Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative.
4. Specific commonly used expressions and lexis for exchanging ideas on communication, language, learning and communication and learning tools (metalanguage).
5. Comparison between languages on the basis of elements from the foreign language and other languages: origins and relationships.

C. Interculturality

1. The foreign language as means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment.
2. Interest and initiative in carrying out communicative exchanges through different means with speakers or learners of the foreign language.
3. Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships; commonly used social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, norms, attitudes, customs and values of the countries where the foreign language is spoken.

4. Commonly used strategies for understanding and appreciating linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.
5. Common strategies for detecting and acting in the face of discriminatory uses of verbal and non-verbal language.

Specific Unit Objectives

1. To review previous vocabulary related to animals, adjectives and jobs.
2. To know how to use the present and the past simple of the verb *to be* in singular and plural form to describe places.
3. To talk about present actions and future arranged events, as well as general truths and habits.
4. To appropriately use adjectives, providing details and characteristics to nouns.
5. To revise and develop the ability to structure and present ideas effectively, ensuring clarity, coherence, and logical progression in speaking and writing.
6. To introduce themselves both in formal and informal contexts.

Specific Unit Contents

Language revision		Listening revision	Reading revision	Writing revision	Speaking revision
Vocabulary	Use of English				
Animals Adjectives: <i>small, lazy, quiet, poor, tiny, interesting, polite, weak, difficult, easy, wonderful, horrible, good-looking, outgoing, shy, strong, rich, big,</i>	<i>There is/there are</i> <i>There was/there were</i> Present simple Present continuous Use of adjectives	A1 listening “First Day at School” (British Council)	Story sequencing reading activity: Reading excerpts of Oscar Wilde’s short story <i>The Fisherman and His Soul</i> (1891) and rearranging them in the correct order together.	Text organisation: recognising the parts of a writing sample from Cambridge English Qualifications (opening, body and closing) and indicating the paragraphs’ function in a text.	Formal and informal introductions: role-play in specific scenarios or settings in groups. /θ/ and /v/ sounds: “Thank you for having me today”

<p><i>simple, hard-working, noisy, huge, boring.</i></p> <p>Jobs: <i>salesperson, pilot, nurse, tour guide, actor, author, lawyer, singer, driver, artist, waiter, dentist, librarian, firefighter.</i></p>					
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Resources

- Online quizzes and games to practice the present simple, present continuous, there is/there are, there was/there were though: Jeopardy, Quizizz, Wordwall.
- Reading from Oscar Wilde’s short story *The Fisherman and His Soul* (1891) (<https://www.wilde-online.info/the-fisherman-and-his-soul.html>)
- Writing samples from Cambridge English Qualifications: Sample tasks with examiner comments (https://www.cambridgeenglish.org/pl/Images/603898-cer-6647-v1c-jul20_teacher-guide-for-writing-a2-key-for-schools.pdf)
- Textbook, workbook, PowerPoint presentation and handouts.
- Listening from the British Council: *First Day at School* (<https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/first-day-school>)
- Computers, tablets and projector with Internet connection.

Learning Situation

None.

1 ST TERM		
UNIT 1: <i>Enchanted destinations</i>	TIMING: 18 Sessions	
Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.
		1.3.
SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.
		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3, CC3	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.

		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.
		5.3.
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1	6.1.
		6.2.
		6.3.
Specific Key Knowledge		
Block A. 1-13 Block B. 1-5 Block C. 1-5		
Specific Unit Objectives		
<ol style="list-style-type: none"> 1. To know the meaning, spelling and pronunciation of nouns and verbs related to travelling and journeys. 2. To understand and use sentences with the Past Simple, Past Continuous and <i>Used to</i> adequately. 3. To understand and use sentences with the Present Perfect Simple. 4. To improve their reading skills, such as skimming, scanning, and extracting information. 5. To write a narrative and present information about a trip. 6. To pronounce -ed as /ɪd/, / t/, /d/ and modulate questions correctly. 7. To talk about and describe a past trip or experience in English. 		
Specific Unit Contents		

Language		Reading	Listening	Writing	Speaking	Mediation
Vocabulary	Use of English					
<p>Journeys: <i>accommodation, backpack, campsite, pack your bag, plan a route, spend the night.</i></p> <p>Verbs: <i>set out, go away/on holiday, get back, chek in/out, look around, sightsee, hitchhike</i></p>	<p>Review of past tenses</p> <p><i>Used to</i></p> <p>Past simple</p> <p>Present perfect simple</p>	<p>A magazine article: <i>A 'Lord of the Rings' inspired journey to Middle-earth in New Zealand</i> (IOL)</p> <p>Summarizing the article's main points, analysing its structure and answering questions.</p>	<p><i>Your Brain on Travel</i> (Vox).</p>	<p>"Once upon a time..."</p> <p>A narrative: connectors of sequence and time expressions.</p>	<p>-ed as /ɪd/, / t/, /d/</p> <p>Intonation: questions</p> <p>"What happened?"</p> <p>Printed scenarios of magic and fantasy films or scenes to discuss.</p>	<p><i>Realia</i> object: Accommodations leaflet.</p>
Resources						
<ul style="list-style-type: none"> - Online quizzes and games to practice the past simple, present perfect simple, used to: Jeopardy, Quizizz, Wordwall. - Textbook, workbook, Powerpoint presentation and handouts. - Computers, tablets and projector with Internet connection. - Reading adapted from IOL: <i>A 'Lord of the Rings' inspired journey to Middle-earth in New Zealand.</i> (https://www.iol.co.za/travel/world/australia/a-lord-of-the-rings-inspired-journey-to-middle-earth-in-new-zealand-60227935-6072-547f-80c5-efdbc38b047) - Listening from Vox: <i>Your Brain on Travel</i> (https://www.vox.com/ad/22893714/travel-brain-neuroscience-benefits) - <i>Realia</i> object: Accommodations leaflet. 						
Learning Situation: Magical travel journal				Number of sessions: 2		

Objective: To adequately use past tenses, being able to express themselves in a past tense while talking about traveling.

Description: Students will create their own magical journal travel entry in a diary in groups of three. They will have to decide their topic, distribute their tasks and talk about and describe fictional locations and events. Pupils may include images, maps or collages to finally create their journal entry in a poster-like format and present it to the class.

Specific Unit Assessment

The student is able to:

- Use vocabulary related to travelling and journeys.
- Talk about past actions, a past trip or experience in English.
- Use reading skills, such as skimming, scanning, and extracting information.
- Write a narrative and present information about a trip (either real or magical).
- Pronounce -ed as /ɪd/, / t/, /d/ and modulate questions.

1 ST TERM		
UNIT 2: <i>Conjuring Whodunits</i>		TIMING: 19 Sessions
Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.
		1.3.
SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.

		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3, CC3	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.
		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.
		5.3.
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1	6.1.
		6.2.
		6.3.
Specific Key Knowledge		
Block A. 1-13		
Block B. 1-5		
Block C. 1-5		
Specific Unit Objectives		
<ol style="list-style-type: none"> 1. To understand and know when to use the different modal verbs. 2. To understand and use the Past Perfect Simple and Past Simple correctly. 3. To speculate about situations related to crime. 4. To understand and extract meaning from a given text. 5. To know how to differently pronounce the voiceless dental fricative /θ/ and the voiced dental fricative /ð/. 6. To write a news report about a crime using connectors of addition. 		

7. To talk about and describe characters in crime fiction.

Specific Unit Contents

Language		Reading	Listening	Writing	Speaking	Mediation
Vocabulary	Use of English					
<p>Crime: <i>attack, break into, capture, clue, court, crime scene, escape, guilty, innocent, judge, jury, punish, thief, uncover, victim.</i></p>	<p>Past perfect simple/Past simple</p> <p>Modals: <i>can, could, should, must, have to, need to</i></p>	<p>Reading comprehension adapted from Harry Potter Wiki Fandom: “Undesirables of the Wizarding World”</p>	<p>“Episode 01: A Burglary” (British Council)</p>	<p>A news report about a crime: Connectors of addition (<i>also, in addition, moreover</i>)</p>	<p>Thief /θ/ vs. there /ð/</p> <p>Speculation: Talking in pairs about a crime using modals and the Past Perfect/Past Simple.</p> <p><i>Cluedo</i> rounds in groups of 4.</p>	<p>In pairs, explain to a partner in 2 minutes a news section from BBC News Mundo: “Canadá, el país donde todavía pueden detener a alguien por brujería”</p>

Resources

- Online quizzes, word bingos, flashcards and games to practice the present simple, present continuous, there is/there are through: Jeopardy, Quizizz, Wordwall.
- Textbook, workbook, Powerpoint presentation and handouts.
- Reading comprehension from Wiki Fandom: *Undesirables of the Wizarding World* (<https://harrypotter.fandom.com/wiki/Undesirable>)
- Computers, tablets and projector with Internet connection.
- Listening from the British Council: *Episode 01: A Burglary* (<https://learnenglish.britishcouncil.org/general-english/audio-series/big-city-small-world/bcsw-series-3/episode-01-burglary>)

- *Cluedo* boardgame.
- Mediation news article from BB News Mundo: *Canadá, el país donde todavía pueden detener a alguien por brujería* (<https://www.bbc.com/mundo/noticias-46048434>)

Learning Situation	Number of sessions: 2
<p>Objective: To adequately use past tenses and modal verbs, being able to express themselves in a past tense while talking about crime. Creatively use digital resources while the pupils expand their knowledge about classic British/American crime literature.</p> <p>Description: A digital presentation about characters in crime fiction. Students will work in groups of four to brainstorm and pick a character from a crime fiction work (from films to literature and culture). In groups, they will then create a digital presentation on Canva or PowerPoint about it, talking about its origins, the work the character belongs to and crimes committed.</p>	
Specific Unit Assessment	
<p>The student is able to:</p> <ul style="list-style-type: none"> - Talk about and describe characters in crime fiction. - Use the different modal verbs. - Use the Past Perfect Simple and Past Simple. - Speculate about situations related to crime. - Pronounce the voiceless dental fricative /θ/ and the voiced dental fricative /ð/. - Write a news report about a crime using connectors of addition. 	

2 nd TERM		
UNIT 3: <i>Divinations</i>		TIMING: 16 Sessions
Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.

		1.3.
SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.
		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3, CC3	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.
		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.
		5.3.
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1	6.1.
		6.2.
		6.3.
Specific Key Knowledge		
Block A. 1-13 Block B. 1-5 Block C. 1-5		
Specific Unit Objectives		
1. To understand and correctly use future tenses (<i>going to</i> , future simple), including the future continuous and future perfect.		

2. To talk about the future in different ways: speculating, making predictions, hypotheses organising plans, talking about their future intentions, etc.
3. To learn how to use the passive voice to describe actions, events, or processes.
4. To comprehend a text from an online magazine talking about the future, understanding the general meaning and most relevant details.
5. To write about future arrangements and intentions through original, medium-length, organised letters.
6. To pronounce contractions with 'll and differentiate between /i/ and /e/ correctly.

Specific Unit Contents

Language		Reading	Listening	Writing	Speaking	Mediation
Vocabulary	Use of English					
<p>Action verbs: <i>achieve, develop, expect, take part, regret, get ahead.</i></p> <p>Imitations game.</p>	<p>Review of future tenses.</p> <p>Future continuous.</p> <p>Future perfect.</p> <p><i>How many verb tenses are there in English?</i> (TedEd)</p> <p>The passive.</p>	<p>An online article: “Is this the year for time travel?” (National Geographic)</p>	<p>1. An oral presentation: <i>How will AI change the world?</i> (TedEd)</p> <p>2. <i>The Myth behind the Chinese Zodiac</i> (TedEd)</p>	<p>A letter: “Note to my future self.”</p> <p>Reflection on one of the listenings of the unit: Opinion essay.</p>	<p>Contractions with will ‘ll</p> <p>Short -i /i/ and short -e /e/ (will vs. well)</p> <p>Drawing dictation exercise: The effects of a magic potion.</p> <p>Class discussion: “Do you believe in destiny?”</p>	<p>“Horoscopes of the week” section of a Spanish newspaper or magazine.</p>

Resources

- Textbook, workbook, Powerpoint presentations and handouts.
- Online games, flashcards, and quizzes: WordWall.
- Listening 1 from TedEd: *How will AI change the world?* https://www.youtube.com/watch?v=RzkD_rTEBYs

- Listening 2 from TedED: *The Myth behind the Chinese Zodiac* (<https://www.youtube.com/watch?v=may2s9j4RLk>)
- Verbal tenses video from TedEd: *How many verb tenses are there in English?*
https://www.youtube.com/watch?v=54prMaPn5Ls&t=1s&ab_channel=TED-Ed
- Reading from National Geographic: *Is this the year for time travel?*
<https://www.nationalgeographic.com/newsletters/travel/article/year-for-time-travel-december-29>
- Computers, tablets and projector with Internet connection.
- Mediation from the Horoscopes section of a Spanish newspaper.

Learning Situation

Number of sessions: 2

Objective: To correctly use the different future tenses while talking about a future situation, being able to imagine future goals and improvements in our society as established in goal 11 of the 2030 Agenda for Sustainable Development (Sustainable Cities and Communities). Using cooperative strategies and employing analogue and digital resources.

Description: “Urban Achievements” In pairs, creating designing and drawing their own “Magical Sustainable City,” in a leaflet format, where magical elements are integrated and improve the quality of life. Then, presenting it to the rest of the class.

Specific Unit Assessment

The student is able to:

- Talk about future events and plans.
- Make predictions and speculations.
- Use the passive voice to describe actions, events, or processes.
- Identify the general meaning and main ideas of an online article.
- Write a letter.
- Write an opinion essay.
- Pronounce contractions with ‘ll and differentiate between /i/ and /e/

2nd TERM

UNIT 4: *Kinetic Connections*

TIMING: 15 Sessions

Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.
		1.3.
SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.
		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3,	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.
		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.
		5.3.
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1	6.1.
		6.2.
		6.3.
Specific Key Knowledge		

Block A. 1-13

Block B. 1-5

Block C. 1-5

Specific Unit Objectives

1. To know the meaning, spelling and pronunciation of words related to sports and parts of the human body.
2. To understand the different structure and usage of the First and Second Conditionals.
3. To talk about exercise, expressing truths, facts and things that are likely to happen in the future as well as expressing hypothetical situations, giving advice and making suggestions.
4. To write an information card about a type of exercise or sport.
5. To understand and use different cause and result connectors.
6. To develop effective communication skills in a medical context.
7. To mediate in everyday situations between different languages, being able to explain the football match timetable clearly and concisely, using appropriate vocabulary and grammar.

Specific Unit Contents

Language		Reading	Listening	Writing	Speaking	Mediation
Vocabulary	Use of English					
Sports and parts of the body: <i>ankle, back, bone, chin, elbow, finger, heart, knee, muscle, neck, rib, shoulder, spine, thumb, wrist, champion, coach, court, goalkeeper, pitch,</i>	Conditionals: First and second conditional. PowerPoint Presentation, Quizizz online tests, Jeopardy group game.	“Wizard’s Chess” (Harry Potter Wiki Fandom)	Sports interview (The British Council) Sports Commentary Listening.	An information card about a type of exercise/sport Connectors of cause and result: <i>because, due to, as a result, therefore, thus.</i>	Role-play a visit to the doctor due to a sports injury. Class discussion: "Imagine you are a player in a Quidditch match. What would you	Football match timetable.

<p><i>referee, score, work out.</i></p> <p>PowerPoint presentation with vocabulary and Word bingo.</p>			<p>Inventing new power-ups or abilities for characters in Gwent collectible fantastic card game from <i>The Witcher</i> and describe how it would impact the game.</p>	<p>do if you caught the Golden Snitch?"</p>	
Resources					
<ul style="list-style-type: none"> - Textbook, workbook, Powerpoint presentations and handouts. - Online games and quizzes: WordWall - Computers, tablets and projector with Internet connection. - Reading comprehension from Harry Potter Wiki Fandom: "Wizard's Chess" adapted text (https://harrypotter.fandom.com/wiki/Wizard%27s_Chess) - Listening from the British Council: <i>Sports Interview</i>. (https://learnenglishteens.britishcouncil.org/skills/listening/b2-listening/sports-interviews) 					
Learning Situation			Number of sessions: 2		
<p>Objective: To develop the students' research skills and their ability to gather information from different sources while using and expanding sports-related vocabulary, organizing information and visually organizing content effectively.</p> <p>Description: Creating a sports lapbook about a sport of their choice in groups and present it in front of the classroom.</p>					
Specific Unit Assessment					
<p>The student is able to:</p> <ul style="list-style-type: none"> - Use vocabulary related to sports and the human body. - Express truths, facts, hypothetical situations, things that are likely to happen in the future and make suggestions. 					

- Write an information card about a sport.
- Understand and use different cause and result connectors in a writing.
- Express themselves in a medical context.

3 rd TERM		
UNIT 5: <i>Glamorous Styles</i>		TIMING: 17 Sessions
Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.
		1.3.
SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.
		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3, CC3	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.
		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.

					5.3.	
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1				6.1.	
					6.2.	
					6.3.	
Specific Key Knowledge						
Block A. 1-13 Block B. 1-5 Block C. 1-5						
Specific Unit Objectives						
<ol style="list-style-type: none"> 1. To know, spell and pronounce words related to fashion and shopping. 2. To understand and use defining and non-defining relative clauses to provide essential and non-essential information about pictures. 3. To effectively use comparatives and superlatives to make comparisons between two or more objects or people. 4. To express their opinion about fashion using different expressions. 5. To write a blog about fashion. 6. To differentiate between / æ/ and / ʌ/ sounds and emphasise words correctly. 7. To mediate between languages using simple strategies to give their opinion. 						
Specific Unit Contents						
Language		Reading	Listening	Writing	Speaking	Mediation
Vocabulary	Use of English					
Fashion: <i>casual, cotton, inexpensive, large,</i>	Defining relative clauses	Online article: Text adapted from “The	<i>Recycling fashion: The town turning</i>	Writing a fashion blog post about a	Expressions to give opinions: <i>I think that, in my</i>	An article from a fashion magazine.

<p><i>leather, loose, material, measure, outfit, size, try on, tight, wool.</i></p> <p>Shopping: <i>add up, afford, cash, change, checkout, exchange, fee, sale, refund, save.</i></p> <p>Adjectives: <i>careless, charming, cheerful, curious, hopeful, messy, neat, pleasant, proud, relaxed, skilful.</i></p>	<p>Non-defining relative clauses</p> <p>Sentence transformations in pairs and description of pictures.</p> <p>Comparatives and superlatives.</p>	<p>Role Of Fashion In Science Fiction And Fantasy” (Book Riot)</p>	<p><i>waste into clothes</i> (BBC News)</p>	<p>magical or fantasy-inspired fashion trend.</p>	<p><i>opinion, it seems to me that, if you ask me.</i></p> <p>Word emphasis and pronunciation of /æ/ and /ʌ/ sounds (fabric, pants, hat vs. comfortable, clutch, sundress)</p> <p>SDG n°12: “Responsible Consumption and Production” Class discussion about shopping habits and fashion trends.</p>	
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Resources

- Textbook, workbook, PowerPoint presentations and handouts.
- Multiple choice online quizzes, sentence writing exercise using non-defining and defining relative clauses: Jeopardy, Wordwall, Quizizz.
- Reading from Book Riot Online Magazine: *The Role of Fashion in Science Fiction and Fantasy* (<https://bookriot.com/fashion-in-science-fiction-and-fantasy/>)
- Listening from BBC News: *Recycling fashion: The town turning waste into clothes* (<https://www.youtube.com/watch?v=7i0QMnz4ExY>)
- Fashion magazine.
- Computers, tablets and projector with Internet connection.

Learning Situation	Number of sessions: 3
<p>Objective: To develop the students' creativity through a drawing activity, as well as all of their English linguistic skills practised in this unit: writing, reading, listening and speaking.</p> <p>Description: Designing an outfit for a MET Gala inspired by magic and fantasy. This is an individual activity in which the students will create their own fantasy design to attend this prestigious fashion event. They may draw their design or create it as a collage to provide a tactile and more immersive experience. The clothing will be followed by a description using the language seen in the unit; vocabulary related to fashion and clothes, adjectives, defining and non-defining relative clauses, etc. Students will finally have to present their outfits to the rest of the class and vote their top 3.</p>	
Specific Unit Assessment	
<p>The student is able to:</p> <ul style="list-style-type: none"> - To talk about fashion and shopping using related words. - To provide essential and non-essential information with defining and non-defining relative clauses. - Express their opinion. - Write a fashion blog. - Pronounce / æ/ and / ʌ/ sounds and emphasise words correctly. 	

3 rd TERM		
UNIT 6: <i>Beyond Reality</i>		TIMING: 16 Sessions
Specific Competences	Learning Outcomes	Assessment Criteria
SC1	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CC1, CCEC2	1.1.
		1.2.
		1.3.

SC2	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3	2.1.
		2.2.
		2.3.
SC3	CCL5, CP1, CP2, STEM1, CPSAA3, CC3	3.1.
		3.2.
SC4	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1	4.1.
		4.2.
SC5	CP2, STEM1, CPSAA1, CPSAA5, CD2	5.1.
		5.2.
		5.3.
SC6	CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1	6.1.
		6.2.
		6.3.
Specific Key Knowledge		
Block A. 1-13		
Block B. 1-5		
Block C. 1-5		
Specific Unit Objectives		
<ol style="list-style-type: none"> 1. To know, spell and pronounce words related to literature and films. 2. To learn how to use the reported speech in statements and questions. 3. To recommend and review a book or film both in speaking and writing. 		

4. To describe characters and events in fiction.
5. To develop skills in the use of information.
6. To understand, make questions and express messages correctly orally and in written form.

Specific Unit Contents

Language		Reading	Listening	Writing	Speaking	Mediation
Vocabulary	Use of English					
Fiction: films and books: <i>audience, filmmaking, hero, heroine, lead role, protagonist, prop, scene, screenplay, soundtrack, viewer, reader.</i> Flashcards (WordWall) and Vocabulary Quiz (Genially)	Reported speech: statements and questions. Handout with verbal changes.	A blog post about Roald Dahl's <i>The Witches</i> from Goodreads. Reading comprehension text adapted from "What Is Magical Realism In Literature And Film: A Complete Guide" (Filmlifestyle)	"How to Build a Fictional World" (TedEd)	A film or book review. Connectors of purpose: <i>because, since, in order to, so, that.</i>	Linked words and silent letters: <i>plot twist, sci-fi, tearjerker, knight, honest</i> , etc. Tongue twisters that contain linked words and words with silent letters. Talk about their favourite characters in pairs and then tell the rest of the class about what their classmate told them.	Realia Object: CometCon de Gijón (2021) leaflet.

Resources

- Blog post from Goodreads about *The Witches* by Roald Dahl (1983): (https://www.goodreads.com/book/show/6327.The_Witches?ac=1&from_search=true&qid=kxbRpnNLo6&rank=1)

- Reading from Filmmaking Lifestyle: *What Is Magical Realism In Literature And Film: A Complete Guide* (<https://filmlifestyle.com/what-is-magical-realism/>)
- Listening from TED-Ed. (2014, enero 9). *How to build a fictional world - Kate Messner* [Vídeo]. YouTube. <https://www.youtube.com/watch?v=ZQTQSbjecLg>
- Textbook, workbook, Powerpoint presentations and handouts.
- Online games and quizzes: WordWall, Genially.
- Computers, tablets and projector with Internet connection.
- CometCon de Gijón (2021) leaflet.

Learning Situation

Number of sessions: 3

Objective: To develop teamwork habits and basic technological competences, as well as skills in the use of information. To understand, make questions and express messages correctly, both orally and in written form (SDG 2030 nº4 “Quality Education”).

Description: Character Interview video uploaded to the Flip app. In groups of 3, students will be assigned specific fictional characters from books or films by multicultural authors and will be asked to interview them. One student will record while the other two will be the interviewer and interviewee. They should prepare a script but not read it. After filming their interview on video, they will have to upload it to the Flip platform to share it with the rest of their classroom. Their group should also write a report about their interview, using reported speech, summarizing the questions asked and t/he character's responses, which will be uploaded on the MS Teams platform.

Specific Unit Assessment

The student is able to:

- Talk and make recommendations about literature and films.
- Report statements and questions.
- Pronounce linked words and silent letters.
- Use information adequately.
- Write a review.

3.5. Assessment tools and procedure, and grading criteria of students' learning according to the assessment criteria

Following Royal Decree 217/2022, 29th March, and Royal Decree 59/2022, 30th August, Article 40, the assessment of the learning process of students in CSE must be continuous, formative and inclusive. This means that it is an ongoing process throughout the school year, not only at the end. Moreover, it should be used to improve the students' learning instead of just grading their performance, and as such, assess all of the learning areas and competences.

Accordingly, although the progress of the students will be continuous, in order to keep better track of each individual student, the following rubric is proposed for assessing the specific competences in relation to the objectives and contents established in RD 217/2022 and 59/2022. Given the uncertain situation within education centres, the Teaching Plan has been based on my trainee experience and what I have noticed works better for both teachers and pupils. Therefore, the proposed rubric should be filled in indicating the activities in the unit that assess each specific competence, the assessment tool used (mainly the tests, but also classwork and participation) and each student's final mark. Since all competences are essential to achieve communicative competence in a language, their weigh within the total mark would be equally divided (17%).

Specific Competences	Assessment tools					Mark				
	Classwork	Reading test	Written test	Mediation	Others	IN	SU	BI	NT	SB
SC1	Exercises answers check.	Reading comprehension.	Text organisation.	Conversation about a trip.	Oral presentation.				X	
SC2										
SC3										
SC4										

SC5										
SC6										

The corresponding grade for each competence will be expressed as it is established in Article 31 (Assessment reports) of RD 217/2022, in terms of "Poor (PO)," for negative grades when the students are unable to achieve minimum requirements of the assessed area; "Enough (EN)" in the case of the student reaching the minimum goals; "Good (GO)" when the learner has reached a good level of competence and is able to defend himself in the language; "Considerable (CN)" if the pupil has reached a higher level of competence than expected; or "Excellent (EX)" for positive grades when the student has achieved the objectives with an exceptionally high level of proficiency.

The teacher will decide the student's grade (PO, EN, GO, CN, EX) following this same grading criteria, which may as well be used to assess the final grade of the EFL subject⁵:

INSUFFICIENT (less than 50%)	SUFFICIENT (between 50% and 60%)	GOOD (between 60% and 70%)	NOTABLE (between 70% and 90%)	EXCELLENT (more than 90%)
The student is unable to do the minimum required in the assessment criteria and therefore has not sufficiently developed the specific	The student knows and can do the minimum required in the assessment criteria and has therefore sufficiently developed the	The student knows and can do more than the minimum of what is required by the assessment criteria and has therefore	The student knows and can do significantly more than what is required by the assessment criteria and has therefore developed the	The student knows and does what is required by the assessment criteria and has therefore developed the specific competences of

⁵ The following table belongs to IES Isla de la Deva. (2022). *Programación Docente*. Departamento de Inglés.

competences of the subject.	specific competences of the subject.	developed the subject-specific competences well enough.	specific competences of the subject in a remarkable way.	the subject in an excellent way.
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Four assessment sessions will be carried out at the end of each term, consisting of five objective tests corresponding to the linguistic skills: language (vocabulary and use of English), listening, reading, writing and mediation. There is no test designed for the linguistic skill of speaking since this is daily observed through the many activities involved in the teaching units and already assessed through the mediation. The other tests have the same value, since no linguistic skill is more important than the others and all of them are necessary in order to develop the communicative competence in the language. Together, the different exams, assignments and projects add up to 70%. Out of that percentage, the exams comprehend 50%, the other 20% corresponding to assignments such as the Innovation Project, which will be assessed through an individual activity diary or portfolio. The remaining 30% out of a total of 100% corresponds to class work and activities as well as the student's attitude towards the subject, including participation and interest (general behaviour).

100%	
70%	30%
Objective tests	Behaviour
Listening, reading, writing, mediation.	Class work, activities and projects, interest, attitude, participation.

Thus, the final assessment of EFL in this Teaching Plan is carried out through different tools, such as exams, assignments, projects and class activities. The term assessment results altogether are used to identify students' strengths and weaknesses and to adapt teaching to their needs.

3.6. Measures to cater for individual differences.

While educational attention often depends on the different knowledge, intellectual abilities, interests and motivations of students in relation to teaching, considering an adequate and up-to-date response to diversity is a crucial element of any teaching plan. For this reason, as teachers we must change or adapt the contents or methodologies to ensure that all students can achieve the established educational objectives. Even though this task may be assisted by the school, teachers will always be the ones who need to consider who to target and propose activities to within their class, and be always aware of these differences, not only when assessing their students, but also when teaching and planning the teaching-learning process.

To create teaching and learning environments that are accessible and effective for all learners, the Universal Design for Learning (UDL), included in the Organic Law 3/2020, 29th December, which amends Organic Law 2/2006, of 3 May, on Education, is an educational approach that seeks to provide educational options for all students to learn effectively regardless of their individual abilities, needs or characteristics. The UDL proposes multiple forms of involvement, representation and action and expression (Pastor, 2019, p.59). Taking all of this into account, the proposed Long-Term Teaching Plan involves presenting information in different ways in order to make learning accessible to all EFL students. For example, images, videos and text can be used to present information in a more visual, attractive and accessible way. Furthermore, it also allows students to demonstrate their learning in different ways such as projects, presentations, discussions and written assignments.

Curricular adaptations are thus a useful tool to ensure that students achieve the objectives included in the curriculum for CSE by means of modifications in activities, methodologies and testing. This is why, depending on the students' different needs, there are various kinds of curricular adaptations that may be carried out in the subject. As follows, these are adjustments to be applied in the proposed long-term plan if necessary, depending on the pupil's specific needs or situation:

1. **Students of late incorporation:** In the case of learners who join the school year late, it is essential to know what previous knowledge they have about English. Therefore, the best course of action is through a level test. If the student fails or does not pass the test, it would be necessary to design an Individualised Work Plan (Plan de

Trabajo Individualizado/PTI), which may include course adjustments, either in terms of contents or assessment tools and methods.

2. **Foreign students with linguistic difficulties:** In this case, the procedure is similar to that of students of late incorporation, carrying out a level test and an Individualised Work Plan. Additionally, given the linguistic difficulties that may be experienced by foreign pupils, the aim would be to facilitate conversation by providing materials adapted to their linguistic needs.

3. **Students in a situation of socio-educational vulnerability:** Besides an Individualised Work Plan and methodological adaptations, classroom materials may be requested and provided for free if needed.

4. **Pupils with Special Educational Support Needs** (Alumnado con Necesidades Especiales de Apoyo Educativo/NEAE): Although it is a decision of the centre, ensuring that students with Special Educational Support Needs are included in heterogeneous groups is essential, including smaller group activities. Additionally, these students require an educational support that may be provided through an individualised monitoring by the teacher. This measure would be mainly focused on the assimilation of basic contents and activities in which the student finds difficulty. In terms of curricular adaptations, extension or other enriching activities may be provided for students with high capacities. In the proposed Teaching Plan, as well as in the Innovation Project, these learners receive special attention, prioritising the practical application of the skills and knowledge that are being gained by the student, as well as the progress in autonomous learning.

5. **Pupils with Special Educational Needs** (Alumnado con Necesidades Educativas Especiales/NEE): The activities, tests and resources of students who are in need of Significant Curricular Adaptations according to the corresponding report from the Educational Guidance Department will be designed following their psychopedagogical report. Based on this, a selection of objectives, key and specific competences will be made, adapting the contents and grading criteria to the student.

6. Finally, **students who are promoted with poor results in the subject** but promote to their next CSE year will complete an activity portfolio, consisting of a compilation of exercises from CSE Year 3, carried out throughout the course and completed either at home or at the seventh hour dedicated to pending subjects if the centre has one. The student is responsible of completing these activities, although the teacher should monitor his/her progress. The portfolio with the completed exercises and activities

would have to be handed in at the end of the term. Furthermore, since EFL is a subject with continuous assessment, the student will also be taking the corresponding CSE Year 4 EFL tests in the set dates and sessions as the rest of the class. In the case of the student passing all of them, besides handing in the portfolio to the teacher, the failed course will be considered as achieved.

Concerning the general adaptation of activities for cases like **students whose level is lower than the average** but do not have an Educational Needs report from the Educational Guidance Department, reinforcement exercises could be provided. However, within our attention towards diversity we must not forget to offer extension or other enriching activities adapted to the situation and characteristics of every student, including those High-capacity students who are more able or receptive in contrast to the rest of their classmates. In this way, besides reinforcing activities, the widening of the curriculum is also important for these students.

Because of this, the present Teaching Plan includes a wide range of activities which involve research, together with the appeal of the topic of magic. Similarly, concerning final testing, extra time would be allowed to any student in need of it, together with shorter sentences and clearer instructions for lower-level learners. Correspondingly, to high-capacity pupils, the test questions would be slightly different, asking for a higher level of English, as well as communicative competence and comprehension.

3.7. Specific plans, programmes and projects in the field

Even though this section depends on the education centre and its Interdisciplinary Plans and Educational Project, the proposed Teaching Plan could easily contribute to the Reading, Writing and Research Plan (Plan de Lectura, Escritura e Investigación/PLEI) given its broad topic about the magic world, which has been a rich resource for all kinds of literature. Likewise, the New Technologies Plan would be closely linked to the Teaching Units, given the implementation of the digital competence throughout the activities of the units.

3.8. Extra-curricular Activities

Extra-curricular activities are essential to increase student's motivation. Getting out of the school context in order to learn in non-formal areas is important and more meaningful for them since they get to feel free to participate, think and learn without as much pressure.

Moreover, these activities contribute to the overall development of the students at the same time they provide a platform for skill-building, offer opportunities for personal growth, foster social interactions, and help students explore their interests and potential career paths. In general, extracurricular activities can contribute to the development of students' competences and skills in English. Taking this into account, the Teaching Plan presented proposes the following extra-curricular activities for EFL:

City Tour Guide about enchanted places, legends and mysteries: Students can discover more about their city, town or region through historical tour guides retelling their legends and mysteries in English. This is a fun and engaging activity that may as well be interdisciplinary, together with History and Geography. This activity can be adapted to the students' surroundings and their level, as well as complemented with many others as a follow up, like preparing a group presentation about their favourite legend to the class, etc. For example, in the city of Oviedo there is a street tour named "Oviedo Misterioso", which follows places where strange phenomena, inexplicable events and paranormal episodes have been reported.

Activities carried out in museums and art galleries: these kinds of extra-curricular activities are characterised by their versatility, since many different tasks can be carried out through them. In a similar way to the City tour guide, an English tour could be carried to a museum or art gallery, or an independent visit with just the teacher and the group. During the visit, students could take notes about their favourite pieces of art, as well as the artistic movement or historical period they belong to. The teacher could also bring up discussion topics related to the paintings, to promote the students' participation and practice of their communicative competence. Additionally, after the visit, students could work on their own art project, painting or creating their own artistic piece, inspired by the materials, styles and authors they have seen. This activity could also be carried out in Oviedo, in the Museum of Fine Arts of Asturias.

Visit a Magic Show or a Magic-themed Escape Room: A fun activity through which the students can learn new vocabulary related to the Teaching Units, familiarising themselves with the contents and contextualise them, thus learning in a significant and engaging way. There are many escape rooms available in Oviedo, but also in almost every city in Asturias, ranging from a lot of themes. Without going any further, "Silence Circus," by Cursed Escapes is a popular escape room in Piedras Blancas, Castrillón.

Considering these activities, together with the long-term teaching plan, ideally each of them would take place in each of the educational terms.

3.9. Methodology, resources and materials

3.9.1. Methodology

The methodology employed throughout this Long-Term Teaching Plan ultimately aims to develop the students' communicative competence, which refers to the learner's ability to use the target language to communicate (Savignon, 1976). This means that the intonation, gestures and other linguistic and non-linguistic sociocultural aspects form part of the speaker's communicative competence, which should be adapted to the context as proposed by Dell Hymes (1966). It was Hymes who coined the term of communicative competence, expanding Chomsky's earlier concept of competence. For Hymes, the communicative competence not only refers to the ability of the learner to apply the grammatical rules of a language to form correct sentences, but also to the importance of context. On this basis, Canale and Swain (1980) developed four components that according to them compose the learners and speakers' communicative competence (grammatical, sociolinguistic, discourse and strategic competence) and which have to be developed together in order to correctly use the language in different contexts, instead of in isolation.

This plan takes into consideration this communicative approach, recommended too by the principles included in the CEFR for language teaching through active participation. In this way, this approach will be practised at all times through the implementation of active and participative methodologies such as gamification, cooperative learning or project-based learning, among others, which seek to encourage the active participation of students in the learning process and therefore spontaneous productions. Accordingly, learning is focused on improving the students' ability to express themselves in English, rather than learning the language exclusively for the sake of acquiring knowledge. To achieve this, the Teaching Plan features real-life situations to use the Target Language for communication through real examples of the language, as well as promoting spontaneous productions.

During Year 3 CSE, students are in a key developmental phase academically, personally and socially. In all the sessions during the development of the Teaching Unit,

a cooperative learning method will be combined with an innovative methodology through gamification and the use of virtual resources and teaching materials from several webpages and online magazines such as National Geographic, the British Council, WordWall, Genially, Youtube, etc. In this way, students will be encouraged to become actively involved in the teaching-learning process while they learn how to communicate, share ideas and work towards a common goal together, strengthening group relations. Therefore, it is intended that learning does not consist in mere memorisation of content, but that it develops effective thinking and enhances the students' communicative competence in English, using the vocabulary and expressions learnt to express themselves accurately.

Besides, competence-based learning aims to develop the individual potential of each learner, develop their skills, and prepare them to successfully meet personal challenges throughout their lives. This means that learners not only need to acquire knowledge but also need to be able to access and apply it in different daily situations, putting it in context. Thence, this learning methodology aims to cover all aspects of life, making students not only capable of learning, but also of learning how to learn as well as living together, and learning to do. Accordingly, each of the units in this Long-term Teaching Plan provides different activities that contribute to the development of the Key Competences.

As a summary, the methodology used throughout this Teaching Unit consists in:

- Gamification
- Project-based learning
- Cooperative learning
- Group dynamics and techniques
- eLearning

3.9.2. Resources and Materials

The resources and materials that have been selected are appropriate and adjusted to the level of difficulty of the students' abilities, adapting the texts, when necessary, as well as other activities.

Moreover, this Teaching Plan has been designed taking the textbook *Options 3º ESO*, by Linda Marks and Alice Scott (2022) as a reference since it is compatible with the

recommendations, guidelines and objectives of the CEFRL. This book provides students with the necessary English and life skills for the 21st century through its vocabulary, grammar syllabus and cultural texts and exercises. This course book and the many other self-created and online games, resources and activities comprise a solid foundation and the enrichment of the EFL contents, developing and strengthening the students' comprehension and productions skills.

Taking this into account, the following table provides the main materials and resources used within this CSE Year 3 teaching plan:

GENERAL ⁶ USE MATERIALS		
Teaching resources	Reference	Photocopies, self-created resources, PowerPoint presentations, Online Quizzes, textbook
	Access	They are handed out in the classroom and distributed via the MS Teams platform for the students to use them.
Digital resources	Reference	Genially. (s. f.). <i>Genially, la herramienta online para crear contenido interactivo.</i> https://genial.ly/es/ Switzer, Y., Cameron, S., et al (n. d.). <i>Quizizz Where motivation meets mastery.</i> https://quizizz.com/?lng=en <i>Lessons Worth Sharing.</i> (n. d.). TED-Ed. https://ed.ted.com/ <i>British Council LearnEnglish Teens Free resources for teens to help improve your English.</i> (n. d.). https://learnenglishteens.britishcouncil.org/ <i>Wiki Fandom</i> https://www.fandom.com/
	Access	Internet. Microsoft Teams.
Textbook	Reference	Linda Marks, Alice Scott. <i>Options. 3º ESO.</i> Burlington (2022).

⁶ Examples of the specific materials used in the Teaching Units are indicated within them as “Resources.” Among these materials, realia objects have been included given their importance to enhance learners' motivation.

3.10. Evaluation: Achievement indicators and procedures for evaluating the implementation and development of the Teaching Plan

The Teaching Plan is a document that, since it is in accordance with the regulations, it is subjected to constant changes. This means that, as a live document, it should also be monitored to make sure it is effective and up to date. Teachers should assess not only their students' progress, but also their own teaching practice in order to make possible improvements. Therefore, at the end of the school year, it is proposed that the instructor fulfils the following survey in the event of suggested improvements to be worked on for the coming term:

Evaluation of the teaching practice of the Teaching Plan			
Achievement indicators		YES/NO	Suggested Improvements
Timing and planning			
1.	The teaching unit has been carried out taking into account the classroom planning and the proposed timing.		
2.	The selection and timing of content and activities has been well adjusted.		
3.	The distribution of time in the classroom is adequate.		
Classroom Organisation			
4.	The classroom layout favours the chosen methodology.		
5.	Team groups are heterogeneous.		
Classroom Resources			
6.	Various teaching resources are used.		
7.	Digital resources and media are used		
Methodology			
8.	Active methodologies, meaningful activities and varied tasks are used.		
9.	Collaborative work is encouraged.		
10.	Project work is encouraged.		

11.	Explanatory strategies have been provided to check that learners understand and know how to ask for clarification.		
12.	Students have been provided with learning strategies: reading comprehension, how to search for information, how to write and organise an assignment, etc.		
13.	Cooperation in the elaboration of classroom rules has been encouraged.		
14.	Group activities have been enough and significant.		
15.	The classroom atmosphere has been appropriate and productive.		
16.	An initial assessment has been conducted in order to adjust the planning to the real learning situation.		
17.	Activities and procedures have been provided for students with a failed term, or with the subject pending from the previous year, to pass the subject.		
18.	The assessment and marking criteria have been clear and known to the students and have made it possible to monitor the students' progress.		
Attention to diversity			
19.	Multi-level activities are implemented to cater for different learning paces.		
20.	Alternative activities have been provided when the learning objective has not been reached at first instance.		
Assessment			
21.	Evaluation and assessment		

	criteria have been clear and have made it possible to monitor the student's progress.		
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4. PROYECTO DE INNOVACIÓN EDUCATIVA: “The Enchanted Workshop: Unleash Your Creative Genius”

4.1. Diagnóstico inicial

El presente proyecto de innovación se basa en la utilización de la magia entendida como juegos ilusionistas y además utilizada como temática de las unidades de programación. Partiendo del objetivo de facilitar la atención inclusiva en el aula y el desarrollo integral de estudiantes con altas capacidades, se usa este recurso didáctico como herramienta pedagógica en el aula de idiomas. Asimismo, también se pretende mejorar la motivación de todos los alumnos a través de los juegos y actividades con esta temática, y por tanto, mejorar el clima de aula y propiciar la participación.

Durante las prácticas realizadas en un Instituto de Educación Secundaria Obligatoria y Bachillerato (IES), me di cuenta de la importancia que tiene adaptar el proceso de enseñanza-aprendizaje a la diversidad, así como de la creciente necesidad que existe para lograr una atención eficaz y realista dentro del aula de idiomas. El gran número de alumnos que conforman los grupos, al igual que la variedad de tareas y competencia comunicativa a desarrollar dentro de la asignatura de Inglés como Lengua Extranjera, dificultan considerablemente la labor del docente para conseguir atender adecuadamente a todos los alumnos y alumnas en la misma clase. No es de extrañar, por tanto, que buscar una atención individualizada pueda resultar abrumador y, lejos de mejorarlo, afectar al proceso de enseñanza-aprendizaje de los estudiantes.

Asimismo, durante el periodo de prácticas me percaté de que la atención a la diversidad hacia alumnos con NEE por dificultades de aprendizaje no suponía ninguna complicación para el docente ni incidía en el funcionamiento diario de la clase, o en las dinámicas relacionales dentro del grupo-clase. El alumnado NEAE de este tipo con el que tuve contacto, lograba una mayor integración y seguimiento de la programación en comparación a los estudiantes de altas capacidades. El alumnado con estas características, por el contrario, solían aislarse del resto del grupo y no desarrollar ningún vínculo socioafectivo hacia sus compañeros, además de no demostrar interés por la materia ni participar en la clase. A estas dificultades relacionales que experimentan los estudiantes

de este perfil, se suman los muchos prejuicios por gran parte del cuerpo docente respecto a su rendimiento académico. A lo largo de la experiencia de prácticas observé cómo, lejos de fomentar una formación integradora, los profesores se quejaban del alumnado con altas capacidades que “no demostraba serlo” o, en otras palabras, no alcanzaba unos resultados académicos brillantes en comparación al resto de sus compañeros. En realidad, el bajo rendimiento que, lejos de los estereotipos, se da muy frecuentemente en este tipo de estudiantes, se debe a una falta de interés y al aburrimiento que estos alumnos experimentan en clase por las metodologías y contenidos impartidos. Para los docentes, resultan más difíciles de suplir las necesidades del alumnado con NEAE con altas capacidades que aquellas del alumnado NEE, ya que los últimos se considera que, con un poco de ayuda, PTIs, refuerzos y adaptaciones logran ser atendidos adecuadamente.

Por ello, con este proyecto de innovación se pretende trabajar en un taller cuyo producto final consistiría en una exhibición de magia, así como usar la temática relacionada con el mundo mágico como hilo conductor de las unidades de la Programación Docente. A través de estas actividades y temática, se pretende lograr una atención inclusiva e integradora de estudiantes NEAE con altas capacidades, de forma que participen activamente en clase junto al resto de sus compañeros y así todos los estudiantes desarrollen integralmente su competencia comunicativa y mejoren su rendimiento académico, además de fomentar la participación del grupo y mejorar el clima de aula.

4.2. Identificación de los ámbitos de mejora

Teniendo en cuenta las dificultades relacionales del alumnado con altas capacidades de Educación Secundaria, así como la falta de interés generalizada de todos los estudiantes en la asignatura que a su vez lleva a una escasa participación dentro del aula, y, por tanto, a un bajo nivel de inglés, este proyecto de innovación educativa pretende beneficiar a los alumnos en tres ámbitos diferenciados: académico, personal y social.

Para ello, se consideraría como punto de partida el ámbito académico, dado que el objetivo final de la innovación es la mejora de la competencia comunicativa de los estudiantes en la lengua extranjera, por una parte, a través de la práctica, constante interacción, y búsqueda y recopilación de información en inglés. Por otra, el ámbito personal y social repercutirían directamente en el rendimiento y el desarrollo académico de los alumnos en la asignatura. Las actividades propuestas no sólo enriquecerán y

afianzarán el conocimiento del alumnado sobre la asignatura a través del uso de la lengua inglesa en situaciones reales (y por tanto Competencia Plurilingüe), sino que además contribuirán al desarrollo de su creatividad y reforzarán las relaciones de grupo, habilidades interdisciplinarias como la Competencia en Comunicación Lingüística, Competencia Digital y Competencia personal, social y de aprender a aprender. Este conjunto de Competencias Clave a su vez responde a las futuras necesidades de los alumnos y las alumnas, ya que comprenden un aprendizaje permanente del que se servirán el resto de su formación académica y profesional.

Las razones por las que los estudiantes con altas capacidades no alcanzaban un rendimiento óptimo en la asignatura de Inglés como Lengua Extranjera al menos, en base a mi experiencia, se debían por una parte a su (des)interés en la misma, y por otra, a una mala relación con el resto del grupo. Además, en el caso de que este tipo de alumnos fueran conscientes de su falta de interacción con el resto de los compañeros y pretendiesen integrarse con los demás, no lo hacían a través de intereses comunes y aficiones como suele ocurrir, sino como participantes de bromas y burlas junto al subgrupo de “matones,” buscando la aceptación social. El conjunto de esta situación y razones derivaban en una desmotivación y actitud pasiva que, si bien no resultaba disruptiva, creaban un ambiente de clase desfavorable para el correcto desarrollo del proceso de enseñanza-aprendizaje, ya que dificultaba la creación y dinámica de grupos para llevar a cabo muchas actividades y trabajos grupales de la asignatura.

Por ello, el ámbito personal y social de todo el grupo se vería beneficiado por este proyecto, tanto el del alumnado general como el de altas capacidades, al aprender a trabajar en equipo, respetarse y aceptar las diferencias.

4.3. Contexto

El Proyecto de Innovación estaría diseñado para llevarse a cabo en un centro escolar urbano de línea 4, con un grupo heterogéneo basado en el que trabajé en el IES, de 16 alumnos entre los 14 y 15 años, pertenecientes al nivel educativo de 3º de ESO, al igual que el grupo descrito para la Programación Didáctica. Además, el docente los conocería previamente, lo que le permitirá entender las dinámicas relacionales del grupo y tenerlas en cuenta para la distribución de tareas y el desarrollo de actividades. Esto también le permitirá conocer el nivel lingüístico de la clase, el cual se caracterizaría por su contraste, con alumnos con un nivel muy alto para su etapa, y otros con la materia pendiente del

curso anterior. El clima del aula es generalmente bueno, pero con una participación muy escasa. Por otra parte, de estos 16 alumnos, dos estarían diagnosticados con altas capacidades y mostrarían apatía hacia la materia, así como hacia sus contenidos, y por tanto participarían aún menos que el resto de sus compañeros. No obstante, comparten intereses relacionados con la creatividad, concretamente la magia, fantasía y tecnología, elementos intrínsecos de esta Programación Docente y Proyecto de Innovación.

4.4. Justificación y objetivos

La atención a la diversidad es un requisito de la actual Ley Orgánica, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. En ella se le da una especial importancia, incluyendo modificaciones para asegurar la especial atención que se debe prestar a los alumnos y alumnas con necesidad específica de apoyo educativo (Artículos 27, 34, 36, 39 y 42). A estos efectos se establecerán las alternativas organizativas y metodológicas y las medidas de atención a la diversidad precisas para facilitar el acceso al currículo de este alumnado. Ante la dificultad y prejuicios para lograr efectivamente una atención inclusiva en el aula de inglés, especialmente del alumnado NEAE, y con el fin de captar su interés en la asignatura a través de actividades que se salgan del libro, este proyecto de innovación pretende utilizar el recurso de la magia de la mano de metodologías que se salgan de lo tradicional y promuevan la creación de situaciones comunicativas reales en las que usar el inglés. Basándome en mi experiencia, la implementación de actividades relacionadas con temas de interés para los alumnos resulta en el aumento de su interés por la materia. En un contexto social gobernado por los dispositivos electrónicos y la respuesta inmediata, además del resurgimiento de películas y videojuegos basados en el mundo mágico (como *Hogwarts Legacy*, 2023, entre otros), la magia puede combinar estos dos aspectos y ser el gran aliado de los docentes para despertar la implicación de nuestros estudiantes. De esta forma, haciendo uso de esta herramienta didáctica para motivar a todo el alumnado, se pretenden perseguir los siguientes objetivos:

Generales:

3. Desarrollar la competencia comunicativa del alumnado de 3º de ESO.
4. Promover la utilización de la magia como recurso didáctico en el aula de idiomas.

5. Promover la integración y la interacción entre estudiantes de diversas capacidades y perfiles, a través de la participación conjunta y el intercambio de ideas y habilidades. Mejorando, así, la convivencia en el aula.

Específicos:

1. Fomentar la participación activa de los alumnos de altas capacidades en el aula de inglés, brindándoles una experiencia de aprendizaje atractiva y estimulante principalmente a través del taller de magia.
2. Estimular la creatividad y el pensamiento crítico de los alumnos de altas capacidades, alentándolos a utilizar el idioma inglés.
3. Fomentar el trabajo en equipo y la colaboración entre los alumnos de altas capacidades y el resto del grupo, proporcionando oportunidades para trabajar como un gran grupo-clase, lo que fomenta la interacción social y el aprendizaje cooperativo entre ellos.
4. Potenciar la autoconfianza y la autoestima de los alumnos de altas capacidades, al permitirles destacar en un área no tradicionalmente asociada con el aprendizaje académico y demostrar sus habilidades ante sus compañeros.
5. Establecer entornos de aprendizaje motivadores que creen situaciones comunicativas y fomenten la participación de todo el alumnado.
6. Fomentar la curiosidad, así como la creatividad e imaginación.

4.4.1. Marco teórico: El modelo triádico de Renzulli y la importancia de la magia en el aula

Este proyecto de innovación está basado en el modelo de enriquecimiento triádico o modelo de los tres anillos del psicólogo educativo Joseph Renzulli (2005), diseñado para su implementación en un programa de intervención educativa. El modelo va dirigido al desarrollo académico y creativo-productivo de los alumnos de altas capacidades. La creatividad y la producción son potencialidades importantes dado que “a menudo interactúan entre sí y, por tanto, deberían de ser integradas en cualquier programa de atención especial” (Renzulli, 2015, p.106). Los tres anillos que dan nombre a este modelo educativo están conformados por la habilidad intelectual, la creatividad y el compromiso con la tarea (o implicación). Renzulli (2015) considera estos rasgos como parte del

conjunto de conductas dentro del ámbito de la solución de problemas y las producciones creativas, y que por tanto constituyen el rendimiento superior atribuido a las altas capacidades (p.12). Para que un proceso de creación pueda llevarse realmente a cabo, es fundamental que estos tres factores se encuentren interrelacionados.

Por otra parte, el recurso de la magia tiene un gran papel como medio motivador, y puede ser más efectivo que el método tradicional para asimilar los contenidos (Monescillo-Rubio, 2013), caracterizado por ser un enfoque más estructurado y centrado en el maestro. La introducción de este recurso en el aula permite reactivar la implicación de los alumnos a través de su motivación, alejándose de este tipo de metodologías distantes y anticuadas, que impiden conectar al estudiante con el docente. La magia ofrece la oportunidad, además, de que los alumnos generen un vínculo especial con el profesor, alejándose de la figura tradicional cuyo único objetivo es inculcar conocimientos en ellos. En cambio, el uso de este recurso como tema y vehículo de enseñanza transformará al profesor como alguien a quien respetar, capaz de transmitir contenido de forma asombrosa e innovadora. El alumnado, de esta forma “va aprendiendo, casi sin querer, ciertas partes del temario que de otro modo serían difíciles de tratar, de comprender y, sobre todo, de memorizar” (del Pozo Gómez, 2021, p.32).

En un contexto social gobernado por nuevos medios y redes sociales, es evidente que los lapsos de atención de los más jóvenes se están acortando. Los docentes muchas veces se quejan del poco interés e implicación en sus clases, con la contrariedad de mantener estas metodologías anticuadas. La realidad es que es necesario introducir nuevas herramientas adaptadas a los nuevos tiempos para solventar la raíz de estos problemas, como bien puede ser el caso de la magia dado que es un elemento que siempre está presente a nuestro alrededor (juegos, películas, literatura) y, por tanto, a la orden del día. Es este mismo factor actual el que le otorga al recurso de la magia una gran utilidad para ayudar al desarrollo de la competencia comunicativa en la L2, al poder emplear vocabulario y ejemplos sacados del uso real del lenguaje. Además, la realización de trucos e ilusiones de magia implica la transmisión de una serie de instrucciones, descripciones y explicaciones que estimulan el uso de la lengua inglesa, en este caso. Asimismo, para llevar a cabo un show/función de magia, los estudiantes deberán trabajar el lenguaje no-verbal, un aspecto esencial en la comunicación.

Por otra parte, según el psicólogo Lev Vygotsky en su teoría sociocultural del desarrollo (1989), en el aprendizaje influyen un nivel real y otro potencial, entre los que se encuentra situada la zona de desarrollo próximo que:

no es otra cosa que la distancia entre el nivel real de desarrollo, determinado por la capacidad de resolver independientemente un problema, y el nivel de desarrollo potencial, determinado a través de la resolución de un problema bajo la guía de un adulto o en colaboración de un compañero más capaz. (Vygotsky, 1989, p. 133).

Es en esta zona donde idealmente debería situarse todo proceso de enseñanza-aprendizaje dado que es donde se desarrolla el conocimiento del alumnado. Resalta especialmente la labor del docente y los compañeros, indicando que los estudiantes aprenden mejor a través de la interacción social. Por ello, la implicación de estos dos agentes es fundamental en el Proyecto de Innovación planteado, para guiar, ayudar y apoyar a aquellos compañeros que lo necesiten, como puede ser el caso de los dos alumnos con altas capacidades.

Por lo tanto, en este proyecto se pretende aunar la importancia de la magia en el aula de L2 o Inglés como Lengua Extranjera y el modelo de enriquecimiento triádico de Renzulli. A través del taller, los alumnos deberán investigar, analizar diversos trucos de magia y averiguar su funcionamiento (habilidad intelectual), diseñar sus propios trucos de magia en inglés y elaborar la escenografía y vestuario de sus actuaciones (creatividad) y trabajar como un gran grupo a la vez que practican y ensayan (implicación con la tarea).

4.4.2. Desarrollo de la innovación

El uso de la magia está presente en todas las unidades de la programación docente propuesta para el curso académico 2023/24, con actividades relacionadas con el mundo mágico en todas sus formas, desde moda y diseño de personajes hasta literatura y ciencia ficción. Adicionalmente, se proponen tres sesiones principales a mediados de cada trimestre para que los alumnos participen en un taller de magia de forma conjunta como grupo-clase y finalmente presenten una función, una tarea con la que se pretende fomentar la habilidad intelectual, la creatividad, el trabajo en equipo y el compromiso de los alumnos a través del inglés. Dos de estas sesiones consistirán, principalmente, en la

búsqueda de información sobre trucos, ilusiones, orígenes y grandes figuras de la prestidigitación, además de la distribución de tareas, selección, práctica y creación de diversos trucos de magia para presentarlos en la última sesión, en la que se llevará a cabo una función ante un público como producto final del proyecto.

4.4.3. Fases

El proyecto está diseñado trimestralmente, de forma que se extenderá a lo largo del curso. Pese a que el desarrollo de las capacidades lingüísticas y sociales del alumnado serían continuas a través de las unidades de programación y sesiones dedicadas exclusivamente al proyecto de innovación, se pueden establecer tres fases diferenciadas entre sí por el tipo de actividades que se llevarán a cabo en cada una de las sesiones:

7. FASE 1. Introducción al mundo mágico.

La primera etapa forma parte de la introducción al mundo mágico. Es la toma de contacto de los alumnos con el proyecto, en la que antes de nada se les darán las instrucciones necesarias, con indicación de las sesiones que se dedicarán a la actividad, así como el input sobre lo que es un taller de magia y el producto final que se pretende alcanzar al acabar el proyecto.

A continuación, se tomarán las medidas necesarias para la planificación y diseño del taller, como la revisión del vocabulario y aportación de recursos relacionados con la magia vistos en las sesiones de las distintas unidades de programación, además de un *brainstorming* grupal sobre posibles ideas a incluir o aspectos a tener en cuenta. En esta fase el papel del docente tiene vital importancia para crear un ambiente inclusivo y cómodo, adaptado para estudiantes de altas capacidades a través de la inclusión de estos en el grupo y el reparto de la asignación de tareas en base a los intereses o preferencias del alumnado, siempre con el papel mediador del docente presente. Para ello, aunque la investigación inicial será a modo de grupo grande, más adelante será necesario dividir algunas partes del proyecto en grupos pequeños, dedicados exclusivamente a la práctica de trucos, diseño de la actuación, utilería, etc. Además, el docente deberá guiar a los alumnos en el plan de actividades a seguir, así como actuar de facilitador de medios y recursos para la búsqueda de información, que se realizará haciendo uso de las tabletas y los ordenadores del centro, además de la configuración de la función final. Posiblemente los alumnos se muestren reticentes a colaborar, por lo

que el papel del docente es fundamental, proporcionando apoyo y retroalimentación constante a la par que una actitud positiva.

8. FASE 2. De la idea a la realidad.

La segunda fase se caracteriza por la creciente autonomía que deberán ir ganando los alumnos, no sólo con el desarrollo del proyecto, sino además a través de la configuración de diferentes actividades y trabajos en cada unidad de programación y situaciones de aprendizaje.

En esta fase los alumnos deberán pasar de investigar y seleccionar a diseñar las actividades, trucos y elementos necesarios que quieran incluir en la función final de magia, además de empezar a practicar y ensayar, siempre usando el inglés para expresarse y comunicarse. Para ello, los alumnos se servirán del vocabulario y estructuras que se han ido viendo en clase.

Para facilitar el seguimiento continuo de los alumnos y el proyecto, éstos llevarían un diario de la actividad, que será utilizado como herramienta de evaluación. De esta forma, tendrán que recoger las tareas llevadas a cabo y decisiones que van tomando a lo largo del proyecto, y por tanto se mostrarían colaborativos e interesados en el proyecto, implicándose en él.

9. FASE 3. Magia en acción.

La fase final del proyecto culminaría con la implementación del taller de magia en un show final. Esta tercera fase se caracteriza por el perfeccionamiento del producto final del taller, ensayando la función completa en la hora de inglés y llevándolo a cabo a modo de actuación en la hora del recreo para aquellos que deseen asistir libremente. Dependiendo del éxito de la función, se podría proponer repetirlo posteriormente en las fiestas del IES o llevar la actividad más allá, haciendo un concurso de magia entre cursos.

Una vez finalizada la actuación, se procederá a hacer una reflexión y discusión grupal sobre el proceso de aprendizaje y el impacto del taller en el interés por la asignatura de inglés, así como la mejora de sus habilidades productivas en la lengua extranjera, además de recibir *feedback* por parte del docente sobre aspectos mejorables y desarrollo general de todo el proceso.

4.4.4. Plan de actividades

En concordancia con las fases de este proyecto, se propone el siguiente plan de actividades, dividido en tres sesiones:

1^{er} Trimestre. Sesión 1:

- Introducción al taller. Presentación de las tareas, objetivos y organización del plan de trabajo como grupo-clase por parte del alumnado y con ayuda y guía del docente.
- Búsqueda de información sobre trucos, ilusiones, juegos y prestidigitación.

2^o Trimestre. Sesión 2:

- Elección por votación de los presentadores y distribución de los papeles de magos y ayudantes de la función.
- Práctica y perfeccionamiento de los trucos escogidos en la sesión previa.

3^{er} Trimestre.

Sesión 3:

- Ensayo final.
- Demostración.

Sesión 4:

- Reflexión grupal.

El producto final, presentado en la sesión 3 de este proyecto de innovación educativa, consistiría en un show o función de magia realizada por los estudiantes ante un público, que puede estar compuesto por sus compañeros de curso, otros grupos escolares, o padres y familiares (dependiendo de la disponibilidad del centro e implicación de los alumnos). Aunque lo más fácil para la comunidad educativa del centro es realizarlo en el recreo, de forma que pueda acudir libremente todo aquel que lo desee y sin influir en la programación de otros eventos o asignaturas, la función podría, incluso, formar parte de una actividad-taller fin de curso, así como otros eventos escolares o comunitarios. Durante esta representación, los estudiantes demostrarían los trucos de magia que han

aprendido y perfeccionado durante las sesiones del taller, utilizando el inglés para describir y presentar sus actuaciones.

4.4.5. Agentes implicados

Para que el presente proyecto de innovación se pueda implementar en el aula de manera exitosa, es necesaria la participación activa del alumnado que conforma el grupo-clase, además del docente, quien será el encargado de su proceso de enseñanza-aprendizaje, secuenciación y planteamiento de las actividades que lo conforman.

Además, el profesor deberá estar presente en todas las fases y sesiones del proyecto, comprobando que las estrategias de inclusión están siendo efectivas para el alumnado de altas capacidades y que está surtiendo efecto en su interés, además de en el del resto de la clase. El impacto de las sesiones, así como de la temática de las unidades, sobre la competencia comunicativa en inglés de los alumnos debería poder observarse progresivamente a lo largo de las pruebas de evaluación continua de cada trimestre y en el seguimiento de las sesiones del Proyecto de Innovación. Por otra parte, para asegurarse de que el taller está siendo accesible y beneficioso para todos los estudiantes, el docente deberá tomar algunas medidas como:

- Fomentar la colaboración y trabajo en equipo. Los estudiantes con altas capacidades pueden presentar dificultades a la hora de relacionarse en grupo. Su inclusión en un gran proyecto común grupo-clase, al igual que la asignación de tareas específicas que estén relacionadas con temas de su interés, como puede ser la búsqueda y selección de información, son algunos ejemplos de las posibles medidas que el docente deberá tomar a la hora de fomentar el trabajo en equipo. Otras podrían ser la incorporación de herramientas tecnológicas para esta búsqueda de información, así como plantear proyectos desafiantes y estimulantes además de metas y objetivos claros, que promuevan la cooperación y el intercambio de conocimientos.
- Apoyo individualizado a los estudiantes que lo necesiten, brindando instrucciones claras y adicionales cuando sea necesario, al igual que asignar compañeros de apoyo a aquellos estudiantes que lo requieran.
- Valorar la diversidad y habilidades individuales de los alumnos, destacando las fortalezas de cada uno y propiciando un ambiente de respeto.

Aunque no sería necesaria, la colaboración de docentes de otros departamentos podría resultar útil a la hora de preparar la función, como podría ser el caso del Departamento de Plástica. Incluso, contando con un centro en el que se impartan Ciclos de Formación Profesional (FP) de maquillaje y peluquería, se podría optar por una colaboración interdepartamental con los mismos. Asimismo, dependiendo del diagnóstico de los alumnos de altas capacidades, la colaboración con el Departamento de Orientación también sería de utilidad para lograr la correcta atención a la diversidad de este tipo de estudiantes.

4.4.6. Materiales de apoyo y recursos

Los recursos básicos necesarios para el desarrollo e implementación de este proyecto de innovación son pocos y asequibles, además de estar fácilmente presentes en la mayoría de los centros educativos:

Libros y artículos o revistas sobre magia en los que los alumnos busquen inspiración, de los que obtener ideas de trucos, técnicas y presentaciones. Pueden ser tanto online como en papel, pero siempre en inglés, y facilitados o adaptados por el docente si es necesario. Estos materiales pueden ser utilizados tanto por el docente como por los estudiantes para aprender y perfeccionar los trucos de magia que seleccionen.

Material visual: Materiales como carteles, presentaciones, artículos y vídeos que ayuden a explicar los principios de la magia y los términos relacionados. Estos recursos visuales pueden ser útiles para una comprensión más clara de los conceptos y técnicas en la introducción por parte del profesor y para la función en sí.

Utensilios y accesorios de magia que sean necesarios, pero a su vez sencillos. Esto puede incluir cartas de juego, dados, monedas, cuerdas, pañuelos, y objetos pequeños que no supongan un gasto extra para ninguno de los participantes ni para el centro.

Recursos tecnológicos como proyectores, ordenadores o tabletas, para buscar información, visualizar vídeos y tutoriales relacionados con la magia y el inglés. Estos recursos pueden enriquecer la experiencia de aprendizaje y hacerla más atractiva para los estudiantes.

Espacio adecuado y amplio para realizar las actividades del taller, así como su presentación. Para ello es necesario disponer de un aula amplia o un espacio en el que los

estudiantes puedan moverse libremente y practicar los trucos de magia sin restricciones. La función debería realizarse en el salón de actos.

4.4.7. Evaluación y seguimiento

El seguimiento de la innovación sería trimestral en cada sesión. El desarrollo del Proyecto, incluyendo el show final, serviría como indicador de éxito del mismo, así como el interés de los alumnos de altas capacidades en la materia y su desempeño en la misma a lo largo de las evaluaciones. Para este seguimiento, el docente debería llevar un registro de participación de los alumnos, de sus dificultades durante las sesiones, a través de la observación sistemática y una lista de control. De esta forma, si el profesor detectase cualquier problema, podría actuar y hacer cambios o adaptaciones.

En cuanto a la evaluación del Proyecto de Innovación, ésta sería sumativa, por lo que el docente valoraría la eficacia del proyecto de innovación también a través del aprendizaje y la implicación de los alumnos, recopilando datos sobre su participación, interés, actitud y mejora en la competencia comunicativa antes, durante y después del taller. Asimismo, el diario de la actividad de los estudiantes servirá como herramienta de evaluación, valorando el número de tareas e implicación que se recoja en el mismo. La función final no se evaluará como tal de forma individual, dado que los papeles principales serán menos que el número total de alumnos del grupo, por lo que las tareas se deben distribuir equitativamente (un alumno actúa, otro se encarga del vestuario, etc.). Por ello, se evaluará el proceso que ha llevado a la creación del mismo.

Los docentes y alumnado implicado, además, cumplimentarían un cuestionario sobre el taller, enfocado hacia el nivel de satisfacción, posibles mejoras y su percepción de los resultados del mismo, especialmente en el alumnado de altas capacidades que conforma el grupo. La encuesta dirigida al alumnado también consistiría en una autoevaluación sobre su experiencia y nivel de participación en el proyecto.

5. CONCLUSIONES

La elaboración de este trabajo ha sido posible gracias a los conocimientos y aptitudes adquiridos en el Máster de Formación del Profesorado, y especialmente a mi experiencia de prácticas en un centro educativo, donde he podido comparar la realidad que supone el día a día de la educación con los contenidos impartidos en las diferentes materias. Esta formación ha tenido implicaciones personales, reforzando mi vocación a través del

contacto directo con la labor docente, por una parte, y por otra para darme cuenta de la compleja tarea que se esconde detrás, aunque puedo asegurar que merece encarecidamente la pena.

Si bien es cierto que la incertidumbre ha gobernado en gran parte el presente curso 2022/23 debido a la implementación del cambio de ley educativa, considero que he aprendido a diseñar una programación didáctica que se ajusta a la LOMLOE adecuadamente y que se atiene a los estándares establecidos por el Ministerio de Educación, gracias a la guía de mis dos tutoras. Por ello, la elaboración y diseño de la Programación Didáctica que se presenta y del Proyecto de Innovación Educativa no ha sido tan complejo como parecía al inicio del curso, consiguiendo combinar ambas propuestas de una forma atractiva e innovadora para el alumnado. De esta forma, la Programación Didáctica contiene una amplia variedad de actividades con metodologías diversas (como la gamificación o el aprendizaje basado en el pensamiento), trabajo individual y en grupo, y temáticas de todo tipo, pero siempre vinculadas a la magia y fantasía como hilo conductor. Este recurso vincula también al Proyecto de Innovación y permite integrarlo en la programación fácilmente. Juntos, el Proyecto de Innovación y la Programación Didáctica proponen retos para el alumnado de la mano de un tema atractivo y de su interés, ya que la temática mágica y fantástica está muy presente en la cultura general de entretenimiento actual.

Asimismo, creo que la programación es realista, un aspecto clave a tener en cuenta, ya que no requiere de un gran número de recursos materiales. Esta programación pretende promover un aprendizaje significativo del inglés como lengua extranjera, con un uso real para los retos del siglo XXI y futuro tanto académico como profesional del alumnado de 3º de ESO a través del uso de la magia como elemento motivador. Se pretende que, propiciando el interés de los alumnos en la materia, ésta resulte atractiva especialmente para estudiantes de altas capacidades, y en definitiva, contribuya a mejorar su competencia comunicativa, contribuyendo a la inclusión en el aula dada la importancia de la atención a la diversidad.

Personalmente, el proceso de investigación de este trabajo me ha servido para darme cuenta de la importancia que tiene garantizar una atención inclusiva en el aula de idiomas, así como lo fácil que puede llegar a ser con las herramientas y metodologías adecuadas, que aboguen por la implementación de actividades lúdicas en el aula y

contribuyan al desarrollo lingüístico y personal de los alumnos, sin olvidarnos nunca del objetivo final de la asignatura de Lengua Extranjera: inglés. Esta formación ha contribuido significativamente a mi vocación, no sin mostrarme la complejidad de la profesión docente pero a la vez el valor que contiene. Confío en implementar, además de ampliar, el conjunto de conocimientos y aptitudes que he adquirido a lo largo del Máster, y convertirme en una profesora empática y competente, que siempre abogue por el bienestar de su alumnado y atienda adecuadamente a aquellos que lo necesiten.

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APÉNDICE I/ ANEXO I

Teaching Unit nº4. Language: Use of English Practice. Quizizz: First Conditional Online Quiz

INSTRUCTOR-LED SESSION Start a live quiz

ASYNCHRONOUS LEARNING Assign homework

NO DEVICES NEEDED Paper mode

3. Multiple-choice 45 seconds 1 point

If it ____ (to rain), we ____ (to stay) at home.

answer choices

- rain/ will stay
- rains/ will stay
- will rain/ stay
- will rain/ will stay

4. Multiple-choice 45 seconds 1 point

If my sister ____ (to practice) every day, she ____ (to become) a champion.

answer choices

- practices/ will become
- will practice/ becomes
- practice/ will become
- will practice/ become

5. Multiple-choice 45 seconds 1 point

If John ____ (not to keep) his word, his father ____ (to be angry) with him.

answer choices

- won't keep/ be
- doesn't keep/ will be
- don't keep/ is
- not keep/ will be

6. Multiple-choice 45 seconds 1 point

I ____ (to be) tired tomorrow if I ____ (not to go) to bed early.

answer choices

- will be/ don't go
- will be/ not go
- will be/ doesn't go
- am/ will not go

APÉNDICE II/ ANEXO II

Fully Developed Learning Situation. Teaching Unit n°5.

TEACHING UNIT N° 5 <i>“Glamorous Styles”</i>		Timing	3 rd Term	Sessions	2 sessions
Eduactional Stage	Compulsory Secondary Education	Academic Year	Year 3		
Subject		English as a Foreign Language			
Interdisciplinary relation between areas		Plastic, Visual and Audiovisual Education could also be incorporated.			
Learning Situation n° 4		<i>“Enchanting Couture”</i>			
Educational Intention		<p>This Learning Situation (LS) is aimed at a heterogeneous group of 16 students in the Year 3, CSE arises from the need to provide quality education, which means that it also seeks to develop creativity and initiative.</p> <p>It is oriented towards the development of basic skills in the use of information sources, and especially the comprehension and expression in a foreign language through the development of Specific Key Knowledge. It contributes to the development of 5 out of the 6 Key Competences included in the exit profile and the goal number four of the Sustainable Development Objectives 2030 (Quality Education), the challenges of the 21st century referred to the set of global objectives to eradicate poverty, protect the planet and ensure prosperity in the next 15 years.</p> <p>As a final product, students will create their own outfit for the MET Gala based on the theme of magic and fantasy, using design platforms such as Canva. Once they have their designs ready, they will have to describe it to the rest of the classroom, giving a small 2-minute presentation, and then vote for their top three best outfits.</p>			
Relation to SDG 2030		<p>The learning situation is framed within the "Quality Education" framework and will address the following 21st century challenges and Sustainable Development Goals (SDGs):</p> <ul style="list-style-type: none"> • By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary 			

	<p>education leading to relevant and Goal-4 effective learning outcomes.</p> <ul style="list-style-type: none"> • By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. • By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.
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CONNECTION WITH CURRICULAR ELEMENTS⁷

Specific Competences	Assessment Criteria	Learning Outcomes
SC1	1.1.	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CCEC2
	1.2.	
SC2	2.1.	CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3
	2.2.	
	2.3.	
SC3	3.1.	CCL5, CP1, CP2,

⁷ Specific Competences, Assessment Criteria, Learning Outcomes and Specific Key Knowledge are indicated following the Teaching Plan model.

	3.2.	STEM1, CPSAA3, CC3
SC4	4.1.	CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1
	4.2.	
SC6	5.1.	CP2, STEM1, CD2, CPSAA1, CPSAA5
	5.2.	
Specific Key Knowledge		
Block A. 1-13 Block B. 1-5 Block C. 1-5		
METHODOLOGY		
<ul style="list-style-type: none"> • Thinking-based learning • Project-based learning • Cooperative Learning • Discovery Learning 		
GROUPINGS		
This is an individual activity in order to foster independence, autonomy and responsibility.		
SEQUENCING		
Resources	Activities description	
Audiovisual material, webpages and online articles. Digital projector and Students Book. Digital tools such as <i>Youtube</i> .	Session 1 Activity 1: Warming up: What do you know about the MET Gala? As an introductory activity, a series of questions will be asked	

	<p>orally, as a means of discussion and reflection on the students' opinion about the world of fashion and to detect previous knowledge about the MET Gala:</p> <p><i>Have you ever heard of the MET Gala?</i></p> <p><i>What do you know about this event?</i></p> <p><i>What do you think is the purpose of the MET Gala?</i></p> <p><i>Why do you think it is considered one of the most important fashion parties of the year?</i></p> <p><i>Do you know what the theme of this year's MET Gala was?</i></p> <p>Activity 2: Looking for inspiration.</p> <p>An article about the last MET Gala in English taken from the Internet will be read and projected on the digital whiteboard to inspire the students, followed by a short video from the last MET Gala, to familiarise the students with it.</p> <p>Activity 3: Language revision.</p> <p>The teacher will give the necessary instructions for the activity. Next, we will review the language elements necessary to meet the objectives of the learning situation through digital and analogue tools such as the book and handouts. The students will then begin their design.</p>
<p>Papers, magazines, scissors, glue, pens, pencils and colours.</p>	<p style="text-align: center;">Session 2</p> <p>Activity 4: Design elaboration.</p> <p>In this second session, the students will continue to work independently, designing their own outfit, with the teacher's help if needed.</p> <p>Activity 5: Time to share.</p> <p>Finally, the students will present their designs in front of the classroom in 2 minutes, talking about the outfit they have created, as well as where their inspiration came from. While a student presents, the rest will have to fill in a peer-review rubric about their presentation.</p> <p>Activity 6: Pick your winner.</p> <p>Based on the "Design" and "General Comments" sections of the rubric, students will vote for their top 3 MET Gala designs and choose a winner. All of the outfit posters will be then displayed around the classroom.</p>

ASSESSMENT		
Procedures	Product	Instrumento
Daily observation Supervision and support	Outfit design on paper and final 2-minute presentation.	Grading rubric for correction and systematic observation of students' productions and interactions
CONNECTION TO THE PLANS, PROGRAMMES AND PROJECTS OF THE CENTRE		
Career Guidance Programme, Attention to Diversity Programme, New Technologies Development Plan.		
COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES		
Visit to a museum and art gallery: Museum of Fine Arts of Asturias.		

APÉNDICE III/ ANEXO III

Learning Situation. Peer Review Rubric.

Please rate the following items with on a scale from 1-5 (1-LOWEST; 5-HIGHEST).

Name of the speaker:	1	2	3	4	5
ORGANISATION					
Are the key ideas clear?					
Is the presentation organised?					
LANGUAGE					
Did he/she use topic-related terms?					
Were the terms used appropriately?					
DESIGN					
Was the design original?					
Did the design include accessories?					
Did the outfit convey the designer's vision?					
The design uses more than one material/fabric.					
DELIVERY					
Was the speaker direct?					
Was the speaker communicative?					
Did the speaker maintain eye contact?					
VOICE					
Was the speaker expressive?					
Did the speaker use an adequate volume, pitch and intensity?					
OVERALL RATING					
GENERAL COMMENTS:					

APÉNDICE III/ ANEXO III

Unit 6: *Beyond Reality*. 3rd Term. Writing Activity: A film/book review.

Writing a film/book review

First: Make a plan

Title of the film/book being reviewed:

Introduction:

Give basic information about the film or book: name, author, date, why you decided to read/watch it, literary/film genre, etc.

Phrases you can use in the introduction:

- The film/book is called ...
- It was recommended to me by
- I wanted to watch/read it because...

Body:

- Describe your opinion of the film
- Give details about the story but not the ending
- Comment about the actors/main characters

Phrases you can use:

- The film/book is about...
- The actors/main characters are ...
- My most/least favourite character is... because...
- It was boring/interesting
- I (dis)like this film/book because of the mood/tone/action...

Conclusion:

Do you recommend it or not? Sum up your opinion

Phrases to use:

- I would highly/strongly recommend it
- Everyone should watch/read it
- I wouldn't recommend it to anyone
- You should give it a try

Your review should include positive or negative comments and your overall opinion.

Linking phrases and useful vocabulary to use:

- Overall, if you like films/books that are about...
- I was surprised by...
- In fact...
- What I liked the most was...
- As well as...
- Everyone should read/watch it
- What I liked the most was...
- Connectors of purpose: because, since, in order to, so, that.

Write your review: