



## **PART B DE LA PROVA: EXERCICI DE CARÀCTER PRÀCTIC**

### **CASE 1: Radio Project**

#### **Context**

You work at a public one-form-entry school in a town of 4.000 inhabitants. The 5th grade class has 22 pupils with a wide range of English proficiency levels. Some are confident and expressive, while others are shy or struggle with pronunciation. One pupil has been diagnosed with dyslexia and there is a late incomer student with poor English communicative abilities. This learning situation takes place during the 3rd term of the school year.

All classrooms have a computer, loudspeakers and an interactive digital board. The school has a wifi network and it is equipped with a set of trolleys with student laptops which can be taken in the classroom whenever needed. All teachers and students have access to an online learning environment.

#### **Task**

You are asked to design a **learning situation** based on an English **radio project**. Your proposal must include:

1. **Objectives and purpose** of the project, focusing on real-life communication and improving listening and speaking skills in English.
2. A series of **structured learning activities** involving students in the creation, recording, and broadcasting of radio content.
3. The adaptation of **assessment criteria, key knowledge, and learning descriptors**, taking into account the characteristics of the group.
4. Inclusive measures following the **Universal Design for Learning (UDL)** framework.
5. A clear **methodological approach**: teacher role, groupings and time planning.
6. Competency-based **assessment** tools.
7. The use of **digital tools** for recording, editing, and publishing radio shows.



**Conselleria d'Educació  
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Cos: Mestres

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Illa: Menorca

You must develop the learning situation based on these **criteria**:

2.1. Expressar oralment textos breus i senzills, prèviament preparats, sobre assumptes quotidians i de rellevància per als alumnes, utilitzant de forma guiada recursos verbals i no verbals, i usant formes i estructures bàsiques i d'ús freqüent pròpies de la llengua estrangera.

2.3 Seleccionar, organitzar i aplicar de forma guiada coneixements i estratègies per preparar i produir textos adequats a les intencions comunicatives, les característiques contextuals i la tipologia textual, usant, amb ajuda, recursos físics o digitals en funció de la tasca i les necessitats de cada moment.

3.1 Planificar i participar en situacions interactives breus i senzilles sobre temes quotidians, de rellevància personal i pròxims a la seva experiència, a través de diversos suports, secundant-se en recursos com ara la repetició, el ritme pausat o el llenguatge no verbal, i mostrant empatia i respecte per la cortesia lingüística i l'etiqueta digital, així com per les diferents necessitats, idees i motivacions dels interlocutors.