

## **COURSE INFORMATION**

Foreign Language (English)  
Degree: Degree in Physical Education Teaching  
Academic Year: 2009-2010  
Obligatory course: .2nd year  
Second semester: 2 days a week  
Credits: 4,5 credits

## **TEACHING STAFF**

Prof.: .1)Rocío Ramos Ramos; 2) Carmen M<sup>a</sup> Toscano Fuentes  
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Office hours  
Second Semester:  
Rocío Ramos Ramos  
Mondays: 9:00- 11:30.  
Wednesdays 10:00-11:30.  
Fridays: 9:30-11:30.

Carmen María Toscano Fuentes  
Tuesday: 17-20  
Wednesday: 16:30- 18:30

## **PROGRAMME**

### **1. DESCRIPTION**

Knowledge of the English language, including the four basic skills (writing, listening, reading and speaking). Didactic strategies and materials applied to foreign language teaching.

### **2. OBJECTIVES**

The study of different didactic strategies and use of appropriate materials to teach the English language.

### **3. TEACHING METHODOLOGY**

The course will include theoretical and practical sessions. The teacher will lecture the students on grammar, vocabulary and functions, and guide them through individual and team presentations. The teacher will encourage the students' participation in practical sessions. Oral and written comprehension as well as oral and written language production will be emphasized. Topics of discussion will favor the field of sports and fitness.

### **4. CONTENTS**

#### **TEMA 1: UNIVERSITY LIFE**

A. Vocabulary:

- People around you (best friend, acquaintance, classmate)
- Social language
- Describing towns and places
- Buildings on campus
- Academic language

B. Functions:

- Listening to people and meeting for the first time
- Interview another student
- Giving information about yourself and about your place of origin
- Asking for information
- Offering yourself to do something

C. Grammar:

- Revising present simple and present progressive. Forms and uses. Adverbs of frequency.
- Revising past simple and past progressive. Forms and uses. Past simple expressions.

## **TEMA 2: RISKY SPORTS**

A. Vocabulary:

- Expressions about risks and excitement
- Types of sports
- Sports facilities

B. Functions:

- Talking about frightening and exciting experiences
- Telling stories
- Creating words from base forms
- Comparing experiences

C. Grammar:

- Comparatives and superlatives
- Revising present perfect
- Revising the future

## **TEMA 3: RELATIONSHIPS**

A. Vocabulary:

- Physical appearance
- Family members
- Parts of the body
- Feelings
- Personality
- St. Valentine´s day

B. Functions:

- Describing people
- Expressing attitudes towards different situations and people
- Comparing people and things
- Making invitations
- Writing love stories

C. Grammar:

- Conditionals
- Comparatives (superiority, inferiority and equality)
- Verbs *like, dislike, love, hate, don´t mind, prefer*

## **5.- BIBLIOGRAFÍA.**

### **GENERAL**

#### **Grammar**

Alexander ,L.G (1997). *Longman English Grammar* London: Longman

Bolton, David & Goodey, (1996) *English Grammar in Steps*. London: Richmond.

Broughton, Geoffrey. *Penguin English Grammar A-Z Exercises*. London:Penguin, 1990.

Chalker, Silvia (1991). *Word by word*. London: Longman.

Eastwood, J. (2000). *Oxford Guide to English Grammar*. Oxford: Oxford University Press

Hewings, Martin. *Advanced Grammar in Use*. Cambridge: CUP, 1999.

Leech, G (1989) *An A-Z of English Grammar and Usage*. London: Longman

McCarthy, Michael. *English Vocabulary in Use*. Cambridge: CUP, 1996.

Murphy, R & Fernando García Clemente. *English Grammar in Use*. Cambridge: CUP, 2002.

Swan, M (1980) *Practical English Usage*. Oxford: O.U.P.

Thomas, B.J. *Intermediate Vocabulary*. London:Nelson, 1986.

Thomson, A.J. & A.V. Martinet (1960) *A Practical English Grammar*. Oxford: O.U.P.

Vince, Michael with Paul Emmerson. *Intermediate Language Practice: English Grammar and Vocabulary*. London: Macmillan, 2003.

---. *First Certificate Language Practice: English Grammar and Vocabulary*. London: Macmillan, 2003.

#### **Dictionaries**

-Diccionario bilingüe Español-Inglés/ English-Spanish. Se recomienda cualquier versión del diccionario de Collins.

#### **Didactics**

Brewster, J. et al. *The Primary English Teacher's Guide*. London: Penguin English, 1991.

Brumfit, C. et al. *Teaching English to Children. From Practice to Principle*. London: Collins ELT, 1991.

Celce-Murcia, M. (ed.). *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle, 2001.

Doff, A. *Teach English. A Training Course for Teachers*. Cambridge: CUP, 1988.

Field, J. *Skills and Strategies: Towards a New Methodology for Listening*. Oxford: OUP, 1998.

Hearn, I. and A. Garcés Rodríguez. *Didáctica del inglés para primaria*. Madrid: Pearson Education, 2003.

Reilly, V. and S. M. Ward. *Very Young Learners*. Oxford: OUP, 1999.

Retter, C. and N. Valls. *Bonanza. 77 English Language Games for Young Learners*. London: Longman, 1984.

Teeler, D. and P. Gray. *How to Use the Internet in ELT*. London: Longman, 2000.

Underwood, M. *Teaching Listening*. London: Longman, 1989.

Ur, P. *Teaching Listening Comprehension*. Cambridge: CUP, 1984.

------. *Five-minute Activities: A Resource Book of Short Activities*. Cambridge: CUP, 1993.

------. *A Course in Language Teaching*. Cambridge: CUP, 1996.

Vale, D. and A. Feunteun. *Teaching Children English. A Training Course for teachers of English to Children*. Cambridge: CUP, 1995.

Watryn-Jones, Peter. *Vocabulary Games and Activities for Teachers*. London: Penguin, 1993.

### **Specific**

Fonseca Mora, M<sup>a</sup> Carmen, *et alii*, *English for University Students I and II*. Huelva: Hooverand S.L., 2006.

Pérez Vides, Auxiliadora *et alii* *English for University Students III and IV*. Huelva: Hooverand S.L., 2007.

## **6. ASSESSMENT**

Students' performance will be assessed by means of the following criteria:

- Knowledge acquisition, ability to solve communicative problems, level of correction in the activities and homework.
- Class attendance and active participation.
- Students' interest in self-improvement concerning the four basic skills.
- Ability to work individually, in pairs and in groups.

### Evaluation tools:

- The teachers will create a personal file for every student in order to take note of their class performance (participation, attendance, level of interest, etc), punctual submission of activities and level of correction. Classroom diary: (15%).
- Final written exam which the students need to pass (65%).
- Portfolio focused on the pedagogical competence (20%).

**September:** Final exam (80%); portfolio (20%).