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Máster en Formación del Profesorado de Educación  
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**Programación Didáctica para 3º ESO:  
Desarrollando el Gusto por la Lectura en los más  
Jóvenes**

**Syllabus Design for Year 3 of Compulsory  
Secondary Education: Developing Students'  
Interest in Reading**

**TRABAJO FIN DE MÁSTER**

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## **1 RESUMEN**

Este Trabajo Fin de Máster recoge una síntesis de los aprendizajes adquiridos por parte de una alumna del Máster en Formación del Profesorado. Por ello, se ofrece en primer lugar una panorámica general de las asignaturas del mismo así como la utilidad de éstas a la hora de desempeñar la labor docente. En segundo lugar, se propone una programación de un total de 15 unidades didácticas enfocadas al curso de 3º ESO (Bilingüe), en las que se ha tratado de que los alumnos adquieran una serie de capacidades a través de la enseñanza del inglés: comunicarse, aprender de una forma entretenida y participativa, adquirir una serie de valores, aumentar la motivación y, sobre todo, aprender a pensar. En todo este proceso juega un papel muy importante la propuesta de innovación que se plantea en la tercera parte del trabajo dado que se pretende que los alumnos trabajen esas capacidades a través de lecturas de textos literarios. Tales lecturas tratarán de ser afines a sus gustos e intereses, cercanas a sus propios pensamientos, etc. Por consiguiente, este trabajo tiene como principal objetivo trabajar la lengua inglesa de una forma más personal, real, y basada en los intereses de los alumnos para que se sientan motivados en su propio proceso de aprendizaje.

## **ABSTRACT**

This Masters' dissertation is aimed to provide a general synthesis of the learning acquired by a student of the Máster en Formación del Profesorado. Therefore, first of all, it offers a panorama of the different subjects the master provides its students with as well as their utility when it comes to develop educational work. Secondly, this dissertation proposes a course planning formed by 15 teaching units designed for Year 3 of Compulsory Secondary Education (Bilingual group). The different units enable students to acquire a series of abilities through the English language such as for instance: communicating, learning in an entertaining and participative way, increasing personal motivation, learning to think critically and internalising certain principles. In this process, the innovation project, present in the third part of this dissertation, plays an essential role since pupils are supposed to work all the previous capacities throughout different readings. Those readings will try to be related to students' personal interests, ideas, feelings, etc. Consequently, this dissertation has the main aim of working English as a Foreign Language in a more personal and real way as well as motivating and engaging pupils in their own learning process.

## 2 INTRODUCCIÓN

Como graduada en Estudios Ingleses, siempre me he sentido atraída por la lengua inglesa. Desde el momento en que vi a una de mis primeras profesoras, quise dedicarme a la enseñanza y quise hacerlo en inglés. Hoy, me encuentro a punto de finalizar mis estudios en el Máster en Formación del Profesorado, el cual supondrá mi pasaporte hacia lo que desde los siete años planeé, convertirme en profesora de inglés.

Este máster ha supuesto una visión cercana y real sobre la educación. Si bien es cierto que a lo largo del grado pude profundizar y empaparme de conocimientos sobre el inglés, he de decir que nada se nos enseñó acerca de cómo transmitir esos conocimientos dentro de un aula. En cambio, gracias a este máster he podido comprender las dificultades con las que un docente se puede encontrar, he podido disfrutar de las satisfacciones que esta profesión te ofrece y de cómo gracias a las buenas enseñanzas de un profesor, los alumnos crecen y evolucionan como personas.

Este trabajo supone la culminación de todo un proceso de formación docente. Está estructurado en tres partes bien diferenciadas. En primer lugar, contamos con unas reflexiones teórico-prácticas en las que analizo la forma en la que las asignaturas del máster suponen una guía imprescindible para así desempeñar mi labor docente en el futuro. En segundo lugar, nos encontramos con una programación de un total de 15 unidades didácticas en las que he tratado de fomentar la comunicación —herramienta imprescindible del mundo actual—, de ofrecer a los alumnos materiales reales y actuales que se asemejen a sus gustos e intereses así como de motivar a mis estudiantes con juegos y dinámicas tanto entretenidas como instructivas. Finalmente, el trabajo cuenta con una propuesta de innovación en la que he tratado de ofrecer a los estudiantes una nueva forma de abordar las lecturas, proporcionándoles pasajes de sagas literarias juveniles y obras de renombre que traten temas, valores, sentimientos y acciones con las que se puedan sentir identificados así como sesiones de debate en las que puedan expresar sus opiniones, comprender otros puntos de vista y ser ellos mismos.

Por todo ello, me gustaría agradecer al máster, y a todas las personas que forman parte de él, sus enseñanzas y la posibilidad que nos ha ofrecido de estar durante tres meses en un centro de prácticas. La educación es, desde mi punto de vista, una de las herramientas más importantes que poseen las personas para crecer y desarrollarse, motivemos pues la educación de calidad para así formar a los ciudadanos del mañana.

### **3 REFLEXIONES TEÓRICO-PRÁCTICAS**

#### **3.1 Análisis y reflexión sobre la formación y las prácticas**

A lo largo de estas páginas, analizaremos la relevancia de los conocimientos adquiridos durante el máster en lo que se refiere a mi formación como futura docente partiendo de los aspectos más generales hasta llegar a los más específicos.

Gracias a la formación recibida en la asignatura “Procesos y Contextos Educativos”, más concretamente en el bloque 1 —“Características organizativas de las etapas y centros de secundaria”—, he podido entender las distintas leyes de educación que ha tenido nuestro país, su evolución a lo largo de la historia, la organización de un instituto, los documentos por los que se rige, etc. De acuerdo con mi opinión personal, este bloque es esencial ya que para una futura docente es imprescindible conocer la organización del centro así como los principales documentos a manejar.

Una vez que conocía la estructura general de un instituto, debía profundizar en todo aquello que lo compone. La diversidad de mi centro de prácticas es algo innegable. Este I.E.S. presenta alrededor de un 30% de estudiantes de etnia gitana y un 30% de estudiantes extranjeros. No todos los centros son iguales, pero, desgraciadamente, hoy en día existe un alto grado de discriminación en algunos institutos. Por ello, considero vitales los conocimientos adquiridos en la asignatura “Sociedad, Familia y Educación” —más concretamente en el bloque 1 “Sociedad”—. Esa asignatura me formó profesionalmente ya que me enseñó la importancia del respeto y de la tolerancia; a valorar otras culturas, otras creencias, otras formas de ver la vida; a plantarle cara a las actitudes racistas, homófobas y sexistas; pero sobre todo, a crecer como persona y a abrir mi mente. Considero de suma importancia formar a los jóvenes docentes en estos temas para que podamos abrir nuestra mente, aprender a respetar y, sobre todo, aprender a ser personas para así más tarde transmitir esas visiones y valores a nuestros estudiantes.

Otra de las partes que definen a un instituto es la relación familia-centro. En la asignatura “Sociedad, Familia y Educación” —bloque 2 “Familia y educación”—, me familiaricé con la importancia de unificar familias y centros en lo que a la educación de los jóvenes se refiere. A través de ese bloque, pude comprobar cómo ambas partes salen beneficiadas si realizan una participación conjunta. Si las familias se involucran en la vida escolar de sus jóvenes, pueden llegar a entender sus preocupaciones, sus miedos,

sus debilidades, sus fortalezas, sus anhelos, sus amistades, etc. Si los centros se interesan más por las familias, también saldrán ganando ya que podrán así conseguir información acerca de sus estudiantes, entender si estos están atravesando un duro momento personal, comprender distintas situaciones y comportamientos, etc.

Es fundamental pues que exista una relación entre las familias y los centros, y no cabe duda de que un buen nexo es el que constituye la figura del tutor. En la asignatura “Procesos y Contextos Educativos” —bloque 3 “Tutoría y orientación educativa”—, se exploró la figura del tutor y su relevancia. A lo largo de ese bloque, comprobé la importancia de las sesiones de tutoría ya que en dichas sesiones podemos educar a los jóvenes ya que disponemos de una gran cantidad de horas a lo largo del curso para reflexionar, para concienciar a nuestros alumnos, para abrir debates, para compartir opiniones, etc. En todo este proceso, el tutor se convierte en un guía imprescindible puesto que él será quien organice las sesiones, ilustre a los jóvenes con los temas a tratar, intente educarlos y hacerles comprender una serie de ideas, etc.

Como bien sabemos, la razón de ser de un instituto es su alumnado. El trato con los alumnos, la relación existente entre docentes y estudiantes y el clima del aula son —bajo mi punto de vista— algunos de los aspectos más relevantes en lo que a la educación se refiere. También lo son para este máster puesto que algunas asignaturas del mismo hacen hincapié en estas ideas. Dentro de la asignatura “Procesos y Contextos Educativos”, y más concretamente en el bloque 2 “Interacción, comunicación y convivencia en el aula”, he podido comprender los distintos tipos de relación entre profesores y alumnos, los procesos de comunicación que se dan en el aula y la importancia de la resolución de conflictos. Los profesores tratan con personas, más concretamente con adolescentes, y por ello han de saber comprenderlos, interesarse por sus problemas, entender sus gustos y preocupaciones así como saber guiarlos cuando surge algún conflicto. Sin embargo, pienso que la teoría y la práctica pueden llegar a estar un tanto desconectadas. Solo en el momento en el que nos encontremos dentro de un aula y con una situación determinada seremos conscientes de la dificultad que supone conducir a los alumnos y entenderlos. Afortunadamente, gracias a las prácticas he podido disfrutar de tres meses de realidad, una realidad del todo necesaria para saber a qué nos enfrentaremos como docentes en el futuro.

Junto con todo lo anterior, la asignatura “Aprendizaje y Desarrollo de la Personalidad” también me ayudó a comprender esa parte tan fundamental del instituto que son los estudiantes. A lo largo de esta asignatura, me familiaricé con el desarrollo cognitivo y también con las relaciones socio-afectivas de los adolescentes así como con algunos aspectos fundamentales de la psicología de la educación. Todos estos aspectos me resultaron de sumo interés ya que pude entender el difícil periodo de cambios —tanto físicos como psicológicos— que sufren los adolescentes, la manera en la que se relacionan con sus iguales, la forma en que algunos tratan de imitar comportamientos de otras personas, etc. Además, esta asignatura ofrecía algunos consejos para motivar a los estudiantes —la economía de fichas—; para reconducirlos cuando adoptaban una mala actitud —retirada de atención—; entre otras. Al llegar al instituto, comprobé la veracidad de todo lo trabajado en clase. Por ejemplo, cuando se realizaba alguna actividad que conllevaba algún premio, los alumnos se motivaban; cuando algún alumno tenía una actitud disruptiva, la retirada de atención funcionaba ya que si ese alumno no se siente observado no tiene sentido que lleve a cabo comportamientos que llamen la atención, etc. Es decir, bajo mi punto de vista, esa asignatura en concreto me abrió los ojos a lo que me esperaba en mi futuro como educadora. Por ende, la considero de suma importancia.

Dentro del grupo de alumnos, podemos encontrarnos con estudiantes que presenten dificultades de aprendizaje, problemas personales, enfermedades, etc. La atención a la diversidad se convierte en una herramienta imprescindible dentro de un aula. En la asignatura “Procesos y Contextos Educativos”, concretamente en el bloque 4 “Atención a la diversidad”, realizamos alguna práctica enfocada a, precisamente, atender y dar un trato personal y específico a aquellos alumnos que presentaban dificultades. Nuevamente, he de reiterar que solo sabremos dar un enfoque profesional a un alumno que presente problemas o dificultades cuando nos encontremos ante él, siempre y cuando tengamos la formación necesaria. En muchos centros educativos en general, y en particular en mi centro de prácticas, podemos encontrar alumnos que presenten una serie de dificultades: que provengan de otros países y tengan dificultades con el idioma —tanto con el español como con el inglés, lo cual es una dificultad añadida—; que provengan de familias completamente desestructuradas; que no presenten interés por los estudios; que presenten déficit de atención, etc. Es decir, cuando un docente se enfrenta a una clase ha de saber que entre sus alumnos se

encontrará con múltiples perfiles y tendrá que saber ofrecerles una educación de calidad a todos por igual. Opino pues que esa asignatura resultó interesante para abrirnos los ojos pero también pienso que solo aprenderemos a dar respuesta a esas dificultades cuando trabajemos día a día con nuestros estudiantes.

Una vez que hemos hablado de la organización del instituto, de su diversidad de alumnado, de la importancia de la relación entre centros y familias, de las peculiaridades de los adolescentes y de las dificultades que presentan algunos alumnos, creo que es imprescindible dedicar un tiempo de reflexión a la enseñanza de la materia —el inglés— dentro del aula así como a la utilización de los nuevos recursos de los que disponemos junto con la importancia de innovar y de saber adaptarse a los nuevos tiempos.

A la hora de enseñar la asignatura de primera lengua extranjera, en este caso inglés, no solo es obligatorio por ley sino que también es necesario realizar una buena programación didáctica para las distintas unidades. El máster no ha dejado ese aspecto al azar ya que gracias a la asignatura “Diseño y Desarrollo del Currículum” he tenido que enfrentarme a la realización de una unidad didáctica completa, he podido entender las partes que la conforman y he podido llevarlo más tarde a la práctica durante mi estancia en el instituto. A lo largo de las prácticas, he podido enseñar dos unidades a mis alumnos. Para ello, es necesario planificar lo que vamos a enseñar, qué competencias pretendemos lograr, nuestros objetivos, los contenidos que queremos enseñar, qué recursos vamos a emplear, cómo se va a evaluar, etc. De modo que gracias a haber realizado esa asignatura, en el futuro podré elaborar mis programaciones y unidades de una forma completa y correcta.

Sin lugar a dudas, aquellas asignaturas que considero de mayor importancia en lo que a la enseñanza del inglés en el aula se refiere son: “Complementos de la Formación Disciplinar” y “Aprendizaje y Enseñanza”. En cuanto a la primera, gracias a ella me he podido familiarizar con el Marco Común Europeo de Referencia para las Lenguas (MCERL en adelante) —el cual considero una guía imprescindible en lo que a la enseñanza de lenguas se refiere—; me he familiarizado con las distintas formas de presentar la gramática dentro de un libro de texto; he explorado las distintas competencias comunicativas; he analizado la comunicación oral, escrita y virtual presente en los libros; me he familiarizado con expresiones básicas que se usan dentro



del aula; he aprendido a analizar la forma en la que me expreso antes mis alumnos, etc. Es decir, gracias a esta asignatura he podido ser consciente de estos pequeños aspectos que marcan la diferencia. Definitivamente, esas enseñanzas no caerán en saco roto dado que como futura profesora de inglés analizaré la estructura de mi libro de texto, trataré de tener una buena actitud a la hora de enseñar, de expresarme con claridad, de fomentar la comunicación, etc.

En cuanto a la segunda, “Aprendizaje y Enseñanza”, creo sin lugar a dudas que ha sido una de las asignaturas que más aplicaré a lo largo de mi carrera docente. Dicha asignatura versaba principalmente sobre los distintos enfoques y métodos de enseñanza, sobre el MCERL, sobre el enfoque comunicativo dentro de las aulas... Todas esas ideas fueron de suma importancia pero aquello que más me llamó la atención fue la parte que se destinaba a trabajar las distintas destrezas del idioma. En esa parte de la asignatura, nos grabamos hablando; escribimos pequeños poemas; realizamos pequeños juegos — muy entretenidos y a la vez instructivos—, etc. Esta asignatura y sus ideas estarán de forma más que presente en mis futuras clases ya que dan una prioridad absoluta al aprendizaje de los alumnos.

Una vez que conocemos la forma de impartir nuestra asignatura dentro del aula debemos saber explotar todos los recursos que tenemos a nuestro alcance. En la asignatura “Tecnologías de la Información y la Comunicación” pude ampliar mis conocimientos sobre el mundo tecnológico a través de la creación de un blog. Me pareció una idea muy interesante y sin ninguna duda trataré de llevarla a la práctica en el futuro. A través de esa asignatura entendí la importancia de utilizar los nuevos recursos tecnológicos de los que disponemos en las aulas. Muchos de nuestros alumnos serán nativos tecnológicos y, por ende, estarán rodeados de aplicaciones móviles y de tecnología en su día a día. Precisamente por este motivo, debemos llevar esos recursos al aula, no podemos negar su existencia, debemos aprovechar todas las oportunidades que nos ofrecen. Por consiguiente, opino que debemos explotarlos al máximo si de esta forma conseguimos que nuestros estudiantes se involucren más en su aprendizaje.

A lo largo de la asignatura “Innovación Docente e Iniciación a la Investigación Educativa”, comprendí que es esencial innovar en la educación ya que de esta forma podemos cambiar aquello que no funciona y evolucionar. De hecho, más adelante, podremos estudiar con detenimiento la innovación que he realizado durante mi periodo

de prácticas en el centro. Muchos docentes son reticentes a innovar sus métodos de enseñanza. Los cambios nos asustan y muchos los rechazan ya que prefieren continuar en la llamada “zona de confort”. Sin embargo, el mundo evoluciona a una velocidad de vértigo y precisamente por ello no podemos continuar anclados en prácticas educativas obsoletas. Debemos entender qué ocurre a nuestro alrededor, aprovechar todas las novedades y los recursos existentes, llevarlos al aula y evolucionar en lo que a nuestra educación se refiere. No cabe duda de que muchas innovaciones fracasan, pero es precisamente a través de las equivocaciones donde reside el verdadero aprendizaje. Intentemos pues evolucionar y mejorar a partir de nuestros errores.

Una asignatura que ha supuesto un punto de inflexión en mi forma de concebir la enseñanza ha sido “La Comunicación Social en el Aula: Prensa, Información Audiovisual y Nuevos Medios de Comunicación”. En esa asignatura, comprendí la importancia de saber analizar la información que recibimos por parte de los medios de comunicación y la importancia de pensar críticamente acerca de todo lo que nos rodea. A lo largo de mi carrera como docente trataré pues de familiarizar a mis alumnos con noticias de periódicos de lengua inglesa, con noticias de actualidad... e intentaré hacer que piensen y que reflexionen puesto que si consigo que mis alumnos piensen por sí mismos, habré logrado mi principal objetivo como futura educadora.

En cuanto a la asignatura “Practicum II” —o como muchos estudiantes solemos denominarla, “cuaderno de prácticas”— la considero de sumo interés ya que gracias a ella, el máster nos ofrece la oportunidad de reflexionar acerca de lo aprendido durante nuestra estancia en el centro para así analizar aquellas acciones que resultaron provechosas para los alumnos y aquellas que, por el contrario, podrían haber sido prescindibles.

Para concluir, me gustaría afirmar que el máster ofrece una formación completa en lo que a la educación se refiere ya que permite a sus alumnos disfrutar de un periodo de prácticas —en la asignatura “Practicum I” — de tres meses en el que hemos podido conocer de primera mano el engranaje de un instituto, las relaciones centro-familia, los problemas de los alumnos, los éxitos y los fracasos a la hora de dar clase, etc. Es decir, las prácticas en los centros son uno de los mayores puntos fuertes de este máster ya que es precisamente ahí, en el mundo real, donde aprendemos a movernos y a mejorar. Como dijo Paulo Freire, “La Educación no cambia al mundo: cambia a las personas que

van a cambiar el mundo”. Utilicémosla, mejoremos nuestros métodos de enseñanza, evolucionemos y abramos nuestras mentes a los cambios y a todas las posibilidades de las que disponemos. Si conseguimos hacer eso, auguro un buen futuro a nuestros jóvenes estudiantes y, al mundo.

### **3.2 Análisis del currículo oficial**

El documento que utilizaremos y analizaremos es el currículo de Primera Lengua Extranjera que nos encontramos en el *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias*. Ya que el curso que he tomado como referencia para llevar a cabo la programación es el de 3º ESO, me centraré únicamente en aquellos aspectos que recoja el currículo para ese curso.

Podría decirse que el currículo para ese curso es bastante completo en sí mismo. Los contenidos aparecen divididos en cuatro bloques en base a las distintas destrezas del idioma: escuchar, hablar, leer y escribir. Cada uno de esos bloques incluye: estrategias de comprensión y producción; funciones comunicativas; estructuras sintáctico-discursivas; léxico oral de uso común y patrones sonoros, acentuales, rítmicos y de entonación. Además de estos aspectos, también incluye aspectos socioculturales y sociolingüísticos. Bajo mi punto de vista, la cultura es uno de los mayores rasgos distintivos que posee el ser humano. Por ello, considero de vital importancia que desde una edad temprana se trabajen aspectos culturales dentro de las aulas. En cuanto a los criterios de evaluación, estos aparecen divididos en base a los distintos bloques.

He de decir que pese a que el currículo recoge la mayoría de contenidos y de aspectos a tener en cuenta dentro de una lengua, la información que proporciona puede llegar a ser no demasiado específica. Simplemente, llega a suponer una guía para el docente, pero la forma que éste tenga de llevar al aula esos contenidos depende totalmente de él.

En lo que atañe a mi propuesta de innovación —la cual se centrará en desarrollar el gusto por la lectura en los más jóvenes—, el bloque 3 del currículo “Comprensión de textos escritos” ofrece una serie de contenidos a trabajar pero no sugiere ningún tipo de lectura que sea interesante ni tampoco nos dice cómo llevar esas lecturas al aula de forma exitosa.

Si nos fijamos ahora en el MCERL, éste también dedica ciertas páginas a la lectura dentro del aula. Me ha llamado poderosamente la atención el hecho de que este documento nos ofrece distintos tipos de actividades de lectura y también nos indica los motivos por los que podemos leer. Algunos ejemplos de lecturas consisten en leer “para obtener información” o “por placer” (2002, p. 71). También podemos leer “para conseguir una comprensión detallada” o “para captar implicaciones” (2002, p. 71). Es decir, el MCERL es en este aspecto mucho más personal que el currículo ya que nos informa acerca de las posibilidades que nos ofrece la lectura.

Concluyo por tanto que pese a que el currículo es bastante completo, también presenta una serie de carencias. No cabe duda de que nuestro currículo refleja una serie de ideas. No obstante, en el momento de llevar esas ideas a la realidad del aula pueden surgir dificultades dado que la información proporcionada por el currículo es un tanto vaga. Por consiguiente, el documento estaría completo si recogiese aspectos que se asocien más con la realidad existente en las aulas en lo que al aprendizaje de la lengua se refiere. Sea como fuere, no cabe duda de que el currículo supone una gran guía para la enseñanza del inglés como lengua extranjera.

### **3.3 Propuestas de innovación a partir de las reflexiones**

Desde mi punto de vista, una posible innovación a tener en cuenta en lo que a la organización del máster se refiere es la distribución temporal de sus asignaturas. Si bien es cierto que ya llegamos al centro de prácticas con una buena “mochila” cargada de conocimientos, también es cierto que hay asignaturas que se siguen impartiendo una vez finalizadas las prácticas, impidiendo así que llevemos al aula los nuevos conocimientos aprendidos. Para ilustrar esta afirmación tomaré como ejemplo la asignatura “Enseñanza y Aprendizaje”. Esta asignatura ofrece a los futuros docentes una gran cantidad de ideas que pueden ser perfectamente aplicables al aula. Tal vez, si se impartiese al menos unas semanas antes de empezar las prácticas, y se mantuviese hasta el final de éstas, podríamos acudir a las aulas con nuevas ideas e interesantes actividades para así poder también analizar en las clases universitarias su funcionamiento.

Junto con ello, a lo largo de mi periodo de prácticas pude observar cómo muchos alumnos de cursos superiores —de 3º ESO en adelante— apenas leían dentro del aula y, cuando lo hacían, esas lecturas no eran de su agrado. Durante tres meses de observación, comprobé que los alumnos leían alguna obra completa adaptada a su nivel

a lo largo del curso académico. No obstante, durante esos tres meses, los alumnos no leyeron ninguna obra completa, tan solo leyeron la lectura que incluía cada unidad del libro de texto, la sección de “Reading”. Normalmente, los alumnos expresaban su disconformidad en lo que a la selección de las lecturas se refiere puesto que las consideraban tediosas, repetitivas y completamente alejadas de sus gustos o intereses. Por ello, tras observar esta tendencia, decidí realizar mi innovación en relación a los hábitos de lectura de nuestros jóvenes estudiantes.

Tal y como se podrá observar en el apartado “Propuesta de Innovación”, mi innovación tratará de cambiar los tipos de lecturas que se trabajan en el aula. Estas nuevas lecturas serán más numerosas; serán afines a los gustos, intereses o preocupaciones de los estudiantes; serán lecturas reales alejadas de los prefabricados textos presentes en muchos libros; se combinarán con pequeños clips o canciones que se asocien con tal lectura, etc. Los alumnos se involucrarán en la toma de decisiones acerca de esas lecturas y su conformidad o disconformidad será tenida en cuenta. De esta forma, conseguiremos que los alumnos se sientan involucrados en su propio aprendizaje. Con esta innovación, intentaremos que nuestros jóvenes estudiantes desarrollen el gusto por la lectura y se enamoren de las infinitas posibilidades que nos ofrece la literatura.

## **4 COURSE PLANNING**

Some of the following sections contain translated information that has been extracted from different legal documents. I would like to remark the fact that this is a personal translation for professional purposes not for legal ones.

### **4.1 School and group context**

This syllabus has been designed taking into account the context of the school where it is meant to be implemented. This school is located in the outskirts of the city of Oviedo. The vast majority of the students belong to working class families, many of them are immigrants. There is also a great number of gypsy students who are the most disadvantaged since some of them do not attend school regularly because they have to help their families and many of them need to be supported by social services. For obvious reasons, we cannot deny the fact that there is a lot of cultural diversity in this school being that its most important sign of uniqueness.

According to the webpage —educastur—, there is a total number of 861 students and 89 teachers. The school offers both a daytime and a nighttime schedule. In the past, the school did not have a good reputation due to the number of conflicts and problems that used to surround its students. However, nowadays the situation has changed. The new headmaster —together with the whole management team, the teachers, the mediation programme, etc.— has made a significant difference in the school and its students; he has offered new cultural activities and possibilities and he has made sure that the school works properly towards the students' achievement of quality education. In addition, this school is the only one —together with I.E.S. Emilio Alarcos (Gijón)— that participates in a Bilingual Programme with the British Council.

This syllabus is intended for 13 students of Year 3 of Compulsory Secondary Education (CSE henceforth), but it could be applied to bigger groups. This group belongs to the Bilingual Programme and, in general, its students have a good command of the English language. As a consequence, and after three months of internship, I realised that I could design many different activities for them since they would work properly. In this syllabus, I have tried to provide students with real and updated materials, to bear in mind their interests and to involve them in their own learning process since I strongly believe that these are the right ways to motivate our students so as to make the best of them, both as students and as human beings.

## 4.2 Key competences and contribution of the subject to their acquisition

According to *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias*, basic competences are the ones that students must have acquired by the time they finish their CSE. Thanks to these basic competences, once students' CSE has been completed, they will be able to be self-sufficient; to respect other citizens and live in society; to develop cultural interests and to learn and improve as much as they can in their daily lives.

The seven basic competences —compiled in *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias*— are the ones that follow:

- Competence in linguistic communication.
- Mathematical competence and basic competences in science and technology.
- Digital competence.
- Competence in learning to learn.
- Social and civic competence.
- Competence in autonomy and personal initiative.
- Cultural and artistic competence.

The subject of English as a Foreign Language (EFL), contributes to the acquisition of the basic competences. On the following lines, we will see the main aim of each competence and the way it can be implemented through the English subject.

There is a detailed explanation of the seven basic competences in *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*. According to it, some of the most important aspects of each of the seven competences are:

### Competence in linguistic communication

The main goal of this competence is to develop students' oral and written communication so as to be able to communicate, both in simulated situations —during different classroom activities— and in the real world. English classes will be responsible for developing this competence because communication is one of the main distinguishing features of a language. The principal goal of this competence is to provide students with sufficient tools in order to express their ideas, to convey meanings, to articulate opinions, to talk about their feelings, to discuss, etc., i.e., to communicate.

### Mathematical competence and basic competences in science and technology

This competence is defined as the ability to apply mathematical reasoning so as to describe, interpret and predict different phenomena in a specific context. This competence is not fully related to EFL. However, students live in a society in which money has become the engine of the world. Hence, pupils will need to be aware of the different currencies, they will buy and sell products, they will earn and spend money, etc. either in their motherland or in foreign countries. Furthermore, students will also employ devices, instruments, objects, etc. designed after applying complex mathematical operations. Consequently, this competence becomes an essential aspect of their education.

### Digital competence

This competence implies a creative, critical and responsible use of the information and communication technologies in order to obtain the objectives related to employability, learning, free time, inclusion and involvement in society. Nowadays, there are multiple possibilities regarding the digital era we are now part of. Students are surrounded by technology. They use their mobile phones, laptops, etc. everyday. Therefore, digital devices should be also used in the classrooms. The world is evolving and education has to evolve as well. All in all, it should be reminded that students should work on the digital competence in a responsible way.

### Competence in learning to learn

Learning to learn becomes a key competence regarding the learning process which takes place in different contexts —either formal or informal— along life. This



competence is characterised by the capacity of starting, organising and persisting on the learning process. For a human being, it is essential to learn new things as time passes. Teachers must imbue students with the importance of discovering new ideas, new cultures, new truths, etc. Through EFL, students can read literature; they can listen to music; they can watch films and documentaries, they can think by themselves..., i.e., they can learn more and more every day.

#### Social and civic competence

If there is one competence that makes our students become good citizens, this is the social and civic competence. By means of this competence, pupils can learn to respect their peers, to socialise, to work together, to understand certain values and to behave in society. EFL enables students to learn about other people's backgrounds, situations and problems. Pupils ought to understand the importance of respecting each other, of helping, of being open-minded and of being aware of the cultural diversity that enriches our world.

#### Competence in autonomy and personal initiative

This competence implies the ability to transform ideas into acts. Autonomy and personal initiative will be achieved by designing different activities in which students will have to imagine, to develop and to implement something totally new. They will definitely have to go beyond themselves. EFL will help pupils to improve this competence since they will have to come up with new ideas and to think critically. They can work alone or in groups. Be that as it may, they will have to participate, to provide interesting points of view and to solve problems. By means of this competence, they will learn to be independent and self-sufficient.

#### Cultural and artistic competence

Cultural and artistic competence implies knowing and understanding—in a critical way and with a positive attitude—the different cultural manifestations so as to use them as a source of personal enrichment. Culture has become one of the cornerstones of knowledge and it is one of the most valuable aspects of our history. Through the English language, students will get familiar with the cultures of different English-speaking countries and, hopefully, they will develop an awareness of the importance of maintaining and promoting culture.

The following chart offers an overview of the presence of the different competences throughout the 15 teaching units:

	Competence in linguistic communication	Mathematical competence and basic competences in science and technology	Digital competence	Competence in learning to learn	Social and civic competence	Competence in autonomy and personal initiative	Cultural and artistic competence
UNIT 1	X		X	X	X	X	X
UNIT 2	X		X	X	X	X	X
UNIT 3	X	X	X	X	X	X	X
UNIT 4	X		X	X	X	X	X
UNIT 5	X	X	X	X	X	X	X
UNIT 6	X	X	X	X	X	X	X
UNIT 7	X		X	X	X	X	X
UNIT 8	X	X	X	X	X	X	X
UNIT 9	X	X	X	X	X	X	X
UNIT 10	X	X	X	X	X	X	X
UNIT 11	X		X	X	X	X	X
UNIT 12	X		X	X	X	X	X
UNIT 13	X		X	X	X	X	X
UNIT 14	X	X	X	X	X	X	X
UNIT 15	X	X	X	X	X	X	X

### 4.3 Objectives

When it comes to understand the main objectives of EFL, we cannot only focus on the specific objectives of the subject, we have to consider the general aims of Compulsory Secondary Education as well. Therefore, in order to provide students with quality education, both general and specific objectives must be considered.

According to *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, Compulsory Secondary Education will contribute to enable students to develop the following capacities:

-Assume, in a responsible way, their duties; respect each other; be tolerant, cooperative and solidary in society; exercise dialogue so as to secure human rights and the same opportunities between men and women and be prepared for exercising democratic citizenship.

-Develop and consolidate discipline and study individual and group work habits as a necessary condition for an efficient learning tasks fulfillment and as a means of personal development.

-Appreciate and respect the difference between the sexes and the equal rights and opportunities between them. Reject people's discrimination because of their sex or because of any other condition or personal and social circumstance. Reject those stereotypes that could imply discrimination between men and women as well as any kind of violence manifestation towards women.

-Strengthen their emotional capacities in every single field of their personality and their relationships. Reject violence, prejudices and sexist behaviours.

-Develop basic skills in the use of sources of information for acquiring new knowledge in a critical way. Acquire a basic preparation in the field of technology, especially in the field of information and communication technology.

-Conceive scientific knowledge as an integrated knowledge —structured in different disciplines—. Know and apply the methods for identifying problems in different fields.

-Develop enterprising spirit and self-confidence, participation, critical sense, personal initiative and the capacity for learning to learn, planning, making decisions and assuming responsibilities.

-Understand and express —orally and in writing— in Spanish and, if any, in the co-official language of the autonomous community, texts and complex messages. Initiate in the study of the field of literature.

-Understand and be able to communicate in one or more foreign languages properly.

-Know, appreciate and respect the basic aspects of history together with the artistic and cultural heritage.

-Know and accept the operation of the body, respect the differences, reinforce personal care habits and incorporate sports to the daily life so as to favour the personal and social development. Know and appreciate humans' sexual dimension. Appreciate those social habits that are intrinsically related to health

issues, consumption and the protection of the environment in order to contribute to their preservation.

-Esteem the artistic creation and understand language in its different artistic manifestations. Use different means of expression and representation.

As reflected in *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias*, the specific aims of English as a foreign language will contribute to enable students to develop the following capacities:

-Listen and understand general and specific information from oral texts in several communicative situations. Adopt a respectful and cooperative attitude.

-Express and interact orally in common communicative situations in a comprehensive and adequate manner while showing a certain degree of autonomy.

-Read and understand different texts with an adequate level related to the capacities and the interests of the students with the aim of decoding general and specific information. Use reading as a source of pleasure and personal enrichment.

-Write simple texts for several purposes about different topics. Use adequate cohesive and coherent devices.

-Know and use the basic phonetic, lexical, structural and functional components of the foreign language in real communicative contexts while bearing in mind the discursive and sociocultural components that underlie those contexts.

-Develop learning autonomy, reflect on one's learning process and transfer to the foreign language the knowledge and communication strategies acquired through other languages.

-Use learning strategies and all the available means—including the audiovisual media and the information and communication technologies—in order to obtain, select and present information, both orally and in writing.

-Appreciate foreign languages as an instrument for accessing information, as a learning tool and as the maximum exponent of culture.

-Appreciate the foreign language—and all languages in general—as a means of communication and entertainment among people from different origins,

languages, cultures, etc. Avoid any kind of discrimination or linguistic and cultural stereotypes.

-Develop individual and group work habits as well as receptive attitudes and self-confidence in the learning process and in the use of the foreign language.

-Favour critical sense, personal initiative, curiosity, interest and creativity while learning.

-Develop enterprising spirit as a valuable attitude regarding the practical implementation of learning.

#### **4.4 Contents**

According to *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias*, the contents to be developed during Year 3 of CSE are the ones referred below:

##### Section 1: comprehension of oral texts

-Management of previous information related to the task and to the topic.

-Identification of textual types.

-Listening and comprehension of simple oral and audiovisual messages (instructions, questions, dialogues...) in order to extract general and specific information during the classroom activities, daily situations, etc. related to personal, public and educative fields.

-Gradual identification of the attitude and the intention of the speaker.

-Distinction of different types of comprehension (general sense, essential information, main ideas, relevant data...) from audiovisual medium or one-on-one conversations.

-Formulation of hypothesis about content and context.

-Inference and formulation of hypothesis about the meaning derived from the comprehension of meaningful linguistic and paralinguistic elements.

-Reformulation of hypothesis derived from the comprehension of new information.

## Section 2: production of oral texts: expression and interaction

### • Planning

-Conceiving the message clearly, distinguishing its main idea and its basic structure.

-Adjusting the text to the addressee, the context and the channel while applying the adequate register and discursive structure in each case.

### • Execution

-Expressing the oral message briefly and in a simple way, relating that message to the own experience, personal interests or already known topics of the speaker. The speaker should produce the message with clarity and coherence, structuring it in a proper way and adjusting it to the different models and formulae of each text type.

-Participating in conversations or simulations of own creation as well as in simple presentations about different topics and in different registers with a certain degree of autonomy and creativity.

-Readjusting the task or the message once the speaker has valued the difficulty and the available resources.

-Using previous knowledge while getting the best out of it (using “prefabricated” language...).

-Developing strategies in order to compensate the linguistic scarcity by using linguistic and paralinguistic procedures:

\*Linguistic: modifying words with similar meaning; defining words and expressions and consolidating the daily use of fixed expressions in the classroom.

\*Paralinguistic: asking for help; using body language (gestures, eye-contact, facial expression...), using extra linguistic sounds and conventional prosodic features and consolidating basic procedures for organising, acquiring, remembering and using lexicon.

### Section 3: comprehension of written texts

- Management of previous information related to the task and to the topic.
- Identification of text types.
- Reading and comprehension of different text types —related to classroom activities and to daily situations— in paper and digital format in order to extract general and specific information.
- Use of reading techniques so as to support the comprehension and to foresee the content, context and previous knowledge.
- Distinction of different types of comprehension (general sense, essential information, main ideas, relevant data...).
- Formulation of hypothesis about content and context.
- Inference and formulation of hypothesis about meaning derived from the comprehension of meaningful linguistic and paralinguistic elements.
- Reformulation of hypothesis derived from the comprehension of new information.
- Systematic use of both dictionaries (paper or digital format) and communication and information technologies as a means of enquiry and learning.

### Section 4: production of written texts: expression and interaction

#### • Planning

- Mobilising and coordinating one's general and communicative abilities in order to develop the task efficiently (revising what we already know about the topic, what we want to say...).
- Locating and using the linguistic and thematic resources (use of dictionaries and grammars, help assistance...).
- Adjusting the text to the addressee, the context and the channel.

#### • Execution

- Expressing the message with clarity, adjusting it to the models and formulae of each text type and format.

-Readjusting the task or the message once the writer has valued the difficulty and the available resources.

-Using previous knowledge while getting the best out of it (using “prefabricated” language...) and transferring the previous linguistic knowledge to the new foreign language so as to facilitate communication.

-Using dictionaries (paper or digital format) and the information and communication technologies as a means of enquiry and learning while working individually and collectively.

As we can see, the aforementioned contents refer to both the comprehension and the production strategies of the four sections. Apart from that, in the curriculum, those sections also refer to issues such as: sociocultural and sociolinguistic aspects; communicative functions and syntactic-discursive structures (lexicon and sound and orthographic patterns).

Regarding the sociocultural and sociolinguistic aspects, we could say that the four sections are concerned with the importance and the treatment of culture through the English language: codes of behaviour, traditions, knowledge about other cultures, respect and interest in other cultures, etc. Considering now the communicative functions, the four sections are devoted to the participation in conversations; the narration of occurrences; the description of people, places, interests... in an abstract and a specific way; the formulation of offers, suggestions, requests, etc. Finally, the lexicon and the syntactic-discursive strategies are related to the revision and the consolidation of the lexicon (family, food, house, travel, health, education, environment, technology, etc.) and the orthographic rules as well as the acknowledgment of the alphabet sounds, the improvement of pronunciation and intonation, etc. Consequently, we can conclude that the contents related to the four sections of EFL are well-structured, concise and complete.



## 4.5 Long term plan: teaching units

TEACHING UNITS	LISTENING	SPEAKING	READING (Innovation Project)	WRITING	GRAMMAR	VOCABULARY	PRONUNCIATION	SOCIOCULTURAL ASPECTS
<b>1 Contemporary lifestyles</b>	Episode: <i>How I met your mother</i>	Debate: What do I do in my daily life?	-Blog: Young people's lifestyles -Excerpt: <i>Harry Potter</i> - <i>Matilda</i>	Composition: Describing your contemporary lifestyle	Revision of: present simple and continuous	-Lifestyle -Habits	/s, /z/ and /ɪz/	Today's lifestyles: developed vs. undeveloped countries
<b>2 Family</b>	Episode: <i>The Simpsons</i>	Rapid response: <i>The Simpsons</i> as the family role model	News: Parents and babies -Excerpt: <i>Divergent</i> - <i>Matilda</i>	Composition: Describing your family	Revision of: past simple and continuous	-Family -Home	/ɪd/, /d/ and /t/	Family as an institution in Morocco
<b>3 Travel</b>	Clip: <i>Peking Express</i>	Presentation: The Seven Wonders	-Article: City of One Thousand Temples -Excerpt: <i>The Hunger Games</i> - <i>Matilda</i>	Short story: I should not have gone on holidays!	Revision of: present and past perfect simple and continuous	-Transport -Countries	/i:/ vs. /ɪ/	Thousand Temples Route
<b>4 The environment</b>	Song: "Going Green" (Earth's Day song)	Group presentation: Recycling	News: Tyre graveyard -Excerpt: <i>The Hobbit</i> - <i>Matilda</i>	Opinion essay: Are we destroying the planet?	The future	-The environment -Climate change -Recycling	/ə/	The ozone layer
<b>5 Health</b>	Clip: <i>House</i>	Conversation with the doctor	-Article: Mental health -Excerpt: <i>The Lord of the Rings</i> - <i>Matilda</i>	Story: I am afraid I am hypochondriac	Conditionals	-Ailments -Healthy and unhealthy habits	/ɜ:/ vs. /e/	Health care in America

TEACHING UNITS	LISTENING	SPEAKING	READING (Innovation Project)	WRITING	GRAMMAR	VOCABULARY	PRONUNCIATION	SOCIOCULTURAL ASPECTS
<b>6 Food</b>	Clip: <i>Pretty Little Liars</i> (Hannah's food disorder)	Debate: The media and teenagers' food disorders	-Blog: A day in the life of an anorexic -Excerpt: <i>The Lesson of August</i> - <i>The Outsiders</i>	Blog entry: The top 10 Spanish foods	Relative clauses	-Food disorders -Traditional food -Fast food	/ʌ/, /ɑ:/ and /æ/	<i>Masterchef</i> England
<b>7 Sports</b>	Songs: "La La La" "Waka Waka"	Conversation: What do I need to become an athlete?	-Sports section of a newspaper -Excerpt: <i>Uglies</i> - <i>The Outsiders</i>	Composition: Describing your favourite sport	Modal verbs: ability and possibility	-Sports -Extreme sports	/u:/ vs. /ʊ/	Sports in the English speaking countries
<b>8 Cinema</b>	Film: <i>Dead Poets Society</i>	Group presentation: The top 5 best films	-Film critique: <i>Avatar</i> -Excerpt: <i>Twilight</i> - <i>The Outsiders</i>	A film review: <i>Dead Poets Society</i>	Modal verbs: obligation, prohibition and permission	-Auteur cinema -Commercial cinema -Film genres	/ɔ:/ vs. /ɒ/	American film studios
<b>9 Music</b>	Song: "I will survive"	Debate: Surviving in the music industry	-Webpages: Glastonbury Festival -Excerpt: <i>Dracula</i> - <i>The Outsiders</i>	Blog entry: The actual music scene	Modal verbs: deduction	-Music styles -Types of instruments -Music industry	/b/ vs. /v/	African music
<b>10 Literature</b>	Interview: Daniel Radcliffe and J. K. Rowling	Presentation: The best book for teenagers	-Literary critique: <i>The Fault in our Stars</i> -Excerpt: <i>A Christmas Carol</i> - <i>The Outsiders</i>	-Book review: <i>The Outsiders</i> -Poems	The passive	-Literary genres -Canonical literature -Non-canonical literature	/j/ and /w/	Authors of magic realism

TEACHING UNITS	LISTENING	SPEAKING	READING (Innovation Project)	WRITING	GRAMMAR	VOCABULARY	PRONUNCIATION	SOCIOCULTURAL ASPECTS
<b>11 Personality</b>	Clip: <i>Divergent</i> (factions)	Guess Who?	-Blog: Teenagers' personalities -Excerpt: <i>Great Expectations</i> - <i>Feminist Fairy Tales</i>	An informal email: Hey guys! This is me...	Reported speech	-Factions of personality -Moods	/h/	Astrology: the 12 zodiac signs
<b>12 Fears</b>	Episode: <i>Fear</i>	Group presentation: The top 10 people's worst fears	News: Terrifying mysteries -Excerpt: <i>The Merchant of Venice</i> - <i>Feminist Fairy Tales</i>	Essay: Facing my deepest and unutterable fears	Revision of comparatives and superlatives	-Fears and phobias	English consonants	The fear of the unknown: world's mysteries
<b>13 Education</b>	Interview: Shakira's Barefoot Foundation	Debate: The ideal education system	-UNESCO: Education in values -Excerpt: <i>1984</i> - <i>Feminist Fairy Tales</i>	Application form	-Verbs followed by gerund -Verbs followed by infinitive	-Education in values -Educational diversity	English diphthongs	Education in Finland
<b>14 Gender stereotypes</b>	Interview: Emma Watson and Malala	Fishbowl: Gender roles	Webpage: HeForShe -Excerpt: <i>The Great Gatsby</i> - <i>Feminist Fairy Tales</i>	Formal letter: Men and women must be equal	I Wish/ If only	-Gender stereotypes -Social rights	English triphthongs	Women in the imaginary of fairy tales
<b>15 Today's problems</b>	Video: Angelina Jolie's call for global solidarity	Telephone: Your own vision of the world	-Lyrics: "Imagine" -Excerpt: <i>Frankenstein</i> - <i>Feminist Fairy Tales</i>	Report: The end of humanity	The article	Humans' awful actions	R.P. English vs. G.A. English	News programme: war conflicts and corruption

## UNIT 1: CONTEMPORARY LIFESTYLES

### Objectives

- To understand the main ideas of a TV episode concerning contemporary lifestyles.
- To participate in a debate explaining the habits and routines of the daily life.
- To read, and reflect on the main values and ideas of a blog entry, a book excerpt and some book chapters.
- To write a description describing personal lifestyles.
- To revise the present simple and the present continuous.
- To learn new lexicon related to the semantic fields of lifestyle and habits.
- To distinguish among the pronunciation of /s/, /z/ and /ɪz/.
- To reflect on the difference between the lifestyles of developed and undeveloped countries.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the dialogues and the main ideas of a TV Series episode dealing with the lifestyles of young people.
- Section 2: production of oral texts: expression and interaction: Participation and interaction in an improvised debate about habits and routines.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a blog entry, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a short description about contemporary lifestyles including specific sections and using adequate cohesive and coherent devices.
- Grammar: Revision of present simple and present continuous.
- Vocabulary: Usage of semantic fields: lifestyle and habits.
- Pronunciation: Distinction of the pronunciations /s/, /z/ and /ɪz/.
- Sociocultural aspects: Lifestyles of developed and undeveloped countries.

## Activities

-Students will watch an episode from *How I met your mother* while trying to analyse the contemporary lifestyles and the relationships of young people.

-Students will work in groups and prepare a debate after applying the jigsaw technique. They will listen to their classmates' habits and routines. Two members of the group will move to another one so as to listen to new ideas, once they have finished the debate will start and they will have to defend their routines.

-Students will read and discuss the ideas of a blog entry talking about contemporary lifestyles of young people; an excerpt from *Harry Potter* and some chapters from *Matilda*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will write a composition (150 words) in which they will have to describe their contemporary lifestyle while covering aspects such as family; habits and routines; friends; activities and free time; etc.

-Students will play 5 Senses. There will be different objects —related to music, films, food, etc.— located in different parts of the classroom. Pupils will have to select those objects they identify with. After that, they will watch a documentary about the contemporary lifestyles of developed and undeveloped countries. They will have to reflect on how lucky they are —due to the amount of possibilities, objects, devices... they have— as opposed to millions of people that have barely anything.

**Assessment criteria:** Students are able to:

-Listen and decode the general ideas from an audio.

-Express an opinion about a topical subject, establish turn-taking in debates and speak with a proper pronunciation.

-Understand general and specific ideas from different texts.

-Write descriptions using specific vocabulary and simple grammatical structures.

-Participate in the class, show respect and raise awareness about today's society.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 2: FAMILY

### Objectives

- To watch and decode the ideas underlying a TV episode related to family structures.
- To provide a rapid response expressing a personal opinion about a specific family model.
- To read, understand and reflect on the main values and ideas of news, a book excerpt and some book chapters.
- To write a description about the family.
- To revise the past simple and the past continuous.
- To enlarge the semantic fields of family and home.
- To distinguish among the pronunciations: /ɪd/, /d/ and /t/.
- To analyse the importance and the structure of the family in Morocco.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the dialogues and the main ideas of a TV Series episode dealing with a specific family model.
- Section 2: production of oral texts: expression and interaction: Rapid response about establishing a particular family as the role model.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in several news, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a short description about one family model —using technological devices: mobile phones— including specific sections and using adequate cohesive and coherent devices.
- Grammar: Revision of past simple and past continuous.
- Vocabulary: Usage of semantic fields: family and home.
- Pronunciation: Distinction among the pronunciations: /ɪd/, /d/ and /t/.
- Sociocultural aspects: Knowledge of the family hierarchy in Morocco.

## **Activities**

-Students will watch and listen to an episode from *The Simpsons* dealing with the structure of a family. Pupils will have to extract general and specific information in order to answer some questions.

-Students will play Hot Potato. The teacher will play music while pupils pass to each other an object, when the music stops, the student with the object will have to give reasons for establishing or not *The Simpsons* as the family role model in just one minute.

-Students will read and discuss the ideas of several news from *The Guardian* concerning today's relationship between parents and babies as well as a little excerpt from *Divergent* and some chapters from *Matilda*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will write a composition (150 words) in which they will have to describe their family including relevant data such as: number of members, their relationship, the activities they develop together, etc. as well as 8 mandatory expressions provided by the teacher.

-Students will use their mobile phones in order to search for information related to the structure of the family in Morocco. They will have to realise about the differences between the family in Morocco and in Spain.

**Assessment criteria:** Students are able to:

-Listen, understand and extract the main idea of an audio.

-Argue, give reasons, talk in short periods of time and speak with a proper pronunciation.

-Understand general and specific ideas from different texts.

-Write descriptions using specific vocabulary.

-Use the past simple and continuous in short sentences and compositions.

-Participate and realise about the world's diversity regarding family structures.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions

## UNIT 3: TRAVEL

### Objectives

- To understand the main ideas of a clip from a TV Programme about travelling.
- To present to the class an individual work about The Seven Wonders.
- To read, understand and reflect on the main values and ideas of an article, a book excerpt and some book chapters.
- To write a short story about the problematics of travelling.
- To revise the present and past perfect simple and continuous.
- To improve the semantic fields of: countries and transports.
- To distinguish between /i:/ and /ɪ/.
- To discover the Thousand Temples Route.

### Contents

- Section 1: comprehension of oral texts: Comprehension of general information and specific details of a TV Programme about travelling.
- Section 2: production of oral texts: expression and interaction: Development of a brief, concise and creative individual presentation about The Seven Wonders.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in an article, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a short story compiling the problematics of travelling, including specific sections and using adequate cohesive and coherent devices.
- Grammar: Usage of technological devices —mobile phones— to revise present and past perfect simple and continuous.
- Vocabulary: Usage of semantic fields: transport and countries.
- Pronunciation: Distinction of the pronunciations: /i:/ and /ɪ/.
- Sociocultural aspects: Knowledge of the history of the Thousand Temples Route.



## **Activities**

-Students will watch a clip from the TV programme *Peking Express*, they will have to pay attention to the contestants' activities, the places they visit, the type of transports they use, etc.

-Students will present to the class an individual work about The Seven Wonders. The presentation will last for 10 minutes per student. At the end, students will play a short quiz about their presentations.

-Students will read and discuss the ideas of an article describing the City of One Thousand Temples, a little excerpt from *The Hunger Games* and some chapters from *Matilda*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will use the mobile app Kahoot! so as to revise the grammar rules of the present and past perfect simple and continuous, fill in the gaps, etc.

-In groups of 3 or 4, students will write a short story (150 words) entitled: "I should not have gone on holidays!". They will have to give reasons for that disastrous travel.

-One student will define a word or expression related to the semantic fields of transport and countries and another student will have to guess it by drawing it on the greenboard.

-Students will watch different videos related to the Thousand Temples Route, they will have to count the number of temples mentioned while they get familiar with new countries, cultures, transports and ways of living.

**Assessment criteria:** Students are able to:

-Decode the main ideas from different videos.

-Present an individual work of research and speak with a proper pronunciation.

-Understand general and specific ideas from different texts.

-Write short stories using specific vocabulary.

-Use the present and past perfect simple and continuous in short sentences and writings.

-Participate, work in groups, respect and learn from others' opinions and cultures.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 4: THE ENVIRONMENT

### Objectives

- To listen to a song regarding the importance of preserving the environment.
- To develop a group presentation dealing with the topic of recycling.
- To read, understand and reflect on the main values and ideas of news, a book excerpt and some book chapters.
- To write an opinion essay about today's destruction of the planet.
- To learn about the future tense.
- To learn new vocabulary about the environment, the climate change and recycling.
- To practice the pronunciation of /ə/.
- To be aware of the current problem of the ozone layer.

### Contents

- Section 1: comprehension of oral texts: Listening and comprehension of the lyrics and the vocabulary of a song about the environment.
- Section 2: production of oral texts: expression and interaction: Participation in a group presentation about recycling applying an adequate register.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas of several news, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of an opinion essay about humans' responsibility for destroying the planet including specific sections and using adequate cohesive and coherent devices.
- Grammar: The future.
- Vocabulary: Usage of vocabulary related to the environment, the climate change and recycling.
- Pronunciation: Pronunciation of /ə/.
- Sociocultural aspects: Awareness of the growth of the ozone layer.

## **Activities**

-Students will listen to the song “Going Green” dealing with the importance of preserving the environment. Pupils will have to write down all the expressions.

-Students will have to work in groups of 3 or 4 so as to prepare a presentation about the importance of recycling. The presentation will last for 10 minutes. At the end of the class, pupils will vote for the best one.

-Students will read and discuss the ideas of different news reporting the conflagration of a tyre graveyard in Seseña, or any other remarkable current ecologic event, a little excerpt from *The Hobbit* and some chapters from *Matilda*. They will watch some videos related to the literary works so as to contextualise the chapters.

-Students will write an opinion essay —150 words— entitled: “Are we destroying the planet?”. The teacher will cooperate in the process of writing. They will have to discuss the reasons of whether or not we are extinguishing the earth.

-Students will play Bingo so as to remember and practice the vocabulary. Pupils will be given a chart with the names of the rest of their mates. Each student will say out loud an item of vocabulary. At the end, the teacher will say different students’ names and they will have to write the word or expression that each classmate has mentioned.

-Students will watch a documentary talking about the current problem of the ozone layer. In groups, they will have to discuss some measures to reduce the present levels of pollution so as to keep our environment safe.

**Assessment criteria:** Students are able to:

-Extract vocabulary from songs and audios.

-Prepare a group presentation and speak with a proper pronunciation.

-Understand general and specific ideas from different texts.

-Write an opinion essay, giving reasons and using specific vocabulary.

-Use the future tense in short answers and writings.

-Participate, work in groups and become aware of the need to preserve our planet.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 15 sessions.

## UNIT 5: HEALTH

### Objectives

- To extract the basic vocabulary related to health from a clip of a TV Series.
- To build a conversation with a doctor.
- To read, understand and reflect on the main values and ideas of an article, a book excerpt some book chapters.
- To write a story concerning the troublesome life of a hypochondriac.
- To learn about the different types of conditionals.
- To work on vocabulary related to: ailments and healthy and unhealthy habits.
- To distinguish between the pronunciation of /ɜ:/ and /e/.
- To understand the difficulties of poor people to access health care in America.

### Contents

- Section 1: comprehension of oral texts: Comprehension of different expressions related to the semantic field of health present in the dialogues of a TV Series.
- Section 2: production of oral texts: expression and interaction: Production of a conversation with a doctor adjusting the text to the addressee and readjusting the message when necessary.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in an article, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a story concerning the life of a hypochondriac using previous knowledge: vocabulary, conditional sentences, specific sections and the adequate cohesive and coherent devices.
- Grammar: Conditionals.
- Vocabulary: Usage of the semantic fields: ailments and healthy and unhealthy habits.
- Pronunciation: Distinction of the pronunciations: /ɜ:/ and /e/.
- Sociocultural aspects: Knowledge of the cost of different health care treatments in America.

## Activities

-Students will watch a clip from the TV Series *House*. They will have to pay attention to the vocabulary used related to the semantic field of health.

-Students will build a conversation with the doctor in pairs. They will play The Chickpea Game. Pupils will be given five chickpeas each. They will have to simulate a conversation with the doctor including the vocabulary extracted from the clip of *House*. They can say whatever they want except from: “yes”, “no”, “well” and “I don’t know”. If the addressers say those words, they will have to give one chickpea to the addresses. At the end, we will count the chickpeas and announce the winner.

-Students will read and discuss the ideas of an article explaining the importance of being mentally healthy and a little excerpt from *The Lord of the Rings*. They will also have to bring a summary of the literary work *Matilda*. Pupils will expose their views and make teams with those students that have different opinions so as to open their minds to new ways of thinking.

-Students will work in groups of 3 or 4 maximum in order to write a story entitled: “I am afraid I am hypochondriac”. They will be provided with different beginnings, they will have to choose one and continue with the rest of the story.

-Students will learn about the expensive health care system of America and how some people are abandoned to their own luck whenever they cannot pay. Students will have to calculate how much they would have to pay for different treatments.

**Assessment criteria:** Students are able to:

-Extract vocabulary and expressions from small clips of video.

-Build a conversation with the doctor and speak with a proper pronunciation at their knowledge level.

-Summarise the main ideas of a literary work.

-Write a story using specific vocabulary from the unit and conditionals.

-Participate, work in groups, learn to be tolerant and open-minded and raise awareness about the class-conscious health care system of America.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 15 sessions.

## UNIT 6: FOOD

### Objectives

- To decode the moral of a clip from a TV Series dealing with food disorders.
- To participate in an improvised debate concerning the relationship between the media and most of the teenagers' food disorders.
- To read, understand and reflect on the main values and ideas of a blog entry, a book excerpt and some book chapters.
- To create a blog entry of the top 10 Spanish foods.
- To develop a good command of the relative clauses.
- To understand vocabulary related to: food disorders and traditional food vs. fast food.
- To distinguish the pronunciation of /ʌ/, /a:/ and /æ/.
- To know the culinary culture of England.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the moral that underlies an episode —dealing with teenagers' food disorders— of a TV Series as well as the specific vocabulary.
- Section 2: production of oral texts: expression and interaction: Participation in an improvised debate concerning the relationship between the media and the current teenagers' food disorders, establishment of turn-taking and production of relevant ideas throughout the interventions.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a blog entry, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a blog entry describing the top 10 Spanish foods adjusting the style to the digital format, including specific sections and applying the adequate cohesive and coherent devices.
- Grammar: Relative clauses.
- Vocabulary: Usage of the semantic fields: food disorders, traditional and fast food.

- Pronunciation: Distinction of the pronunciations: /ʌ/, /ɑ:/ and /æ/.
- Sociocultural aspects: Knowledge of the culinary culture of England.

### **Activities**

-Students will watch a clip from the TV Series *Pretty Little Liars* in which one of the characters —Hannah— experiences a food disorder: bulimia. They will have to explain what is going on in the video and write down all the specific vocabulary.

-Students will participate in an improvised debate regarding whether or not the media is responsible for the current teenagers' food disorders. Pupils will establish turns. Whenever they interrupt another person, they will be penalised and they will not be able to speak for a number of turns.

-Students will read and discuss the ideas of a blog concerning the life of an anorexic, a little excerpt from *The Lesson of August* and some chapters from *The Outsiders*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will write in groups of 3 or 4 a blog entry describing the top 10 Spanish foods.

-Students will play The Alphabet Game. They will listen to the first letter of a definition related to the semantic fields of food disorders, traditional food and fast food and they will have to guess the word or expression.

-Students will watch an episode of the TV programme *Masterchef* (England) in order to learn about the culinary culture of that country, different weights, measures, etc.

**Assessment criteria:** Students are able to:

-Understand the moral and the values underlying a clip of an episode.

-Participate in an improvised debate and speak with a proper pronunciation.

-Understand general and specific ideas from different texts.

-Write a blog entry including specific vocabulary and grammatical structures.

-Participate, work in groups, respect turn-taking and get familiar with the culinary traditions of other countries as much as with teenagers' food disorders.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 7: SPORTS

### Objectives

- To listen to different sportsmanship songs repeatedly paying attention to the lyrics.
- To build a conversation with an athlete asking for advice.
- To read, understand and reflect on the main values and ideas of a sports section of a newspaper, a book excerpt and some book chapters.
- To write a description of a sport.
- To study modal verbs of ability and possibility.
- To work on the semantic fields of sports and extreme sports.
- To distinguish between the pronunciation of /u:/ and /ʊ/.
- To get familiar with the most typical sports in the English speaking countries.

### Contents

- Section 1: comprehension of oral texts: Comprehension and detection of small variations of the vocabulary present in the lyrics of different sportsmanship songs.
- Section 2: production of oral texts: expression and interaction: Participation in small conversations or simulations with a certain degree of autonomy and creativity.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a sports section of a newspaper, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a description of one sport using previous knowledge: relevant vocabulary, modal verbs, specific sections and the adequate cohesive and coherence devices.
- Grammar: Modal verbs: ability and possibility.
- Vocabulary: Usage of semantic fields: sports and extreme sports.
- Pronunciation: Distinction of the pronunciation: /u:/ and /ʊ/.
- Sociocultural aspects: Knowledge of the most famous sports of the English speaking countries.



## **Activities**

-Students will listen to the songs: “La La La” and “Waka Waka”. Once they have listened to them, the teacher will read —twice— some parts taken from the lyrics. If the second time, the pupils hear something different, they will have to stand up from their chairs and say what has been modified.

-Students will build a conversation. In pairs, the addresser will be a potential athlete asking for information and advice to a real athlete about training sessions, lifestyles, etc.

-Students will read and discuss the ideas of the sports section of a newspaper, a little excerpt from *Uglies* and some book chapters of *The Outsiders*.

-Students will write a composition (150 words) describing their favourite sport. They will have to include information such as: the type of sport, a description of it, the reasons why they like it, etc.

-Students will play Follow the Picture. They will be given different WhatsApp emoticons related to the semantic fields of sports and extreme sports and they will have to create a story following those pictures.

-Students will watch different videos related to the most typical sports in the English speaking countries. They will have to discuss the differences among them and explain to the rest of the class their preferences.

**Assessment criteria:** Students are able to:

-Detect small variations in short sentences taken from different songs.

-Build a conversation, ask for advice and speak with a proper pronunciation.

-Understand general and specific ideas from different texts.

-Write a description about their favourite sport.

-Use modal verbs of ability and possibility in easy sentences and writings.

-Use specific vocabulary.

-Participate, share opinions, respect other students’ views and become aware of the sports of other countries.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 8: CINEMA

### Objectives

- To watch and understand a whole film without subtitles.
- To develop a group presentation about the top 5 best films.
- To read, understand and reflect on the main values and ideas of a film critique, a book excerpt and some book chapters.
- To write a film review.
- To study modal verbs of obligation, prohibition and permission.
- To get familiar with the vocabulary related to different film genres and to auteur and commercial cinema.
- To distinguish between the pronunciation of /ɔ:/ and /ɒ/.
- To understand the history of American film studios.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the events, dialogues and main values and ideas of a whole film without subtitles.
- Section 2: production of oral texts: expression and interaction: Production of a presentation about the top 5 best films adjusting the message to the addressee, the context and the text type.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a film critique, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a film review —using technological devices: mobile phones— including relevant vocabulary, correct grammatical structures, specific sections and the adequate cohesive and coherent devices.
- Grammar: Modal verbs: obligation, prohibition and permission.
- Vocabulary: Usage of the semantic fields: film genres, auteur and commercial cinema.
- Pronunciation: Distinction of the pronunciations /ɔ:/ and /ɒ/.

- Sociocultural aspects: Knowledge of the history of American film studios.

### **Activities**

-Students will watch the film *Dead Poets Society*. They will have to follow the film without subtitles. At the end of the class, they will have to summarise the main events and answer some questions.

-Students will prepare—in groups of 3 or 4 maximum—a small presentation about the top 5 best films. They will have to include some data such as for instance: number of viewers, awards, themes, etc.

-Students will read and discuss the ideas of the film critique of *Avatar*, a little excerpt from *Twilight* and some chapters from *The Outsiders*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will write a film review about *Dead Poets Society* cooperatively with the teacher. They will search for the information on their mobile phones and they will have to include 8 mandatory expressions provided by the teacher. At the end of the class, they will present their reviews. Pupils will have to calculate the percentage of good and bad reviews so as to establish a tendency and create an opinion.

-Students will watch different videos explaining the history of today's most famous American film studios. They will play an adapted Trivial Pursuit and they will have to answer questions individually concerning the information included in the videos.

**Assessment criteria:** Students are able to:

- Understand a whole film without subtitles.
- Develop a group presentation and speak with a proper pronunciation.
- Understand general and specific ideas from different texts.
- Write a film review using specific vocabulary.
- Use modal verbs of obligation, prohibition and permission in sentences and writings.
- Participate, be autonomous, cooperate in groups and learn about the history of cinema in America.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 9: MUSIC

### Objectives

- To listen to a song and explain its main message.
- To participate in an improvised debate related to the bad side of the music industry.
- To read, understand and reflect on the main values and ideas of a webpage, a book excerpt and some book chapters.
- To write a blog entry about today's music scene.
- To study modal verbs of deduction and revise the previous types.
- To know the vocabulary of: music styles, types of instruments and the music industry.
- To distinguish between the pronunciation of /b/ and /v/.
- To get familiar with African music and its instruments.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the vocabulary and the main ideas and messages of a song.
- Section 2: production of oral texts: expression and interaction: Participation in an improvised debate about living in the music industry expressing the ideas briefly and in a simple way and including correct grammatical structures.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a webpage, a book excerpt and some book chapters.
- Section 4: production of written texts: expression and interaction: Production of a blog entry devoted to the actual music scene adjusting the style to the digital format, including specific sections and applying the adequate cohesive and coherent devices.
- Grammar: Usage of technological devices —mobile phones— so as to study modal verbs: deduction and to revise units 7, 8 and 9.
- Vocabulary: Usage of the semantic fields: music styles, types of instruments and music industry.
- Pronunciation: Distinction of the pronunciations /b/ and /v/.
- Sociocultural aspects: Knowledge of the African music and its instruments.

## Activities

-Students will listen to the song “I will survive”. They will have to pay attention to the unfamiliar words, summarise the ideas of the song and tell to the rest of the class whether they like it or not according to their own musical tastes.

-Students will improvise a debate concerning how hard it is to survive in the music industry including: differences between men and women, music styles, countries, etc.

-Students will read and discuss the ideas of different webpages concerning the Glastonbury Festival, a little excerpt from *Dracula* and some chapters from *The Outsiders*. They will watch some videos related to the literary works.

-Students will work in groups in the creation of another blog entry. In this case, it will be devoted to the analysis of the actual music scene. They will have to adjust their writings to this digital format, be concise and original.

-Students will work with modal verbs of deduction and they will play Kahoot! with their mobile phones in order to revise the grammatical contents of units 7, 8 and 9.

-Students will work on the semantic fields of: music styles, types of instruments and the music industry. They will play Stop, which is a game that consists on drawing a chart with different categories—in this case, the three ones previously mentioned—. The teacher starts saying different alphabet letters and students have to complete the chart with words beginning with those letters.

-Students will watch a documentary about African music. They will have to pay attention to the music styles, count the number of instruments mentioned, etc.

**Assessment criteria:** Students are able to:

-Understand general and specific ideas from songs and short texts.

-Participate in a debate, articulate their views and speak with a proper pronunciation.

-Write a blog entry including specific vocabulary and grammatically correct structures.

-Participate, be critical and discover different music styles.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 10: LITERATURE

### Objectives

- To understand a whole interview without subtitles talking about the process of writing.
- To prepare and develop an individual presentation about the best book for teenagers.
- To read, understand and reflect on the main values and ideas of a literary critique, a book excerpt and some book chapters.
- To write short poems and a book review.
- To study the passive.
- To learn new vocabulary about: literary genres, canonical and non-canonical literature.
- To distinguish between the pronunciations of /j/ and /w/.
- To be immersed in the world of magic realism.

### Contents

- Section 1: comprehension of oral texts: Comprehension of general and specific information of an interview —without subtitles— concerning the process of writing.
- Section 2: production of oral texts: expression and interaction: Production of a brief individual presentation of the best book for teenagers adjusting the message to the addressee and using grammatical structures properly.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a literary critique, a book excerpt and book chapters.
- Section 4: production of written texts: expression and interaction: Production of short poems —using technological devices: mobile phones— and a book review including specific vocabulary and sections and the adequate cohesive and coherent devices.
- Grammar: The passive.
- Vocabulary: Usage of the semantic fields of: literary genres, canonical and non-canonical literature.
- Pronunciation: Distinction between the pronunciations /j/ and /w/.
- Sociocultural aspects: Knowledge of the history and the authors of magic realism.

## Activities

-Students will watch an interview between Daniel Radcliffe and J. K. Rowling talking about the process of writing *Harry Potter*. They will have to answer some questions related to Rowling's beginnings, the process of writing, the difficulties encountered, etc.

-Students will develop an individual presentation concerning the best book for teenagers according to their views. There will be a question time at the end of each presentation in which students will have to demonstrate their speaking abilities.

-Students will read and discuss the ideas of the literary critique of *The Fault in our Stars* and a little excerpt from *A Christmas Carol*. They will also have to bring a summary of *The Outsiders*. Pupils will expose their views and they will make teams with those students that have different opinions so as to open their minds to new ways of thinking.

-Students will write some short poems about themselves. Every verse will start with "I am" and they will have to include different ideas, for instance: 3 elements of nature, 5 senses, 2 things they miss, 2 things they wish, etc. They will also write a book review about *The Outsiders*. They will search for the information on their mobile phones. At the end of the class, they will present their reviews. Pupils will have to calculate the percentage of good and bad reviews so as to establish a tendency and create an opinion.

-Students will play riddles. The teacher will formulate different riddles related to words and expressions regarding the vocabulary of the unit and pupils will have to guess.

-Students will understand magic realism through different translated excerpts from Gabriel García Márquez, Mario Vargas Llosa, Isabel Allende and Jorge Luis Borges.

**Assessment criteria:** Students are able to:

-Listen and reflect on the main ideas of an interview.

-Develop an individual oral presentation and speak with a proper pronunciation.

-Summarise the main ideas of a literary work.

-Write short poems and a book review using specific vocabulary and passive structures.

-Participate, be autonomous and show interest in literature and magic realism.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 11: PERSONALITY

### Objectives

- To watch a clip from a film and understand the five factions of personality.
- To play Guess Who? in order to guess the student that matches each description.
- To read, understand and reflect on the main values and ideas of a blog entry, a book excerpt and some book chapters.
- To write an informal email reflecting about oneself.
- To study reported speech.
- To learn new vocabulary related to the semantic fields of factions and moods.
- To pronounce the /h/ correctly.
- To master the main characteristics of the 12 zodiac signs.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the main message and the intention of a clip regarding the factions of personality.
- Section 2: production of oral texts: expression and interaction: Production of a respectful description of another person in terms of personality, organisation of the ideas, adjustment of the message to the context and usage of specific vocabulary,
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a blog entry, a book excerpt and book chapters.
- Section 4: production of written texts: expression and interaction: Production of an informal email —using technological devices: mobile phones— about personality including correct grammatical structures, specific vocabulary and sections and adequate cohesive and coherent devices.
- Grammar: Reported speech.
- Vocabulary: Usage of the semantic fields of: personality and moods.
- Pronunciation: Pronunciation of /h/.
- Sociocultural aspects: Knowledge of the features of each zodiac sign.



## **Activities**

-Students will watch a clip from the film *Divergent* explaining the main features of the five factions of personality. They will have to decide whether —according to the clip and their views— it is a good idea to be formed by just one faction or by all of them.

-Students will play Guess Who? Pupils will describe another classmate while the rest have to guess who that person is. Students will have to include positive descriptions about their classmates in order to strengthen the views of themselves and their peers.

-Students will read and discuss the ideas of different blog entries about teenagers' description of their personalities, a little excerpt from *Great Expectations* and some chapters from *Feminist Fairy Tales*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will use their mobile phones to write an informal email entitled: “Hey guys! This is me...” in which they will have to describe themselves, their interests, etc.

-Semantic fields: factions of personality and moods. They will play Follow the Picture. They will be given different WhatsApp emoticons related to the semantic fields and they will have to create a story following those pictures.

-Students will have to look on their mobile phones for information related to their zodiac sign. They will have to summarise it to the rest of the class and form teams with those students that apparently have a quite different zodiac sign in order to talk, learn from each other, understand other points of view and personalities, etc.

**Assessment criteria:** Students are able to:

-Decode the main ideas from a short clip.

-Describe different personalities and speak with a proper pronunciation.

-Understand general and specific information from different texts.

-Write an informal email including specific vocabulary from the unit.

-Build sentences using reported speech.

-Participate, learn to appreciate people and know the mysteries of astrology.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 12: FEARS

### Objectives

- To watch a full episode from a TV Series without subtitles.
- To prepare a group presentation of the top 10 people's worst fears.
- To read, understand and reflect on the main values and ideas of different news, a book excerpt and some book chapters.
- To write an essay talking about the importance of facing personal fears.
- To revise comparatives and superlatives.
- To study vocabulary based on fears and phobias.
- To learn how to pronounce English consonants correctly.
- To discover world's mysteries.

### Contents

- Section 1: comprehension of oral texts: Comprehension of a TV Series episode, without subtitles, in order to extract general ideas about different types of fears.
- Section 2: production of oral texts: expression and interaction: Production of an oral presentation about the top 10 worst fears adjusting their speech to the audience, the timing and the context and including specific vocabulary.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in different news, a book excerpt and book chapters.
- Section 4: production of written texts: expression and interaction: Production of an essay regarding the difficulties of facing fears including correct grammatical structures, specific sections and adequate cohesive and coherent devices.
- Grammar: Revision of comparatives and superlatives.
- Vocabulary: Usage of the semantic fields of: fears and phobias.
- Pronunciation: English consonants.
- Sociocultural aspects: Knowledge of the most famous mysteries of our era.

## Activities

-Students will watch a full episode from the TV Series *Fear* without subtitles. They will have to summarise the main events of the episode and decide whether or not the described fears of the TV Series are terrifying for them.

-Students will develop a group presentation —3 or 4 maximum— of the top 10 people's worst fears. They will have to answer their classmates' questions.

-Students will read and discuss the ideas of different news reporting the most famous terrifying mysteries, a little excerpt from *The Merchant of Venice* and some chapters from *Feminist Fairy Tales*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will write an essay entitled: "Facing my deepest and unutterable fears". The teacher will provide students with different beginnings according to their different personalities and they will have to complete the essay. If they do not like those beginnings they can write their own.

-Students will learn vocabulary concerning the semantic fields of fears and phobias. They will play Pictionary. One student will draw a picture related to the vocabulary and the rest will have to guess.

-Students will experience the fear of the unknown by watching different videos and documentaries concerning the most famous world's mysteries such as for instance: the life of Jack the Ripper, the Bermuda Triangle, the Lost City of Atlantis, etc.

**Assessment criteria:** Students are able to:

-Watch a full episode from a TV Series without subtitles.

-Speak publicly about people's worst fears, answer questions and pronounce properly.

-Understand general and specific information from different texts.

-Write an essay including specific vocabulary from the unit.

-Build sentences with comparatives and superlatives.

-Participate, work in groups and raise awareness on the world's most famous mysteries.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 13: EDUCATION

### Objectives

- To follow an interview concerning the field of education.
- To participate in an improvised debate about the best education system.
- To read, understand and reflect on the main values and ideas of a webpage, a book excerpt and some book chapters.
- To write an application form.
- To study verbs followed by infinitive and gerund.
- To learn new lexicon related to education in values and educational diversity.
- To learn how to pronounce English diphthongs correctly.
- To compare the Finnish and the Spanish education.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the main values, ideas and messages present in an interview devoted to the importance of education.
- Section 2: production of oral texts: expression and interaction: Production of cohesive, structured and relevant ideas for a debate regarding the ideal education system including specific vocabulary.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a webpage, a book excerpt and book chapters.
- Section 4: production of written texts: expression and interaction: Production of an application form including the mandatory sections, correct grammatical structures and adequate cohesive and coherent devices.
- Grammar: Verbs followed by gerund and infinitive.
- Vocabulary: Usage of the semantic fields of: education in values and educational diversity.
- Pronunciation: English diphthongs.
- Sociocultural aspects: Knowledge of the main differences between the Finnish and the Spanish education.

## **Activities**

-Students will watch one of Shakira's interviews talking about her Barefoot Foundation and they will reflect about how lucky they are for having an access to education as opposed to millions of children.

-Students will participate in an improvised debate concerning their ideal education system. They will have to describe the deficits and disadvantages of the Spanish education system as well as suggesting some improvement measures.

-Students will read and discuss the ideas of the webpage of UNESCO about the importance of educating in values, a little excerpt from *1984* and some chapters from *Feminist Fairy Tales*. They will watch some videos related to the literary works so as to contextualise the chapters.

-Students will write an application form including 8 mandatory expressions provided by the teacher. The teacher will cooperate in the process of writing.

-Students will work with the semantic fields of: education in values and educational diversity. Students will play 1, 2, 3 Touch the Greenboard. They will be located at the end of the classroom, the teacher will define different concepts. If students convey a right answer, they will take a step forward until they touch the greenboard.

-Students will watch a documentary based on Finnish education. They will have to establish comparisons with our Spanish education system, become aware of how different our cultures are and how that is reflected in the field of education.

**Assessment criteria:** Students are able to:

-Extract specific information from interviews.

-Participate in an improvised debate and speak with a proper pronunciation.

-Understand general and specific information from different texts.

-Write an application form including specific vocabulary.

-Build sentences including verbs followed by gerunds and infinitives.

-Participate, think critically and be familiar with the current education panorama.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 14: GENDER STEREOTYPES

### Objectives

- To watch an interview about education and gender and reflect about the discourse.
- To play a speaking game so as to consider gender roles.
- To read, understand and reflect on the main values and ideas of a webpage, a book excerpt some book chapters.
- To write a formal letter claiming for men and women's equality.
- To study the use of "I wish" and "If only".
- To learn new lexicon related to gender stereotypes and social rights.
- To learn how to pronounce English triphthongs correctly.
- To study the role of women in the imaginary of fairy tales.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the social message and the specific ideas of an interview regarding education and gender.
- Section 2: production of oral texts: expression and interaction: Production of structured, relevant and concise ideas for a debate regarding gender roles using specific vocabulary.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in a webpage, a book excerpt and book chapters.
- Section 4: production of written texts: expression and interaction: Production of a formal letter claiming for equality between men and women, including different sections and adequate cohesive and coherent devices.
- Grammar: "I wish" and "If only".
- Vocabulary: Usage of the semantic fields of: gender stereotypes and social rights.
- Pronunciation: English triphthongs.
- Sociocultural aspects: Knowledge of the role of women in fairy tales and their cinematographic adaptations throughout the decades.

## Activities

-Students will watch a full interview between Emma Watson and Malala discussing the issue of education and women. Students will have to follow the interview, understand and reflect about its main message.

-Students will play Fishbowl so as to talk about gender roles. Half of the class will sit at “the fishbowl” and will start talking about gender roles whereas the other half remains sat, listening. At certain point, they will exchange roles. Students will have a few minutes to prepare their ideas before the game starts.

-Students will read and discuss the ideas of the webpage HeForShe, a little excerpt from *The Great Gatsby* and some chapters from *Feminist Fairy Tales*. They will watch some videos related to the literary works so as to contextualise the chapters correctly.

-Students will write—in groups of 3 or 4 maximum—a formal letter (200 words) in which they will discuss the right of men and women to be equally treated.

-Students will play Magic Cube and they will have to answer the questions of each face of the cube related to the vocabulary of gender stereotypes and social rights.

-Students will read small excerpts and watch clips related to the cinematographic adaptations of certain fairy tales. They will have to count the number of gender stereotypes and to analyse the role of women. After that, they will play Hats, which is a kind of role play. Boys will have to wear girls’ hat and try to think as a girl and vice versa so as to try to understand each other.

**Assessment criteria:** Students are able to:

-Follow an interview dealing with the issue of women and education.

-Listen, understand others’ discourse, produce a response and pronounce properly.

-Understand general and specific information from different texts.

-Write a formal letter including specific vocabulary and the grammar of the unit.

-Participate, work in groups, respect others’ opinions, and put one’s self in someone else’s shoes.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## UNIT 15: TODAY'S PROBLEMS

### Objectives

- To listen to different simulations of problems and try to solve them.
- To convey messages related to a personal vision of the world.
- To read, understand and reflect on the main values and ideas of song lyrics, a book excerpt and some book chapters.
- To write a report talking about the end of humanity.
- To study the use of the article in English.
- To work on the lexicon related to humans' awful actions.
- To practice and distinguish R. P. and G. A. English.
- To be familiar with different news programmes and their contents.

### Contents

- Section 1: comprehension of oral texts: Comprehension of the main message and the moral of a video and different simulations of the current problems of society.
- Section 2: production of oral texts: expression and interaction: Production of a chain of messages in order to create a discourse regarding a personal vision of the world, using specific vocabulary and adjusting the messages to the context and the timing.
- Section 3: comprehension of written texts: Inference and reflection of the contents and the main ideas present in song lyrics, a book excerpt and book chapters.
- Section 4: production of written texts: expression and interaction: Production of a report concerning the end of humanity including specific sections, correct grammatical structures and adequate cohesive and coherent devices.
- Grammar: The article.
- Vocabulary: Usage of the semantic field of: humans' awful actions.
- Pronunciation: Difference between R. P. English and G. A. English.
- Sociocultural aspects: Knowledge of the most famous news programmes.



**Activities:**

-Students will watch Angelina Jolie's call for global solidarity and reflect about her message. They will also have to listen to different simulations of some current problems and try to decide the best way to solve them

-Students will play Telephone. Pupils will whisper different sentences to each other creating a chain of sentences: a discourse. The last student to receive the chain will have to say it out loud. The common topic will be: "Your own vision of the world".

-Students will read and discuss the ideas of the lyrics of "Imagine" and a little excerpt from *Frankenstein*. They will also have to bring a summary of the literary work *Feminist Fairy Tales*. Pupils will make teams with those students that have different opinions so as to open their minds to new ways of thinking.

-Students will write, in groups of 3 or 4, a report concerning the end of humanity due to humans' actions. They will have to reflect about our actions and their consequences and to think how important it is to change our attitudes if we want to secure people's lives.

-Students will watch some news programmes and read some news from different newspapers related to issues such as war conflicts, corruption, the differences among currencies... in order to be aware of the problems that surround them.

**Assessment criteria:** Students are able to:

-Decode the main ideas from a global message and understand the problems underneath certain simulations.

-Create new ideas, build a discourse and speak with a proper pronunciation.

-Summarise the main ideas of a literary work.

-Know the basic rules of the article in English.

-Improve the lexicon related to the topic: humans' awful actions.

-Distinguish the pronunciation of R. P. English and G. A. English.

-Participate, work in groups, be decisive, be aware of certain news programmes and live and understand today's world.

**Assessment tools:** daily observation, tests and check-lists for tasks fulfillment.

**Timing:** 10 sessions.

## 4.6 Timing

The course planning —for 2015-2016— is divided into three terms which are formed by 37 weeks in which students will study EFL 5 hours per week. According to *Resolución de 11 de mayo de 2015, de la Consejería de Educación, Cultura y Deporte, por la que se aprueba el Calendario Escolar para el curso 2015-2016*, the academic year has a minimum of 175 school days and 3 terms divided as follows:

-1<sup>st</sup> term: almost 15 weeks (15<sup>th</sup> September-23<sup>rd</sup> December).

-2<sup>nd</sup> term: almost 11 weeks (11<sup>th</sup> January-25<sup>th</sup> March).

-3<sup>rd</sup> term: 12 weeks (4<sup>th</sup> April-24<sup>th</sup> June).

This course planning is formed by 15 teaching units and it is thought for Year 3 of Compulsory Secondary Education. The students of this course are part of the Bilingual Programme that is why they have to attend 5 English lessons per week. The first week of the academic year will be devoted to revise the contents of the previous year, break the ice and know each other. From that moment onwards, the teaching units will be divided in the following way:

-1<sup>st</sup> term: 2-3 weeks/10-15 hours per teaching unit/5 units.

-2<sup>nd</sup> term: 2 weeks/10 hours per teaching unit/5 units.

-3<sup>rd</sup> term: 2 weeks/10 hours per teaching unit/5 units.

As it can be inferred, the duration of each teaching unit depends on the term since some terms are longer than others. There is a revision of the five units at the end of each term. Furthermore, the last week of the third term will be used as a kind of progress-check in order to revise the contents of the whole year. Consequently, the course planning has been sequenced as follows:

FIRST TERM	
WEEK 1	REVISION YEAR 2 CSE
WEEKS 2-3	UNIT 1
WEEKS 4-5	UNIT 2
WEEKS 6-7	UNIT 3
WEEKS 8-10	UNIT 4
WEEKS 11-13	UNIT 5
WEEKS 14-15	REVISION 1 <sup>st</sup> TERM

SECOND TERM	
WEEKS 1-2	UNIT 6
WEEKS 3-4	UNIT 7
WEEKS 5-6	UNIT 8
WEEKS 7-8	UNIT 9
WEEKS 9-10	UNIT 10
WEEK 11	REVISION 2 <sup>nd</sup> TERM
THIRD TERM	
WEEKS 1-2	UNIT 11
WEEKS 3-4	UNIT 12
WEEKS 5-6	UNIT 13
WEEKS 7-8	UNIT 14
WEEKS 9-10	UNIT 15
WEEK 11	REVISION 3 <sup>rd</sup> TERM
WEEK 12	REVISION YEAR 3 CSE

## 4.7 Methodology

We cannot deny the fact that communication is one of the core competences of people. It is highly important to be able to talk, to interact, to transmit a message and to convey meanings and ideas. That aspect has not been taken for granted in education. It is essential to train our students in communication since they have to succeed in their future jobs in their foreseeable future. Apart from that, they need to be able to express their own ideas —at the right moment and with an appropriate style—. The word is one of the things that conforms the human being. Therefore, that is why Compulsory Secondary Education is fully concerned with the importance of communication, i.e., with the communicative competence which becomes the cornerstone of the methodology used for this course planning.

The well-known linguist Dell Hymes can be considered as an outstanding figure whenever we talk about communicative competence. In one of his works, *On communicative competence* (1972), Hymes affirms that having a good command of the communicative competence involves knowing what to say, to whom we say it, in what circumstances and how to say it. Students definitely ought to know the importance of

these aspects since they need to produce correct speech acts, know when they can express their opinions, adjust their discourse to the situation, etc.

Taking Hymes' theory as a basis, the senior lecturer of the University of Columbia, Guadalupe Ruíz Fajardo, also studied the importance of communicating in the classroom. In one of her works, *La interacción oral en el aula de lengua extranjera*, she affirmed that a good mechanism to favour communication is to allow students to work in small groups since they will be able to exchange opinions, speak spontaneously, be critical and enterprising, etc. (2004, p. 160). Moreover, Fajardo suggests developing different games such as for instance role-plays and simulations (2004, p. 162). By doing that, pupils will learn the most important lesson of their lives: to think in a different way and to open their minds, all of that thanks to communication.

This course planning is fully concerned with the importance of communication among students. That is, the teacher is a mere guidance since I strongly believe that pupils need to explore their limits and think by themselves. We as teachers have the opportunity of letting them grow and that is why we must promote debates, conversations, simulations, etc. for students to think critically and to learn how and when to communicate. It is essential to provide pupils with real and updated materials according to their interests. If students work with materials they are interested in, they like or they feel identified with, their motivation will grow and, as a consequence, they will participate more and they will be engaged in the learning process.

As I have mentioned, I consider communication one of the most important aspects of learning a foreign language. Nevertheless, I also believe that in order to learn a new language, the grammatical structures and the vocabulary are absolutely essential. Pupils need to know certain grammatical rules and specific vocabulary. However, these skills cannot be learnt as separate aspects of a language. They must be applied to the rest of the skills —listening, writing, speaking and reading— as well. Therefore, they cannot be treated as watertight compartments, but rather they must be integrated. Be that as it may, communication is present in every single aspect of EFL in this course planning.

Regarding now the way the activities are implemented and carried out, I would like to say that I have tried to combine communication, motivation, entertainment and

real materials throughout the development of: listening, speaking, reading, writing, grammar, vocabulary, pronunciation and sociocultural aspects.

The listening activities I propose are formed by different songs, clips from TV Series, films, etc. After watching and listening to all of them, students have to talk, identify the main ideas and exchange opinions. My speaking activities are usually based on spontaneous debates, conversations as well as individual and group presentations. In all of them, students are encouraged to express their own views and ideas. My reading materials are updated, real and based on pupils' interests so as to engage them in the reading process. After reading, students have to remark the main ideas and debate. The writing activities I suggest are always related to current, personal and deep topics. Whenever students are asked to write in groups, they will have to discuss and reach agreements.

Both the vocabulary and the grammar exercises I propose are based on a previous explanation and the practice. Students have to play different games while they interact with each other in English so as to reinforce and practice the vocabulary and the grammatical structures. We will work and improve pronunciation throughout the different lessons, in conversations, debates, simulations, presentations, answers, etc. Finally, the sociocultural aspects I suggest are carried out through videos, documentaries, TV programmes, webpages, news, etc. Students have to work with them and they must reflect on their main ideas with their classmates.

We can definitely see how communication is present in all the skills. The different classroom dynamics and the use of games are essential when it comes to promote oral interaction and expression. Some of the games and dynamics used are the ones that follow: the jigsaw technique, 5 Senses, Hot Potato, quizzes, Kahoot!, drawing from descriptions, Bingo, The Chickpea Game, The Alphabet Game, identifying differences, Trivial Pursuit, Stop, riddles, Guess Who?, Follow the Picture, Pictionary, 1, 2, 3 Touch the Greenboard, Magic Cube, role-play (Hats), Fishbowl, Telephone, simulations, etc. (In order to see some sample activities, see the section "Anexo").

Consequently, we could say that the cornerstone of this course planning is the communicative competence which is implemented throughout the different skills and aspects of the English language. Thanks to the different games, dynamics and activities,

students will learn to communicate, to respect others' opinions, to open their minds, to convey messages and points of view, i.e., they will learn to mature.

## **4.8 Resources**

In order to develop the different activities of the 15 teaching units, the materials and resources required are:

- Textbooks, photocopies, notebooks and sheets of paper.
- Literary works (either printed or an online format).
- Dictionaries (either printed or an online format).
- A big and comfortable classroom so as to move, play, debate, etc.
- Full-equipped classroom:
  - \*greenboard, chalk and eraser.
  - \*computer, projector, speakers, etc.
  - \*Internet connection
- Computer room.
- Students' mobile phones and tablets with Internet access (if possible).

It will be always necessary to bring extra material in case computers or the Internet connection do not work properly. If some students do not have mobile phones, they could share and work with those pupils who have this technological device. Occasionally, students will have to move to the computer room to develop certain activities.

They can bring a printed version of a literary work but they can also bring their tablets in case they have downloaded the book. Students can consult printed dictionaries or their online version on their mobile phones or tablets.

## **4.9 Assessment**

### **4.9.1 Assessment criteria**

According to *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias*, the assessment criteria for Year 3 of CSE are:

### Section 1: comprehension of oral texts

1. Identify general information, the main ideas and the most relevant details of brief and well-structured oral texts.
2. Know and apply the most suitable strategies for the comprehension of the general sense, the main ideas and the most relevant details of an oral text.
3. Know and use—for the comprehension of the oral text—all the sociocultural and sociolinguistic aspects related to daily life, life conditions, relationships, behaviours and social conventions.
4. Distinguish the most relevant communicative functions of the oral text as well as frequent discursive patterns related to its organisation (introduction, crux, thematic change and conclusion).
5. Apply to the comprehension of the oral text the knowledge of the constituents and the organisation of frequent syntactic and discursive patterns in oral communication.
6. Identify frequent oral lexicon related to daily issues and general topics regarding someone's own interests, studies, duties, etc. Infer from the context and the co-text—thanks to visual guidance—the meanings of specific or less frequent words and expressions.
7. Differentiate frequent sound patterns, rhythms and intonations. Identify the meanings and the communicative intentions.

### Section 2: production of oral texts: expression and interaction

1. Produce short and comprehensible oral texts, both a one-on-one and a telephone, or other technological devices, conversation, in a neutral or informal register, with a simple lexicon giving, asking or exchanging information about different topics: daily life, personal, educational or professional interests.

2. Know how to apply the most suitable strategies for producing brief monological and dialogical oral texts with a simple structure by using different procedures such as for instance, the adaptation of the message to patterns of the first language or the use of lexical elements.
3. Incorporate to the oral text the acquired sociocultural and sociolinguistic knowledge related to social structures, interpersonal relationships, patterns of behaviour, social conventions, etc. Respect the standards of courtesy.
4. Develop the demanded communicative functions. Use the most outstanding exponents and discursive patterns of those factions in order to produce a coherent and cohesive oral text.
5. Show a good command of a limited repertoire of common syntactic structures and simple mechanisms— lexical repetition, ellipsis, personal, spatial and temporal deixis, juxtaposition, and frequent connectors and conversational markers— so as to produce an oral text adjusted to the context and the communicative intention.
6. Know and use a good lexical repertoire in order to communicate simple and direct information, opinions, and points of view.
7. Pronounce and modulate the voice in a clear and intelligible way in spite of the foreign accent.
8. Have a good command of short sentences, expressions and formulae so as to participate in everyday conversations.
9. Interact in simple and well-structured oral productions. Use formulae or easy gestures so as to give the floor, depending on the interlocutor's conduct.

### Section 3: comprehension of written texts

1. Identify general information, the main ideas and the most relevant details of brief and well-structured texts both in a printed and in a digital format with a formal, neutral or informal style regarding daily life aspects, interesting topics devoted to studies and occupations, etc. containing simple structures and frequent lexicon.



2. Know and apply the most suitable strategies for the comprehension of the general sense, the main ideas and the most relevant details of an oral text.
3. Know and use—for the comprehension of the text—all the sociocultural and sociolinguistic aspects related to daily life, life conditions, relationships, behaviours and social conventions.
4. Distinguish the most relevant communicative functions of the text as well as frequent discursive patterns related to its organisation (introduction, crux, thematic change and conclusion).
5. Recognise and apply to the comprehension of the text the knowledge of the constituents and the organisation of frequent syntactic and discursive patterns in written communication as well as their associated meanings (for instance, interrogative structure for making suggestions).
6. Identify frequent written lexicon related to daily issues and general topics regarding someone's own interests, studies, duties, etc. Infer from the context and the co-text—thanks to visual guidance—the meanings of specific or less frequent words and expressions.
7. Recognise the main orthographic, typographic and punctuation standards as well as abbreviations and common symbols.

#### Section 4: production of written texts: expression and interaction

1. Write, in printed or digital format, short, simple and well-structured texts related to everyday issues or personal interests in a formal, neutral or informal register. Use the basic orthographic standards, punctuation marks, simple structures and frequent lexicon.
2. Know how to apply the most suitable strategies for producing brief written and well-structured texts (copying formats, formulae and conventional models of each type of text).
3. Incorporate to the written production the acquired sociocultural and sociolinguistic knowledge related to social structures, interpersonal relationships, patterns of behaviour, social conventions, etc. Respect the standards of courtesy.

4. Develop the demanded communicative functions for the communicative purpose. Use the most outstanding exponents and discursive patterns of those factions in order to produce a coherent and cohesive written text.
5. Show a good command of a limited repertoire of common syntactic structures and simple mechanisms— lexical repetition, ellipsis, personal, spatial and temporal deixis, juxtaposition, and frequent connectors and conversational markers— so as to produce a written text adjusted to the context and the communicative intention.
6. Know and use a good lexical repertoire in order to communicate simple and direct information, opinions, and points of view.
7. Know and apply the elemental punctuation marks, (dot, comma...) and the basic orthographic rules (capital letters, lower case letters, etc.) as well as the most common orthographic conventions regarding the production of texts in a digital format (for instance, WhatsApp).

Thanks to the accomplishment of the different aspects contained in the four sections, students are able to: identify the main ideas of an oral text; extract general and specific information from an oral text; understand the meaning of gestures, eye contact, etc.; distinguish the different parts of the oral discourse; participate in conversations; combine simple and complex structures and lexicon in the oral productions; read and understand complex texts; summarise the main ideas of a text; identify cultural stereotypes; write simple and complex productions in a clear and well-structured way; use cohesive and coherent mechanisms; know the orthographic and punctuation rules; etc.

In addition to this, there is also a brief reference to the syntactic-discursive contents of EFL such as for instance: spatial, temporal, quantity... expressions; affirmative, negative and interrogative sentences, etc. Hence, students will be assessed according to the previous aspects and, by the end of the academic year, they will be supposed to have a good command of the English language regarding all those facets.

#### **4.9.2 Assessment tools and procedures**

I will assess my students' work with a continuous assessment system in order to see their progress. The different tools and procedures that I will use are referred below:

-Daily observation: I will pay special attention to the way students develop the different activities during the English sessions. I will consider aspects such as: participation, motivation, accomplishment of tasks, etc.

-Homework: I do not like to provide my students with huge amounts of homework since I believe that they need to learn in the classroom. Furthermore, they already have a lot of homework from other subjects. Therefore, students will just occasionally have to: work on some extra materials in order to practice the most complex grammatical structures; read different chapters from several literary works—that are part of the innovation project that will be explained below—and search and consult different materials in order to perform their oral presentations.

-Checklists: I will use checklists in order to bear in mind every single aspect of my students' work and progression regarding their homework, reading duties, development of classroom activities, etc.

-Tests: I will assess—at the beginning of the academic year— my students' level of English in order to know my group. At the end of each teaching unit, there will be a test. That test can be formed by a writing, reading or a listening exercise as well as one grammar exercise so as to reinforce the basic grammatical rules and structures. Vocabulary and grammar will be basically assessed through the previous skills. Speaking and pronunciation will be assessed in the different oral presentations, debates, etc. of the activities carried out in the sessions.

Thanks to the speaking activities I will be able to know students' improvement since when they speak they have to listen, understand, pronounce, use grammar and vocabulary, etc. Each test will allow me to see pupils' progress. The continuous assessment is mandatory since for understanding and working the last units, students need to have a good command of the first ones.

#### **4.9.3 Marking criteria**

The marking criteria of this course planning are the following ones:

-40% exams: 1 test per teaching unit.

-30% classroom activities.

-20% participation.

-10% homework.

#### **4.9.4 Reinforcement and resit activities**

We must bear in mind that not all students have the same capacities and not all of them are at the same level. Therefore, on some occasions, one or more than one pupil may need more practice or maybe a new way of approaching the learning process. It is highly important to know our group so as to adjust our lessons to the needs of each of our pupils.

For those students who need more help, I will provide them with extra materials throughout the academic year, i.e., grammar and vocabulary exercises, listening activities, readings, writings, etc. All of them will be related to the teaching units. At the end of each term, there is a whole week devoted to revision, as it can be appreciated in the section “Timing”. During that week, students will revise the most important aspects of the term. In addition to this, there will be an additional test at the end of each term for those pupils who did not pass the previous tests. Finally, at the end of the academic year, there will be one week for revising the whole course as well as a final test for those who had failed or who may want to improve their marks.

#### **4.10 Attention to diversity**

The current education law, *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*, wants to assure the education of every single student, no matter the level or the circumstances. In this particular group, I have to say that there are no cases of students in need of special educational support since the whole group is quite homogeneous regarding the English level. Nevertheless, as we all know, every person is different, and not all students have exactly the same capacities. That is why I have tried to include different types of exercises addressed to different types of pupils with multiple intelligences, e.g., simple and complex games, listening activities, songs, films, episodes, grammar exercises, readings, writings, etc.

Be that as it may, despite the fact that it is not the case of this group, I have considered some measures in case my group would be formed by pupils with different needs. Both for students with a low and a high level of English, I would try to provide them with a portfolio of activities adjusted to their level so as to solve their deficiencies and to increase their capacities respectively. In addition to this, I would have to

reconsider the assessment and marking criteria in order to assess them according to their capacities.

#### **4.11 Extracurricular activities proposal**

When it comes to talk about activities, we can distinguish extracurricular activities —those who take place outside the school— and supplementary activities —those who take place inside the school—. In the case of the extracurricular activities, I would suggest to organise school trips to other countries, excursions, visits to museums, concerts, etc. Regarding the supplementary activities, I think that it would be a good idea to organise different workshops, talks, sports activities, etc.

All the different activities would be concerned with sociocultural aspects of today's world since I strongly believe that students need to share time with their peers, to know the marvelous culture that surrounds us, to cooperate with each other, to respect others' actions and views, i.e., they need to become the citizens of tomorrow.

## 5 PROPUESTA DE INNOVACIÓN



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# DESARROLLANDO EL GUSTO POR LA LECTURA EN LOS MÁS JOVENES

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## **5.1 Introducción**

La lectura no siempre ha sido uno de los principales puntos fuertes en lo que se refiere al aprendizaje de una lengua extranjera por parte de nuestros jóvenes. Si bien es cierto que muchos deciden empaparse del saber de los libros, también lo es el hecho de que otros prefieren dedicar su tiempo a realizar otras actividades. En los centros educativos, se hace hincapié en la importancia de la lectura. Pese a ello, esta labor no siempre obtiene los resultados esperados dado que muchos estudiantes deciden desentenderse de las tareas encaminadas a mejorar su competencia lectora.

Como filóloga de la especialidad de inglés, la lectura siempre ha formado parte de mi vida, desde una temprana edad. Poseo una fuerte motivación personal ya que creo firmemente que a través de la lectura podemos educarnos a nosotros mismos. Por ello, he querido trasladar esa motivación personal a otro nivel. Como futura docente, poseo también una motivación tanto académica como profesional en lo que a la enseñanza de la lectura se refiere dado que aspiro a que mis futuros alumnos desarrollen el gusto por la lectura y valoren la importancia de ésta. En este capítulo, me propongo ofrecer una intervención innovadora en el aula de inglés que nos permita acercar la lectura a nuestros jóvenes teniendo en cuenta un aspecto fundamental en la educación, la opinión de nuestros alumnos.

## **5.2 Análisis del problema y su enmarque contextual**

Durante mi estancia en el centro de prácticas, he podido comprobar que el problema al que nos enfrentamos consiste en que muchos de los estudiantes a los que he dado clase afirmaban que no les gustaba leer y, por consiguiente, apenas leían. Las únicas lecturas que llevaban a cabo eran las realizadas dentro del aula y, tristemente he de decir, que esa actividad cada vez se realiza con menos frecuencia. Además, desde mi punto de vista, las lecturas propuestas para el aula no generan ninguna motivación ni ninguna expectación en el alumnado dado que se trataba de textos creados con finalidad didáctica y con un input adaptado y carente de la autenticidad que requiere una correcta enseñanza de una lengua extranjera. Es decir, los textos que se trabajan en el aula se alejan de los gustos y de los intereses de los estudiantes.

Para entender mejor este problema, debemos primero entender que los alumnos de 3º ESO se encuentran en una etapa clave, las emociones están a flor de piel y en su forma de pensar prima más lo emocional que lo racional. Por ello, debemos fomentar

un aprendizaje significativo que esté implicado y contextualizado en la vida, los gustos y los intereses de nuestro alumnado.

En cuanto a los docentes, durante mi periodo de prácticas pude comprobar cómo algunos seguían un método de enseñanza tradicional. Las tradiciones son poderosas, nos aferramos a ellas porque ya las conocemos y tendemos a rechazar lo novedoso por miedo a no saber entenderlo. Lo mismo ocurre con las lecturas y con la forma de trabajarlas. Tanto en mi época de estudiante como en mis prácticas, pude ver cómo muchos profesores utilizaban textos prefabricados y alejados de los gustos de los estudiantes.

En lo que se refiere a los centros de enseñanza, no podemos olvidar que éstos han de cumplir una serie de directrices en lo que a los contenidos se refiere. El *Decreto 43/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias* tiene muy en cuenta la lectura como una parte fundamental dentro de la Primera Lengua Extranjera: inglés. En él se refleja la importancia de que los alumnos trabajen distintos tipos de texto, entiendan sus ideas principales, etc. Es decir, contamos con un currículo que nos guía. Sin embargo, no nos ofrece ninguna pista acerca de cuáles son las mejores lecturas para los jóvenes ni de cómo llevarlas al aula.

Para concretar más estas observaciones, podemos hacer alusión al ya muy conocido análisis DAFO. Dicho análisis trata de valorar las debilidades, amenazas, fortalezas y oportunidades del objeto de estudio. En este caso, valoraremos esos aspectos referidos a las prácticas de lectura en el contexto del centro de prácticas.

	<b>PUNTOS FUERTES</b>	<b>PUNTOS DÉBILES</b>
<b>ORIGEN INTERNO</b>	FORTALEZAS	DEBILIDADES
<b>ORIGEN EXTERNO</b>	OPORTUNIDADES	AMENAZAS

Si traducimos estos conceptos a nuestro caso en concreto, desde un punto de vista interno podríamos decir lo siguiente:

-Fortalezas: el centro cuenta con una programación en la que se incluyen diversas lecturas anuales. Los profesores se aseguran por tanto de que los alumnos trabajen la competencia lectora a lo largo del curso académico.



-Debilidades: los materiales de lectura siguen encajando en el perfil de lo alejado, desmotivador y tedioso para sus jóvenes lectores. Muchos profesores no incorporan nuevos materiales. La carga de trabajo de otras asignaturas priva a muchos jóvenes de leer en su poco tiempo libre. Los horarios pueden llegar a suponer un problema si las clases de inglés coinciden a últimas horas de la mañana, momento en que los alumnos están agotados.

Desde un punto de vista externo, podríamos decir lo siguiente:

-Oportunidades: hoy en día, los jóvenes cuentan con un gran abanico de posibilidades en lo que a recursos se refiere. Desde sus casas, pueden descargarse libros, artículos, revistas, etc. a sus dispositivos electrónicos y disfrutar de una lectura sin límites.

-Amenazas: debido a la actual existencia de dichos dispositivos electrónicos, los jóvenes no solo pueden leer, también pueden conectarse a redes sociales, navegar por Internet, etc. Fuera del recinto del instituto existe todo un mundo de ocio al que pueden acceder. Sin lugar a dudas, la realidad y las posibilidades existentes hoy en día constituyen una amenaza para los hábitos de lectura de los adolescentes.

Durante mi estancia en el centro de prácticas, llevé a cabo un pre-diagnóstico para así entender mejor todas estas realidades y hasta qué punto podían cambiarse. En ese pre-diagnóstico, realicé dos tipos de actividades opuestas en lo que a la lectura se refiere. Una de ellas consistía en leer un pasaje del libro y otra consistía en leer un pasaje de una saga literaria juvenil acompañándolo de pequeños vídeos relacionados con la lectura. Mientras que con la primera, los estudiantes se aburrían, con la segunda, participaron, expresaron su alegría al reconocer algo acorde a sus gustos, debatieron acerca de los temas que trataba dicho pasaje, etc. Para comprobar hasta qué punto eran ciertas mis observaciones, realicé un pequeño cuestionario a mis alumnos, que sin pretensión de ser un cuestionario para una investigación completa ni mucho menos, podría acercarme a la realidad de mi alumnado. (Para ver el cuestionario, véase el apartado “Anexo”).

De un total de 13 alumnos, la mitad de ellos afirmaban que no les gustaba leer, la otra mitad afirmaba que les gustaba leer porque les entretenía y algunos afirmaban que les permitía ampliar vocabulario, conocer nuevas culturas y escapar de la realidad. La

mitad de la clase afirmó que leían una o dos veces por semana mientras que la otra mitad confirmó que casi nunca leían. Dentro de los temas preferidos, el tema más recurrente era el misterio, seguido muy de cerca por la ciencia ficción y las aventuras, así como la fantasía y el romance. El 70% de los encuestados preferían leer novelas, el resto se decantaban por las historias cortas, los comics y tan sólo una persona prefería leer poesía.

Dentro de los libros preferidos, el 100% de los encuestados leían sagas literarias juveniles, o literatura juvenil. El 50% de los alumnos afirmaban haber leído materiales de consulta. Dentro de la otra mitad encontrábamos diversas razones, principalmente por entretenimiento y por curiosidad. El 100% de los estudiantes afirmaban leer siempre en español fuera del aula. En torno al 20% de los lectores leían más durante el verano ya que poseen más tiempo libre. El 50% afirmaba leer menos que años atrás. Todos aquellos que habían afirmado no leer consideraban que la lectura no era una actividad importante. Finalmente, los lectores creían que con los años les gustaría aún más leer, mientras que todos aquellos que no leían creían que seguiría sin gustarles.

### **5.3 Enmarque teórico y justificación del proyecto**

Durante los primeros días en el centro, decidí hablar con distintos profesores del departamento de inglés para así saber qué opinión tenían ellos sobre los hábitos de lectura de los jóvenes. Todos ellos afirmaban que las lecturas funcionan bien en cursos inferiores, como por ejemplo en 1º y en 2º ESO, pero no en cambio en cursos superiores. A partir de 3º ESO, los estudiantes se dispersan y se desenganchan.

Este problema está más que generalizado y, por ello, se ha investigado y recabado información a lo largo de los años. No cabe duda de que la edad es un factor determinante en lo que a la lectura se refiere. De acuerdo con la investigación realizada por la profesora universitaria M<sup>a</sup> del Rosario Neira Piñeiro, Hábitos de lectura de los alumnos de educación primaria: Análisis de la situación en un centro escolar asturiano, se afirma que el porcentaje de alumnos de educación primaria encuestados a los que realmente les gusta leer ronda el 64%, tan solo un 8% afirmaba no leer prácticamente nada (2011, p. 4). A través de estas afirmaciones, podemos deducir que existe un alto porcentaje de alumnos en primaria que disfrutan con la lectura. Sin embargo, durante el periodo de la adolescencia, muchos jóvenes comienzan a leer con menos frecuencia.

Para confirmar ese punto de vista, podemos fijarnos en las palabras de Leandro Molina Villaseñor en su trabajo *Lectura y educación: los hábitos lectores y su repercusión académica en Educación Secundaria Obligatoria*, donde se afirma que los alumnos de cursos inferiores, como por ejemplo 1º y 2º ESO, muestran más interés por la lectura. A partir de esas edades, hasta que no se ha abandonado casi por completo la adolescencia, muchos no vuelven a leer con frecuencia (2006, p. 115).

Un aspecto fundamental para el propósito de nuestro trabajo es analizar los libros que nuestros alumnos leen ya que de esa forma sabremos qué lecturas les atraen. De acuerdo con las conclusiones de Villaseñor, dentro de sus lecturas se encuentran algunas de las sagas literarias juveniles más conocidas como por ejemplo *Harry Potter* (2006, p. 113). Por lo tanto, parece que los jóvenes leen, pero solo con aquellas obras que les atraen. En las escuelas, los alumnos apenas leen algo que se relacione mínimamente con el mundo de *Harry Potter* o con sagas literarias juveniles y puede que por esta razón las lecturas fracasen con los adolescentes en su etapa educativa, porque esas lecturas se alejan completamente de sus gustos.

Para reforzar estas opiniones, tomaremos como referencia las palabras de la profesora universitaria Cristina Aliagas en su artículo *Las prácticas lectoras adolescentes: cómo se construye el desinterés por la lectura*. Dicho artículo habla acerca de los hábitos de lectura de un joven de 14 años el cual cree que es un mal lector porque no lee con gusto los materiales que le proporcionan en el colegio. No obstante, este joven sí lee —tal y como se especifica en las primeras páginas del trabajo— prensa deportiva, letras de canciones o correos electrónicos (2008). Es decir, muchos jóvenes no leen los materiales del aula porque les resultan tediosos y ajenos a sus intereses. Sin embargo, sí se muestran interesados en aquellas lecturas que versen sobre algún tema que los motive o con el que se sientan identificados.

Además, Cristina Aliagas, Josep M. Castellà y Daniel Cassany han tratado este tema en profundidad a través del trabajo “*Aunque lea poco, yo sé que soy listo*”. Estudio de caso sobre un adolescente que no lee literatura. En dicho trabajo se habla acerca de un joven de 18 años que acaba de terminar el Bachillerato y que se siente un tanto culpable por no presentar un verdadero gusto por las lecturas académicas (2009, p. 97). A pesar de ello, se nos explica cómo nuestro protagonista sí lee, pero sus lecturas se encuentran al margen de lo establecido por el tradicional canon literario (2009, p. 98).

Es decir, muchos jóvenes no leen en la escuela porque los materiales que les ofrecen no encajan con sus gustos generacionales. Muchos jóvenes sí leen obras juveniles, formatos diferentes y temáticas variadas pero que se alejan de los convencionalismos presentes en muchas de las obras trabajadas en los institutos. Junto con ello, tal y como se afirma en el trabajo, las obras obligatorias pueden llegar a ser muy extensas y eso hace que los jóvenes se desmotiven al leerlas (2009, pp. 97-98). Tal vez, si ofrecemos pasajes más cortos pero que sean representativos, nuestros jóvenes consigan engancharse al maravilloso mundo de la lectura.

Por consiguiente, tal y como constatan estos estudios, no podemos negar el hecho de que el gusto por la lectura va asociado en numerosas ocasiones a la edad del lector, al tipo de lectura y a la extensión de la obra. Una vez que conocemos esa verdad, debemos poner en práctica soluciones y debemos ofrecer a nuestros alumnos materiales que sean acordes a sus gustos y a su edad pero que a la vez sean de calidad.

## 5.4 Objetivos

Dentro de los objetivos que nos proponemos, podemos distinguir dos tipos: objetivo final o general y objetivos específicos.

Objetivo general o final: el objetivo general o final que se pretende lograr es que los estudiantes desarrollen un hábito lector y disfruten y valoren las lecturas.

Objetivos específicos: la forma de lograr que los alumnos disfruten de la lectura y lean más ha de conseguirse a través de una serie de objetivos más específicos:

- Trabajar con lecturas más afines a sus gustos, intereses, ideas, etc.
- Leer pequeñas lecturas en el aula con frecuencia.
- Leer distintas obras literarias fuera del aula.
- Ver y escuchar pequeños vídeos, películas, canciones, etc.
- Participar en debates literarios para expresar sus opiniones.
- Conocer la pasión que inspira la literatura en otras personas.

## 5.5 Recursos

Dentro de los recursos, podemos distinguir entre: recursos materiales y recursos humanos. Los recursos a tener en cuenta en esta innovación son los que siguen:

#### Recursos materiales:

- Fotocopias que incorporen pequeños pasajes para realizar las lecturas.
- Obras literarias para realizar lecturas a lo largo del curso académico.
- Disposición de un aula equipada con pizarra, tizas, borrador, etc.
- Disposición de un aula equipada con un ordenador, un cañón, etc.

#### Recursos humanos:

- Cooperación con los demás profesores para poder así consensuar las lecturas a realizar.
- Formación por parte de los docentes en estas nuevas lecturas para así poder ofrecer información de calidad a los estudiantes.

### **5.6 Diseño de la innovación: desarrollo y método**

El principal ámbito de acción de la innovación afectará al alumnado de 3º ESO (Bilingüe). No obstante, esta innovación se podría realizar en cualquier curso ya que se trata de que los jóvenes comiencen a valorar la lectura.

Para ello, tal y como se ha avanzado anteriormente, trataremos de ofrecerles pequeños pasajes relacionados con literatura juvenil junto con otras obras que se relacionen con sus gustos, sus intereses, con determinados temas y valores, etc. Esas lecturas han de ser de calidad; han de tratar temas interesantes y relevantes para su vida, su personalidad, etc.; han de ayudarlos a concienciarse sobre los problemas existentes en nuestra sociedad y han de inculcarles una serie de valores que les permitan vivir en sociedad.

La principal responsabilidad recaerá en el docente ya que será éste quien escoja las lecturas a trabajar. Sin embargo, para que la innovación tenga éxito, esas lecturas tendrán que estar basadas en aquellas obras, temas e ideas que los alumnos consideren interesantes. Es decir, los alumnos también se implicarán en la selección de las lecturas a trabajar.

En cada una de las 15 unidades, contaremos con la lectura de un pequeño pasaje —cuidadosamente seleccionado en base a las ideas, valores, etc. que se quieran inculcar— extraído de distintas obras literarias, tanto de sagas literarias juveniles como

de obras cumbre de la literatura. Además, a lo largo del curso realizaremos la lectura de tres obras literarias, una por trimestre. Tanto las pequeñas lecturas como las obras literarias completas sugeridas se pueden apreciar en la tabla que sigue:

PEQUEÑOS PASAJES	OBRAS COMPLETAS
- <i>Harry Potter</i> (saga)	- <i>Matilda</i>
- <i>Divergent</i> (trilogía)	- <i>The Outsiders</i>
- <i>The Hunger Games</i> (trilogía)	- <i>Feminist Fairy Tales</i>
- <i>The Hobbit</i>	
- <i>The Lord of the Rings</i> (trilogía)	
- <i>The Lesson of August</i>	
- <i>Uglies</i> (saga)	
- <i>Twilight</i> (saga)	
- <i>Dracula</i>	
- <i>A Christmas Carol</i>	
- <i>Great Expectations</i>	
- <i>The Merchant of Venice</i>	
- <i>1984</i>	
- <i>The Great Gatsby</i>	
- <i>Frankenstein</i>	

Tanto los pequeños extractos sacados de las obras de la columna de la izquierda como las obras completas de la columna de la derecha representan una inagotable fuente de aprendizaje para nuestros alumnos. En esta selección de obras, contamos con literatura juvenil, muy conocida por algunos de nuestros alumnos, más afín a su edad. También contamos con obras que se alejan de esa literatura juvenil pero cuyos temas se centran en una serie de valores imprescindibles en la vida de cualquier persona y que nuestros estudiantes han de interiorizar desde una edad muy temprana. Los alumnos aprenderán a:

-*Harry Potter*: interiorizar valores como la lealtad, la bondad, el valor, la amistad, la humildad, etc.

-*Divergent* y *The Hunger Games*: apreciar la importancia y el valor de su propio yo así como aprender a rebelarse contra la tiranía y las imposiciones de la sociedad.

-*The Hobbit y The Lord of the Rings*: valorar el poder de la bondad humana y de la lealtad hacia tu grupo en contraste con la soledad y la arrogancia de la maldad.

-*The Lesson of August*: respetar a los demás, no discriminar en base al aspecto físico o a peculiaridades.

-*Uglies*: valorar tanto el cuerpo como el alma así como la autenticidad puesto que cada persona es única por sí misma.

-*Twilight y Dracula*: comprender la evolución de una de las figuras más famosas de la literatura, el vampiro.

-*A Christmas Carol*: comprender que la arrogancia, la mala educación y el egoísmo solo consiguen que las personas se alejen de nosotros y nos quedemos solos. Aprenderán pues a valorar a las personas y a tratarlas con educación.

-*Great Expectations*: aprender cómo el Bildungsroman nos enseña que a base de esfuerzo y superación personal perseguimos nuestros sueños.

-*The Merchant of Venice*: interiorizar que debemos tratar a todas las personas por igual, no juzgar ni a discriminar a nadie en base a su religión, procedencia, etc.

-*1984*: entender cómo en ocasiones las grandes fuerzas políticas tratan de controlar a las personas, privándolas de su libertad, de un pensamiento individualizado, etc.

-*The Great Gatsby*: apreciar cómo muchas personas únicamente se dejan llevar por el brillo del dinero, pero una vez que éste falta, su aparente lealtad y amistad se esfuman. Aprenderán a valorar a aquellos que de verdad nos valoran.

-*Frankenstein*: comprender que no se puede jugar a ser Dios, entender la soledad de los marginados y una de las grandes metáforas de esta obra, no discriminar en base al aspecto físico.

-*Matilda*: concienciarse del gusto por la lectura de algunos niños y sus ansias por crecer y culturizarse.

-*The Outsiders*: entender los principales problemas que acechan en la adolescencia: pertenencia a un grupo, las locuras realizadas sin pensar en las consecuencias, etc.

-*Feminist Fairy Tales*: apreciar los cuentos infantiles desde la perspectiva que nunca les contaron, aquella en la que hombres y mujeres poseen igualdad de condiciones.

Estas tres últimas obras suponen una transición en la vida de una persona ya que con *Matilda*, el lector aprende valores básicos; con *The Outsiders*, un adolescente se enfrenta a la realidad de la amistad, de la sociedad, etc. y, finalmente, con *Feminist Fairy Tales*, el lector entiende la importancia de no discriminar a nadie en función de su sexo y de no fomentar estereotipos de género desde la infancia hasta la edad adulta. Por todo ello, con la lectura de todas estas obras, los estudiantes aprenderán a conocer algunas de las obras literarias más importantes de la literatura inglesa así como algunas de las sagas literarias juveniles más conocidas en la actualidad a la vez que interiorizan una serie de valores imprescindibles.

Con las obras de la columna de la izquierda, realizaríamos una lectura por cada unidad didáctica trabajada. Esa lectura estará acompañada por pequeños clips, películas, canciones, etc. que se asocien con el pasaje seleccionado. Se trabajará con una serie de cuestiones, ejercicios de vocabulario y preguntas críticas que darán lugar a conversaciones y debates para que los alumnos piensen por sí mismos y expresen al máximo los principales temas del extracto.

En lo referente a las obras de la columna de la derecha, los alumnos habrán de leer una por trimestre y, a lo largo de una serie de sesiones, se llevarán a cabo debates en los que los estudiantes señalarán aquello que más les haya llamado la atención de los distintos capítulos del libro, los temas que consideren más relevantes detallando el porqué, etc.

Además de todas estas lecturas me gustaría sugerir la obra *Cómplices* como lectura de verano a mis alumnos. La obra está originalmente escrita en español por lo que los estudiantes podrían leerla en español o en inglés a través de una traducción. Ellos decidirán ya que es su periodo de vacaciones. Junto con ello, me gustaría sugerirles un canal de YouTube —[laspalabrasdefa](#)— donde una joven ofrece sus impresiones sobre libros, películas, comics, etc. La clave del éxito de esta BookTuber es que disfruta con lo que hace y dice, disfruta leyendo y con las maravillas que los libros nos ofrecen. Si los estudiantes se familiarizan con ella, tal vez adquieran su mismo



gusto por la lectura, visualicen sus vídeos y tomen nuevas ideas para ampliar sus estanterías.

Un ejemplo práctico de alguna de las lecturas que se proponen sería el que ofrecí a mis alumnos durante mi periodo de prácticas, un pequeño pasaje del libro *Divergent*. Los alumnos disfrutaron con la lectura ya que era afín a sus gustos. (Para ver el ejemplo de actividad, véase el apartado “Anexo”).

Una vez que conocemos las lecturas que se van a trabajar, debemos tener en cuenta la franja horaria en la que se realizarán dichas lecturas. Por ello, a continuación ofrecemos el horario del grupo:

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8:30-9:25					
9:25-10:20					
10:20-11:15					
<b>R</b>	<b>E</b>	<b>C</b>	<b>R</b>	<b>E</b>	<b>O</b>
11:45-12:40					INGLÉS
12:40-13:35				INGLÉS	
13:35-14:30		INGLÉS	INGLÉS		
14:45-15:40	INGLÉS				

**Fuente:** proporcionado por el I.E.S.

Una unidad didáctica tendrá una duración aproximada de 2-3 semanas. La primera lectura del pasaje extraído de una de las obras de la columna de la izquierda tendrá lugar el viernes a 4ª hora. Las lecturas y los debates acerca de los capítulos de las obras literarias completas tendrán lugar durante distintas sesiones a lo largo del trimestre los viernes a 4ª hora. Es decir, se intercalarán a lo largo de los meses una lectura de un pasaje con la lectura de los capítulos de la obra completa. (Podrán darse ligeras variaciones y algunas semanas las lecturas estarán más concentradas debido a festivos y vacaciones).

La disposición de las lecturas a lo largo del curso académico puede apreciarse en el cronograma que sigue:

### 1<sup>er</sup> TRIMESTRE

FECHA	DÍA	HORA	UNIDAD	LECTURA
25/09/2015	Viernes	11:45-12:40	1	<i>Harry Potter</i>
02/10/2015	Viernes	11:45-12:40	Obra completa	<i>Matilda</i>

09/10/2015	Viernes	11:45-12:40	2	<i>Divergent</i>
16/10/2015	Viernes	11:45-12:40	Obra completa	<i>Matilda</i>
23/10/2015	Viernes	11:45-12:40	3	<i>The Hunger Games</i>
30/10/2015	Viernes	11:45-12:40	Obra completa	<i>Matilda</i>
06/11/2015	Viernes	11:45-12:40	4	<i>The Hobbit</i>
13/11/2015	Viernes	11:45-12:40	Obra completa	<i>Matilda</i>
27/11/2015	Viernes	11:45-12:40	5	<i>The Lord of the Rings</i>
04/12/2015	Viernes	11:45-12:40	Obra completa	<i>Matilda</i>

## 2º TRIMESTRE

FECHA	DÍA	HORA	UNIDAD	LECTURA
15/01/2016	Viernes	11:45-12:40	6	<i>The Lesson of August</i>
22/01/2016	Viernes	11:45-12:40	Obra completa	<i>The Outsiders</i>
29/01/2016	Viernes	11:45-12:40	7	<i>Uglies</i>
05/02/2016	Viernes	11:45-12:40	Obra completa	<i>The Outsiders</i>
12/02/2016	Viernes	11:45-12:40	8	<i>Twilight</i>
19/02/2016	Viernes	11:45-12:40	Obra completa	<i>The Outsiders</i>
26/02/2016	Viernes	11:45-12:40	9	<i>Dracula</i>
04/03/2016	Viernes	11:45-12:40	Obra completa	<i>The Outsiders</i>
11/03/2016	Viernes	11:45-12:40	10	<i>A Christmas Carol</i>
18/03/2016	Viernes	11:45-12:40	Obra completa	<i>The Outsiders</i>

## 3er TRIMESTRE

FECHA	DÍA	HORA	UNIDAD	LECTURA
8/04/2016	Viernes	11:45-12:40	11	<i>Great Expectations</i>
15/04/2016	Viernes	11:45-12:40	Obra completa	<i>Feminist Fairy Tales</i>
22/04/2016	Viernes	11:45-12:40	12	<i>The Merchant of Venice</i>
29/04/2016	Viernes	11:45-12:40	Obra completa	<i>Feminist Fairy Tales</i>
06/05/2016	Viernes	11:45-12:40	13	<i>1984</i>
13/05/2016	Viernes	11:45-12:40	Obra completa	<i>Feminist Fairy Tales</i>
20/05/2016	Viernes	11:45-12:40	14	<i>The Great Gatsby</i>
26/05/2016	Jueves	12:40-13:35	Obra completa	<i>Feminist Fairy Tales</i>
03/06/2016	Viernes	11:45-12:40	15	<i>Frankenstein</i>
10/06/2016	Viernes	11:45-12:40	Obra completa	<i>Feminist Fairy Tales</i>

**Fuente:** elaboración propia

Me gustaría puntualizar que el cronograma ha sido diseñado en base al calendario del curso 2015-2016 pero podría reajustarse a cualquier otro curso académico.

En lo que se refiere a la forma de evaluar estas actividades, de acuerdo con el currículo podemos distinguir:

-Criterios de evaluación y estándares de aprendizaje evaluables:

- Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto. Mediante este criterio se valorará si el alumno es capaz de comprender el sentido global de un texto aunque no se hayan entendido todos los elementos del mismo.

Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés.

- Producir textos breves o de longitud media en una conversación espontánea, con un registro formal, neutro o informal. Mediante este criterio se valorará si el alumno es capaz de expresar de forma más detallada la información esencial al resto de integrantes del grupo para llegar a acuerdos.

Utiliza la lengua inglesa como lengua vehicular para intercambiar opiniones y alcanzar decisiones comunes al grupo.

-Instrumentos de evaluación y criterios de calificación:

El trabajo de los alumnos durante las sesiones se evaluará en base a:

-Realización de las lecturas: 50%

-Participación: 50%

Ambos aspectos se evaluarán utilizando la siguiente tabla:

<b>CRITERIOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Comprende el sentido general de los textos					
Se expresa con corrección y fluidez en inglés					
Participa en los debates					
Es educado y tolerante con sus compañeros					

**Fuente:** elaboración propia

Equivalencias: 1: Mal; 2: Regular; 3: Bien; 4: Muy bien y 5: Excelente

## **5.7 Efectos y resultados**

Desde mi punto de vista, esta innovación podrá llegar a suponer una mejora en la calidad de la enseñanza. Si presentamos a nuestros alumnos obras que se relacionen más con sus intereses así como obras que traten temas reales y que les inculquen una serie de valores, nuestros estudiantes conectarán más rápidamente con el material. Además, no podemos olvidarnos del hecho de estar trabajando con materiales reales y no con textos prefabricados e irreales. Otra de las mejoras está relacionada con la relación profesor-alumno. Si los docentes preguntan a sus alumnos acerca de sus gustos y más tarde les ofrecen lecturas basadas en esas opiniones, los estudiantes entenderán que ese profesor se preocupa por ellos. Se sentirán valorados, respetados y tomados en serio. Por ello, la conexión entre el profesor y el alumno se fortalecerá.

Tal y como he mencionado anteriormente, durante mi periodo de prácticas pude llevar esta innovación a la práctica y también pude comprobar cómo los alumnos la acogieron con entusiasmo. Los integrantes de mi grupo se sentían más motivados al trabajar con obras literarias juveniles que les eran familiares, disfrutaban con los pequeños clips que se asociaban con las obras y, sobre todo, se sentían valorados cuando sus opiniones acerca de las lecturas eran tenidas en cuenta.

## **5.8 Síntesis valorativa**

Uno de los puntos fuertes de la innovación se centra en valorar a los alumnos, en tener en cuenta sus opiniones. Por el contrario, como punto débil, pienso que resultará difícil enganchar a todos los alumnos por completo. Opino también que tal vez el número de lecturas puede resultarles de primeras elevado y que eso pueda hacer que algunos sean un tanto reticentes a realizarlas con tanta frecuencia. De cualquier modo,

creo que pueden llegar a existir perspectivas de continuidad ya que si los estudiantes disfrutan con lecturas más reales, con literatura juvenil, con algunas de las obras más importantes de la literatura, con algunos de los temas con los que se sientan más identificados, etc. esta nueva práctica podrá continuar año tras año.

Sea como fuere y a modo de conclusión, la lectura es una de las actividades más importantes para el ser humano en lo que al conocimiento y el pensamiento se refiere. Por ello, debemos inculcar esta idea en nuestros estudiantes para que así aprendan a valorar todos los pequeños tesoros que nos ofrecen los libros: valores, pensamientos, formas de pensar y de ver la vida, etc. Tengamos en cuenta las opiniones y los intereses de los jóvenes, integrémoslos en la toma de decisiones, hagámosles sentir parte fundamental del proceso educativo e intentemos conseguir que poco a poco se empapen de conocimientos. Hagamos que desarrollen un gusto por la lectura y que consigan a través de ella pensar por sí mismos, que es a fin de cuentas la principal meta de la enseñanza.

## 6 CONCLUSIONES

Para finalizar este trabajo, me gustaría reiterar lo que ha supuesto cursar este Máster en Formación del Profesorado. Creo que estos estudios y la posibilidad de realizar unas prácticas han supuesto un cambio en mí misma en lo que se refiere a la forma de pensar, de trabajar, de coordinarse con otras personas, de innovar e incluso de buscar los materiales y las ideas que más tarde serán llevados al aula.

Para empezar, creo haber aprendido a entender los problemas y los cambios por los que pueden estar pasando los alumnos. Nuestros estudiantes no son aún adultos, pero tampoco son niños. Se encuentran en un momento de transición con numerosos cambios, y eso los hace temperamentales e impredecibles. He aprendido a entender esos cambios y a comprender los problemas o las dificultades por las que puedan estar pasando para así tratar de ayudarlos cuando sea necesario.

Además de esto, he aprendido a trabajar en equipo con otras personas, tanto en las asignaturas impartidas en la facultad como en el centro de prácticas. Creo firmemente que el trabajo en equipo es sumamente provechoso ya que como personas podemos empaparnos de los conocimientos de nuestros compañeros. Precisamente, eso es lo que me ha ocurrido a mí ya que he podido familiarizarme con nuevas formas de pensar; con nuevas visiones sobre la educación, el mundo, las personas, etc.; con nuevas ideas, materiales y dinámicas que innoven las prácticas de aula; etc.

Es decir, gracias a este máster, a las prácticas en el centro y al trato continuo con las personas que me rodeaban, he comprendido la importancia de todas las enseñanzas y los valores que nos ofrece la educación; de valorar nuevos puntos de vista; de ser abiertos de mente; de innovar y no quedarnos anclados en prácticas obsoletas; etc. Todo ello gracias a los profesores, compañeros y, en general, a todas las personas que forman parte de este máster, el cual, estoy segura, continuará formando a los futuros docentes que poco a poco transformarán y harán evolucionar la educación y, el mundo.

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## 8 ANEXO

La información que aparece a continuación hace referencia a distintos ejemplos de actividades relacionadas con lecturas, vocabulario, juegos, prácticas gramaticales, etc. así como un ejemplo de una tabla de registro para evaluar la realización de tareas dentro del aula y un cuestionario sobre los hábitos de lectura de los jóvenes.

- Extractos de lecturas (Propuesta de Innovación)

### *Divergent*

“Decades ago our ancestors realized that it is not political ideology, religious belief, race, or nationalism that is to blame for a warring world. Rather, they determined that it was the fault of human personality—of humankind’s inclination toward evil, in whatever form that is. They divided into factions that sought to eradicate those qualities they believed responsible for the world’s disarray.”

My eyes shift to the bowls in the center of the room. What do I believe? I do not know; I do not know; I do not know.

“Those who blamed aggression formed Amity.” The Amity exchange smiles. They are dressed comfortably, in red or yellow. Every time I see them, they seem kind, loving, free. But joining them has never been an option for me.

“Those who blamed ignorance became the Erudite.” Ruling out Erudite was the only part of my choice that was easy.

“Those who blamed duplicity created Candor.” I have never liked Candor.

“Those who blamed selfishness made Abnegation.” I blame selfishness; I do.

“And those who blamed cowardice were the Dauntless.”

But I am not selfless enough. Sixteen years of trying and I am not enough. My legs go numb, like all the life has gone out of them, and I wonder how I will walk when my name is called.

“Working together, these five factions have lived in peace for many years, each contributing to a different sector of society. Abnegation has fulfilled our need for selfless leaders in government; Candor has provided us with trustworthy and sound leaders in law; Erudite has supplied us with intelligent teachers and researchers; Amity

has given us understanding counselors and caretakers; and Dauntless provides us with protection from threats both within and without. But the reach of each faction is not limited to these areas. We give one another far more than can be adequately summarized. In our factions, we find meaning, we find purpose, we find life.”

***Harry Potter and the Deathly Hallows: The Tale of the Three Brothers***

"There were once three brothers who were travelling along a lonely, winding road at twilight. In time, the brothers reached a river, too deep to wade through, and too dangerous to swim across. However, these brothers were learned in the magical arts, and so they simply waved their wands, and made a bridge appear across the treacherous water. They were halfway across it, when they found their path blocked by a hooded figure, and it was Death. He was angry that he had been cheated out of three new victims, for travelers usually drowned in the river. But Death was cunning. He pretended to congratulate the three brothers upon their magic, and said that each had earned a prize for being clever enough to evade him.”

"So, the oldest brother, who was a combative man, asked for a wand more powerful than any in existence. A wand that must always win battles for its owner. A wand worthy of a wizard who had conquered Death. So, Death had crossed to an Elder Tree on the banks of the river, fashioned a wand from a branch that had hung there, and gave it to the oldest brother.”

"Then the second brother, who was an arrogant man, decided that he wanted to humiliate Death still further, and asked for the power to recall others from Death. So, Death picked up a stone from the riverbank and gave it to the second brother, and told him that the stone would have the power to bring back the dead.”

"Finally, Death turned to the third brother. A humble man, he asked for something that would enable him to go forth from that place without being followed by Death. And so it was that Death reluctantly handed over his own Cloak of Invisibility.”

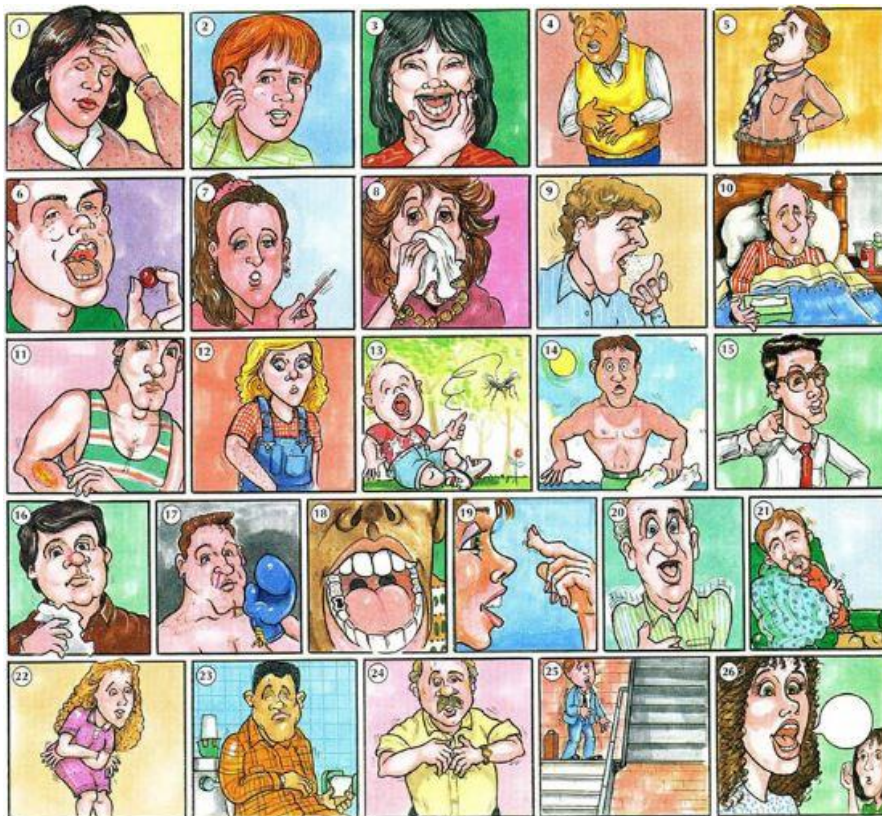
"In due course, the brothers separated, each for his own destination. The first brother travelled for a week or more, and, reaching a distant village, sought out a fellow wizard, with whom he had a quarrel. Naturally with the Elder Wand as his weapon, he could not fail to win the duel that followed. Leaving his enemy dead upon the floor, the oldest brother proceeded to an inn, where he boasted of the powerful wand which he had

snatched from Death himself and of how it made him invincible. That very night, another wizard crept upon the oldest brother as he lay wine-sodden upon his bed. The thief took the wand, and, for good measure, slit the oldest brother's throat. And so, Death took the first brother for his own."

"Meanwhile, the second brother journeyed to his own home, where he lived alone. Here, he took out the stone which had the power to recall the dead, and turned it thrice in his hand. To his amazement and delight, the figure of the girl he had once hoped to marry, before her untimely death, appeared at once before him. Yet she was sad and cold, separated from him as though by a veil. Though she had returned to the mortal world, she did not truly belong there, and suffered. Finally, the second brother, driven mad by hopeless longing, killed himself, so as to truly join her. And so, Death took the second brother for his own."

"But though Death searched for the third brother for many years, he was never able to find him. It was only when he had attained a great age that the youngest brother finally took off the Cloak of Invisibility, and gave it to his son. And then, he greeted Death as an old friend, went with him gladly, and, as equals, they departed this life."

- Ejercicio de vocabulario



- Juego: Bingo (Hoja para los estudiantes)

## **THE FUTURE!**

Student's name	Student's name	Student's name	Student's name
Student's name	Student's name	Student's name	Student's name
Student's name	Student's name	Student's name	Student's name

- Juego de producción oral: Follow the Picture



- Revisión de gramática: Kahoot!

We use the Future Continuous L

18

Kahoot!

Skip  
0  
Answers

▲
for actions in progress at a certain time in the future

◆
for fixed arrangements or plans

●
none

■
both

- Instrumento de evaluación: Tabla de registro para evaluar la realización de tareas

	SÍ	NO	ALGUNAS VECES
Presta atención y capta tanto la información general como los pequeños detalles en distintas audiciones			
Participa activamente en conversaciones, debates, simulaciones, etc.			
Realiza las lecturas de pequeños fragmentos de texto dentro del aula			
Realiza las lecturas de capítulos de obras completas fuera del aula para la posterior participación en los debates			
Produce redacciones de distintos tipos y temáticas dentro del aula			
Utiliza el vocabulario y la gramática correctamente			
Pronuncia correctamente			
Respeto las culturas de otros países			
Utiliza responsablemente los recursos de los que dispone			
Muestra respeto y tolerancia por sus compañeros			
Valora, analiza y respeta nuevos puntos de vista y formas de pensar			

• Cuestionario: Hábitos de lectura

<p><b>1. ¿Te gusta leer al margen de las lecturas académicas?</b></p> <p>Sí <input type="checkbox"/></p> <p>A veces <input type="checkbox"/></p> <p>Depende <input type="checkbox"/></p> <p><b>2. ¿Por qué te gusta leer?</b></p> <p>Es una forma de escapar de la realidad <input type="checkbox"/></p> <p>Me permite conocer nuevas culturas <input type="checkbox"/></p> <p>Me permite conocer nuevas formas de actuar y de pensar <input type="checkbox"/></p> <p>Me entretiene <input type="checkbox"/></p> <p>Ayuda a ampliar vocabulario <input type="checkbox"/></p> <p><b>3. ¿Con qué frecuencia sueles leer?</b></p> <p>Todos los días <input type="checkbox"/></p> <p>Una o dos veces por semana <input type="checkbox"/></p> <p>Alguna vez al mes <input type="checkbox"/></p> <p>Casi nunca <input type="checkbox"/></p> <p>Nunca <input type="checkbox"/></p> <p><b>4. ¿Cuáles son tus temas preferidos?</b></p> <p>Misterio <input type="checkbox"/></p> <p>Terror <input type="checkbox"/></p> <p>Fantasía <input type="checkbox"/></p> <p>Aventuras <input type="checkbox"/></p> <p>Romance <input type="checkbox"/></p> <p>Otros <input type="checkbox"/></p> <p><b>5. ¿Qué tipo de lectura prefieres?</b></p> <p>Poesía <input type="checkbox"/></p> <p>Novelas <input type="checkbox"/></p> <p>Historias Cortas <input type="checkbox"/></p> <p>Comics <input type="checkbox"/></p> <p>Otros <input type="checkbox"/></p> <p><b>6. Indica cuáles son tus libros preferidos.</b></p>	<p><b>7. ¿Por qué motivo has leído tu último libro?</b></p> <p>Estudios <input type="checkbox"/></p> <p>Entretenimiento <input type="checkbox"/></p> <p>Curiosidad <input type="checkbox"/></p> <p>Para realizar una consulta <input type="checkbox"/></p> <p>Cultura <input type="checkbox"/></p> <p><b>8. ¿En qué idioma sueles leer?</b></p> <p>Español <input type="checkbox"/></p> <p>Inglés <input type="checkbox"/></p> <p>Francés <input type="checkbox"/></p> <p>Otros <input type="checkbox"/></p> <p><b>9. ¿En verano, lees más o menos que durante el resto del año?</b></p> <p>Más <input type="checkbox"/></p> <p>Igual <input type="checkbox"/></p> <p>Menos <input type="checkbox"/></p> <p><b>10. En la actualidad, ¿ lees más o menos que años atrás?</b></p> <p>Más <input type="checkbox"/></p> <p>Igual <input type="checkbox"/></p> <p>Menos <input type="checkbox"/></p> <p><b>11. ¿Cuál es la causa de que leas menos?</b></p> <p>No tengo tiempo <input type="checkbox"/></p> <p>Demasiadas tareas a realizar <input type="checkbox"/></p> <p>No considero la lectura una actividad importante <input type="checkbox"/></p> <p>No me gusta leer <input type="checkbox"/></p> <p><b>12. ¿Crees que tu gusto por la lectura irá en aumento con los años?</b></p> <p>Sí <input type="checkbox"/></p> <p>Tal vez <input type="checkbox"/></p> <p>No lo creo <input type="checkbox"/></p>
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