



CEU

*Escuela Universitaria
de Magisterio*

UniversidadeVigo

Guía docente de Idioma Extranjero y su
Didáctica: Inglés
Curso: 2011-2012



1. DATOS INICIALES

Titulación	Maestro en Educación Primaria
Módulo	
Materia	Idioma Extranjero y su Didáctica: Inglés
Carácter (obligatoria, optativa)	Obligatoria
Curso	Tercero
Cuatrimestre (especificar 1º/2º)	Segundo
Profesor	José Luis Saa Guimeráns
Despacho	Letra E
Horario de tutorías	
Correo electrónico	jlsaa@ceu.es

2. COMPETENCIAS

1	Capacity to work both individually and in a group
2	Good skill to look up words in the dictionary
3	Full understanding of the basic phonetic symbols
4	Basic skills to communicate in the elementary English language
5	Basic skills to write elementary-to-pre-intermediate texts in the English language
6	Oral comprehension of the elementary English language
7	Written comprehension of the elementary-to-pre-intermediate English language
8	An aptitude, in conclusion, to use the correct pronunciation and spelling in this language

3. OBJETIVOS DIDÁCTICOS

1	To get used to the correct pronunciation of the English language
2	To get used to the correct spelling of this foreign language
3	To acquire a basic vocabulary which enables our students to achieve the elementary-to-pre-intermediate use of the English language
4	To develop the four language skills, that is to say: Reading Comprehension, Listening Comprehension, Oral Comprehension, and Written Comprehension
5	To know the specific methodology of the English language, and to become familiar with some basic didactic resorts to teach it



4. CONTENIDOS

a) *Function and Notion*

- Formal and informal greetings.
- *Meeting people*: giving personal information about oneself and others.
- *The world of work*: jobs.
- *Take it easy*: leisure activities.
- *Where do you live?*: describing the parts of the house. Directions: telling the way.
- *Can you speak English?*: talking of languages and countries.
- *Then and now*: present actions/past actions.
- *How long ago?*: talking about past activities.
- *Food you like*: talking of likes and dislikes.
- *Bigger and better*: making comparisons.
- *Looking good*: describing people.
- *Life's an adventure*: talking about the weather and making suggestions.
- *How terribly clever!*: describing feelings.
- *Have you ever...?*: talking about experiences in our life. At the airport.

b) *Grammar points*

- Verb *to be*: affirmative form. Possessive adjectives.
- Verb *to be*: negative and interrogative forms. Short answers. The possessive case (Saxon genitive).
- The simple present tense of verbs.
- *There is/are. How many...?/How much...?* Prepositions. *Some/any*. Demonstratives: *this, that, these, those*.
- *Can/can't. Could/Couldn't. Was/were. Was born*.
- The simple past tense of verbs. Regular and irregular verbs. Time expressions. Construction with *ago*.
- Countable and uncountable nouns. *Do you like...?/Would you like...?* *Some and any. Much and many*.
- Comparatives and superlatives. *Have got*.
- Present continuous. *Whose is it?* Possessive pronouns.
- *Going to*. Infinitive of purpose.
- Question words.
- The present perfect tense. *Ever and never. Yet and just*. Present perfect tense/simple past tense.



c) Vocabulary

- Everyday objects. Numbers.
- Members of the family. Marriage. Friendship.
- Types of jobs.
- Leisure activities: hobbies.
- Furniture.
- Countries and nationalities. Languages.
- Food and drinks.
- Politics and science.
- Town and country.
- Music.
- Clothes.
- The weather.
- Sports.
- Means of transport
- Travelling: at the airport.

5. PLANIFICACIÓN Y METODOLOGÍA DOCENTE

	Horas presenciales	Horas de trabajo del alumno	Total horas alumno
Clases teóricas	30		30
Clases prácticas	30		30
Aprendizaje/actividad dirigida (individual)		30	30
Aprendizaje/actividad dirigida (en grupo)	15		15
Asesoría individual	6		6
Pruebas de evaluación	3		3
Revisión de exámenes	1		1
			115



Our classes will have both a theoretical and practical approach, although the practical one is going to really be the focus of our attention.

Sessions will be as active as possible, and the students will be asked to do many different types of tasks depending on the contents, skills or communicative functions required. According to this, the tasks will be done either in groups, pairs or just individually (a special interest will be taken in both Oral Expression and Listening Comprehension, the two linguistic skills which are usually neglected).

6. EVALUACIÓN DEL APRENDIZAJE

The evaluation is a way of obtaining precise information about the process of learning, which is useful for both the teacher and the student. As to this, the evaluation will be a formative, continuous and global process by means of which the teacher will measure the progress in the communicative competence of the student, that is to say, the progress in the oral and written expression and comprehension of the English language, valuing the student's work, his/her participation in the class as well as his/her attitude. Also class attendance will be compulsory (a maximum of 20% of non-attendance has been stipulated so that the student can keep his/her schooling rights as to this subject).

Finally, at the end of the course, the students will have to demonstrate their aptitude or level of knowledge by sitting for:

- a) a written examination
- b) an oral examination.

7. RECURSOS Y FUENTES DE INFORMACIÓN

Recursos y fuentes de información básica

BASIC BIBLIOGRAPHY

Liz and John SOARS (2008): *New Headway English Course ELEMENTARY (student's book)*. The third edition. Oxford University Press.

Liz and John SOARS (2008): *New Headway English Course ELEMENTARY (workbook without key)*. Oxford University Press.



Recursos y fuentes de información complementaria

RECOMMENDED BIBLIOGRAPHY

Any practical and comprehensive English grammar.

A good English dictionary:

- *Collins Spanish-English Dictionary.*
- *Oxford Elementary Learner's Dictionary.*
- Or any Oxford edition.
- ❖ Some other useful bibliography will be given along the course.