

- To plan what is to be taught and assessed.
- To know and analyse the methods used when teaching foreign languages.
- To select, create and elaborate teaching strategies, kinds of activities and materials for class.
- To command the resources needed to design didactic units for English classes in Primary Education.
- To make didactic use of the new technologies in the classroom as well as other resources (routines, games, formats, songs, etc.) which let students learn and use English in the same context.
- To be able to manage a mixed-ability group using strategies, materials and didactic skills adequate for different levels in the classroom and that lead to motivate learners.
- To analyse our English mistakes.
- To show a positive attitude and interest towards English.
- To be used to planning, carrying out and evaluating students' language learning.
- To promote both the development of oral language and written production, paying special attention to resorting to new technologies.

TEMARI

ENGLISH LANGUAGE

1. Time, tense and the verb.
 - 1.1. Present simple and present continuous.
 - 1.2. Past simple and past continuous.
 - 1.3. Past simple and present perfect simple.
 - 1.4. Past perfect simple and past simple.
 - 1.5. Future time: will and to be going to.
2. Modal auxiliaries: present and past.
 - 2.1. Should.
 - 2.2. Must.
 - 2.3. Have to.
 - 2.4. Can and could.
 - 2.5. May and might.
3. Question formation.
 - 3.1. Yes/No questions.
 - 3.2. "Wh" questions.
4. Adjectives
 - 4.1. Comparative.
 - 4.2. Superlative.

5. Gerunds and infinitives.
6. Relative clauses.
 - 6.1. Defining relative clauses.
 - 6.2. Non-defining relative clauses.
7. Conditional sentences.
 - 7.1. First conditional.
 - 7.2. Second conditional.
 - 7.3. Third conditional.
8. The passive voice: present, past and future.
9. Reported speech.

ENGLISH DIDACTICS

1. The area of the foreign language in the curriculum.
 - 1.1. Criteria to be reflected in the curricular project of the centre.
 - 1.2. Criteria for the sequence and the temporization of the contents and aims.
 - 1.3. Choice of the methodology to use in the exercises of learning and evaluating.
2. Competences and basic skills: LOE.
 - 1.1. The basic skills.
 - 1.1.1. Speaking. A typology of speaking activities.
 - 1.1.2. Writing. Approaches to the teaching of writing.
 - 1.1.3. Reading. Graded readers and storytelling. Different ways to teach reading.
 - 1.1.4. Listening. Songs, rhymes and chants.
 - 1.1.5. Grammar and vocabulary.
 - 1.2. The eight competences.
 - 1.2.1. Linguistic and audiovisual competence.
 - 1.2.2. Cultural and artistic competence.
 - 1.2.3. Management of information and digital competence.
 - 1.2.4. Mathematical competence.
 - 1.2.5. Learning-to-learn competence.
 - 1.2.6. Autonomy and initiative.
 - 1.2.7. Knowledge and interaction with the world.
 - 1.2.8. Social and citizenship competence.
 - 1.3. English competences.
 - 1.3.1. Communicative competence:
 - 1.3.1.1. Oral competence.
 - 1.3.1.2. Written competence.
 - 1.3.1.3. Audiovisual competence.
 - 1.3.2. Plurilingual and multicultural competence.

1.3.3. Literature competence.

3. Materials and resources.

3.1. Types of materials and resources for Primary.

3.2. Selecting and producing materials.

3.3. World Wide Web.

4. Evaluation and assessment.

4.1. Types of evaluation and assessment.

4.2. What, why and when to evaluate.

4.3. Reinforcement and extension activities as a source of assessment.

METODOLOGIA

The course aims to develop participants' confidence and competence in using English for teaching purposes and to raise awareness of teaching activities and materials relevant to the teaching of young learners. There is an emphasis on group and pair work, but there is also a programme of individual work and feedback.

Physical Education university students will have 2 hours a week devoted to part one of the syllabus, i.e., English language. The other two will be seminars for only half the class on English didactics, having a more practical outline.

As far as contents are concerned, students will be given practical and theoretical input, followed by experimental work. Both kinds of input will be complemented with tasks on teaching/learning experience, and which will lead to group discussion where participation will be essential. Besides, some individual output will be required.

Students are expected to perform different kinds of tasks (compositions, reading and listening comprehension exercises as well as grammar worksheets) and projects that could be adapted to their primary schools. The final task will be the elaboration of an activity within a didactic unit. At the end of the course there will be a final exam. Course attendance is not compulsory but highly recommended since students' oral participation is essential for their process of learning.

AVALUACIÓ

Course attendance is not compulsory, but highly recommended. Active participation during the course will be very much taken into consideration. Students can choose between continuous or final evaluation.

Continuous evaluation

The assessment will be based on the following tasks: an exam and a didactic unit. In order to pass the subject, both the written and the didactic unit must be passed independently.

- The exam (60% of the final mark) is to assess the student's knowledge of the subject. It will consist of four parts:
 - Grammar and vocabulary section based on exercises done in class (30%).
 - Listening comprehension (10%).
 - Writing section (10%).
 - Reading section (10%).
- The didactic unit (40% of the final mark) is to evaluate the ability to teach children English. It can be done individually or in group (at the most 3). It will be handed and presented in May (depending on the schedule). There will be two parts:
 - The paper itself: 5 sessions (20%). Students can choose between these topics: food, animals, human body, family, classroom, clothes, transport, jobs, sports, places, weather, music, holidays, countries and nationalities and hobbies.
 - The oral presentation (20%).
- Optional tasks: they will consist of 5 writings (5% added to the final mark). They must be handed in the following days (depending on the speciality):
 - 12th/13th February.
 - 26th /27th February.
 - 19th/20th March.
 - 16th/17th April.
 - 7th/8th May.

Final evaluation

- The exam is 100%.

Exams

MEF	01/06/09	16-18	2.01 S
	08/09/09	15-17	3.08 S

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Books about teaching English in Primary Education

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Cambridge Learner's Dictionary. Cambridge University Press.
Cambridge Advanced Learner's Dictionary. Cambridge University Press.
Diccionario Cambridge Klett Pocket, Español-Inglés / English-Spanish. Cambridge University Press.
Macmillan Essential Dictionary. Macmillan.
Shorter Oxford English Dictionary. Oxford University Press.
The Oxford English Dictionary. Oxford University Press.
Collins Spanish Dictionary. Collins.

Internet resources

Primary resources <http://www.primaryresources.co.uk/online/index.htm>.
Bry-Back Manor <http://www.bry-backmanor.org>.
One Stop English <http://www.onestopenglish.com>.
Learning Planet <http://www.learningplanet.com>.
Primary Games <http://www.primarygames.com/games.htm>.
Funschool <http://www.funschool.com>.
ESL Images www.esl-images.com.

Little Fingers www.littlefingers.com.

Enchanted Learning www.enchantedlearning.com/school.

Abcteach <http://www.abcteach.com>.

BBC Schools <http://www.bbc.co.uk/schools/>.

Homeschool portal [http:// www.sitesforteachers.com/](http://www.sitesforteachers.com/)

Centre de Recursos de Llengües Estrangeres [http:// www. xtec.es/ crle/05/05.htm](http://www.xtec.es/crle/05/05.htm)

Resources <http://www.webenglishteacher.com/>

Interactive exercises

Frankfurt International School <http://esl.fis.edu>

Grammar Aquarium <http://perso.wanadoo.es/autoenglish/freeexercises.htm>.

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<http://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm>.

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