



## IDENTIFYING DATA

### Foreign Language 1: English

Subject	Foreign Language 1: English			
Code	P02G110V01406			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	2nd	2nd
Teaching language	English			
Department				
Coordinator	Lareo Martín, Inés			
Lecturers	Lareo Martín, Inés			
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Web				
General description	<p>1. The main aim of the subject is the one to reinforce the competitions of level B2-B1 of the *MECR in English tongue. By means of a methodology by projects.</p> <p>2. Acquisition of the different skills in English tongue.</p> <p>3. Identification of means through which the own student can improve their competitions to individual level.</p>			

## Training and Learning Results

Code	
A1	That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the secondary education general, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study.
A2	That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study.
A3	That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy.
B1	Know the aims, contents curriculares and criteria of evaluation of the Childish Education.
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B3	Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights.
B4	Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them.
B5	Reflexionar In group on the acceptance of norms and the respect to the other. Promote the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values in the first infancy.
B6	Know the evolution of the language in the first infancy, know identify possible dysfunctions and look after his correct evolution. Tackle with efficiency situations of learning of tongues in contexts multiculturales and multilingual. Express oralmente and by writing and dominate the use of different technical of expression.
B7	Know the educational implications of the technologies of the information and the communication and, in particular, of the television in the first infancy.
B8	Know foundations of dietary and childish hygiene. Know foundations of early attention and the bases and developments that allow to comprise the psychological processes, of learning and of construction of the personality in the first infancy.
B9	Know the organisation of the schools of childish education and the diversity of actions that comprises his operation. Assume that the exercise of the educational function has to go perfecting and adapting to the scientific changes, pedagogical and social along the life.
B10	Act like orientador of mothers and parents in relation with the familiar education in the period 0-6 and dominate social skills in the deal and relation with the family of each student and with the group of the families.

- B11 Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.
- B12 Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres.
- C5 Know promote the acquisition of habits around the autonomy, the freedom, the curiosity, the observation, the experimentation, the imitation, the acceptance of norms and of limits, the symbolic and heuristic game.
- C6 Know the pedagogical dimension of the interaction with the equal and the adults and know promote the participation in collective activities, the cooperative work and the individual effort.
- C8 Know inform to other professional specialists to tackle the collaboration of the centre and of the teacher in the attention to the special educational needs that pose .
- C13 Analyse and incorporate of critical form the most notable questions of the current society that affect to the familiar and school education: social and educational impact of the audiovisual languages and of the screens; changes in the relations of gender and \*intergeneracionales; multiculturalidad and interculturalidad; discrimination and social inclusion and sustainable development.
- C21 Know work in team with other professionals of inside and out of the centre in the attention to each student, as well as in the planning of the sequences of learning and in the organisation of the situations of work in the classroom and in the space of game, identifying the peculiarities of the period 0-3 and of the period 3-6.
- C22 Attend the needs of the students and transmit security, tranquility and affection.
- C28 Know international experiences and examples of practices of innovative in childish education.
- C29 Value the importance of the work in team.
- C30 Participate in the preparation and follow-up of educational projects of childish education in the frame of projects of centre and in collaboration with the territory and with other professionals and social agents.
- C40 Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects.
- C41 Boost experiences of initiation to the technologies of the information and the communication.
- C42 Know the curriculum of tongue and lectoescritura of this stage as well as the theories on the acquisition and development of the corresponding learnings.
- C43 Favour the capacities of speech and of writing.
- C44 Know and dominate technicians of oral expression and written.
- C45 Know the oral tradition and the folklore.
- C46 Comprise the step of the oralidad to the writing and know the different registers and uses of the tongue.
- C47 Know the process of learning of the reading and the writing and his education.
- C48 Face situations of learning of tongues in multilingual contexts.
- C49 Recognise and value the suitable use of the verbal language and no verbal.
- C50 Know and use properly resources for the animation to the reading and to the writing.
- C51 Purchase literary training and especially know the childish literature.
- C52 Be able to boost a first approximation to a foreign tongue.
- C54 Know and use songs to promote the auditory education, rhythmical and vowel.
- C55 Know use the game like didactic resource, as well as design activities of learning based in principles
- C56 Elaborate didactic proposals that boost the perception and musical expression, the skills motrices, the drawing and the creativity.
- C57 Analyse the audiovisual languages and his educational implications.
- C59 Purchase a practical knowledge of the classroom and of the management of the same.
- C60 Know and apply the processes of interaction and communication in the classroom, as well as dominate the skills and necessary social skills to boost a climate that facilitate the learning and the convivencia.
- C61 Control and do the follow-up of the educational process and, in particular, of education and learning by means of the command of technicians and necessary strategies.
- C62 Relate theory and practical with the reality of the classroom and of the centre.
- C63 Participate in the educational activity and learn to know do, acting and reflexionando from the practice.
- C64 Participate in the proposals of improvement in the distinct fields of performance that can establish in a centre.
- C65 Regulate the processes of interaction and communication in groups of students of 0-3 years and of 3-6 years.
- C66 Know forms of collaboration with the distinct sectors of the educational community and of the social surroundings.
- D1 Capacity of analysis and synthesis
- D2 Capacity of organisation and planning
- D3 oral and written Communication
- D4 Knowledge of foreign tongue
- D5 Knowledge of computer
- D6 Capacity of management of the information
- D7 Resolution of problems
- D8 Takes of decisions
- D9 Work in team
- D10 Work in an international context
- D11 Skills in the interpersonal relations
- D12 Recognition of the diversity and multiculturalidad
- D13 critical Reasoning
- D14 ethical Commitment

D15 autonomous Learning
D16 Adaptation to new situations
D17 Creativity
D18 Leadership
D19 Knowledge of other cultures and habits
D20 Initiative and spirit emprendedor
D21 Motivation by the quality
D22 Sensitivity by environmental subjects

**Expected results from this subject**

Expected results from this subject	Training and Learning Results	
1- understand the main ideas of a speech when this is clear and normal and treats daily subjects of the personal and educational fields.		C22 D1 C29 D3 C43 D4 C44 D7 C46 D9 C48 D11 C49 D13 C52 D17 C57 D20 C60
2- Understand the main idea of films, podcasts, radio or television programmes that treat current subjects or subjects of personal or professional interest, when they are pronounced slowly and clearly.	B7	C29 D1 C41 D2 C48 D3 C49 D4 C52 D5 C57 D6 D7 D9 D10 D11 D15 D16 D17
3-understand texts written in daily language or related to the work.		C29 D1 C41 D2 C43 D3 C44 D4 C48 D5 C57 D6 D7 D9 D10 D15 D16 D19
4- Comprise the description of events, feelings and wishes in personal letters.		C43 D1 C44 D3 C48 D4 D6 D7 D10 D11 D15 D16 D19
5- Know develop in almost all the situations that present him when it travels to where speaks this tongue.		C28 D3 C43 D4 C44 D6 C48 D7 C49 D8 C52 D10 D11 D12 D16 D19

6- Can participate spontaneously in a conversation that treat daily subjects of personal interest or that they are pertinent for the daily life (for example: family, fans, work, trips and current events).		C6 C29 C43 C44 C48 C49 C52 C57	D3 D4 D6 D11
7- Can talk in English, fluently and with confidence, subjects of interest for students of children education.		C43 C44 C48 C49 C52 C57	D3 D4 D6 D7 D8
8- Know build sentences of simple form with the end to describe experiences and facts, as well as his dreams, hopes and ambitions.		C43 C44 C48 C49 C57	D1 D3 D4 D13 D17
9-Can explain and justify briefly their opinions and projects.	A3	C6 C43 C44 C48 C49 C57	D1 D2 D3 D4 D6 D8 D13 D17
10- Know how to narrate a history or tell the plot of a book or film, being able to describe their reactions.		C43 C44 C48 C49 C57	D1 D3 D4 D7 D8 D9 D13 D17
11- Be able to write simple texts and very structured on subjects that are him known or of personal interest. Can write personal letters that describe experiences and impressions.		C43 C44 C48 C49 C57	D1 D2 D3 D4 D6 D11 D17

12-Develop strategies of autonomous learning and of cooperative work. Favour the analysis and the observation of the own processes of learning with the end of \*innovar and improve the educational work and the practices of classroom.

A1	B1	C5	D1
A2	B2	C6	D8
A3	B3	C8	D9
A4	B4	C13	D15
A5	B5	C21	D17
	B6	C22	D18
	B7	C28	D20
	B8	C29	D21
	B9	C30	D22
	B10	C40	
	B11	C41	
	B12	C42	
		C45	
		C46	
		C47	
		C49	
		C50	
		C51	
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		C65	
		C66	

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13- Know forms and means to continue and enrich his own cultural training and linguistic.

A5	B7	C8	D1
	B12	C13	D2
		C21	D3
		C63	D4
		C64	D6
		C66	D8
			D9
			D13
			D14
			D15
			D16
			D17
			D18
			D19
			D20
			D21

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14- Develop some desirable affective attitudes towards the foreign language. Stimulate, for example, solidarity and cooperation with the others, interest and tolerance to the different, security in the own communicative competence, and a vision of the foreign language as a cultural media and no simply as another subject.

B1 C5 D4  
 B2 C6 D9  
 B3 C8 D12  
 B4 C13 D13  
 B5 C21 D14  
 B6 C22 D17  
 B7 C28 D18  
 B8 C29 D19  
 B9 C30 D20  
 B10 C40 D21  
 B11 C41 D22  
 B12 C42  
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## Contents

Topic	
Linguistic aspects.	a) Lexical, grammar, semantic, pragmatic, phonological correction, homophony, graphemes and phonemes of the English tongue. b) Learning to learn of autonomous way.
Sociolinguistic aspects: the linguistic markers of social relations, the norms of courtesy, the expressions of popular wisdom, differences of register.	a) Present to others: physical appearance, personality, familiar and labour surroundings. b) Express tastes and preferences. c) Schedule activities.
discourse aspects: order sentences in function of the natural sequence, relations of cause and effect (or vice versa), and speech structure; order the speech in function of thematic organisation, coherence and cohesion.	a) Prepare effective presentations. b) Read and draft small compositions. c) Narrate an event. d) Explain the argument of a book or of a film. And) Do and attend a telephone call. f) Look for or explain the way to go to a place. G) Go shopping, rent a house. h) Travel, take a train or an aeroplane. l) Other subjects of interest for the development of the life of the students.
Intercultural aspects: daily life, personal relations, values, beliefs and attitudes, body language, social conventions, ritual behaviour.	a) daily life. b) The personal relations. c) Values, beliefs and attitudes. d) Body language, social conventions and ritual behaviours.
Verbal strategies used to improve communication	Repetition, paraphrases, use of general words, approximation, explanation, application of help. Use of words as "joker" or "filling".

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0.5	1.5
Problem solving	19	37	56
Debate	15	30	45
Presentation	15	30	45
Objective questions exam	2	0	2
Oral exam	0.5	0	0.5

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Introductory activities	Presentation of the matter (Group To): aims, contents, assessment criteria, etc. Realisation of a survey of analysis of needs to detect the previous English knowledge and discover the interests and motivation of the students.
Problem solving	In the face-to-face sessions classes will consist in practical exercises of oral understanding (dialogues, songs and fragments of films) and writing (reading of different texts related to cultural subjects). Use of videos and recordings related to the subjects treated as well as important methodological resources. For the hours of personal work, the students will have to make the necessary exercises to improve their English level.
Debate	The face-to-face sessions will be made with the B groups and will centre in activities of oral expression: role-games, global simulations and personal presentations and/or professional, debates in groups. For the hours of personal work, the students will have to make the grammar exercises recommend in the bibliography and work with the vocabulary that will be put at their disposal in the Moovi platform.
Presentation	The face-to-face sessions will be made with the B groups and will centre in activities of written expression as small compositions, or other exercises. Understanding and oral expression, through videos, debates and of exhibitions of projects. For the hours of personal work, the students will have to do their written projects and their presentations of works for their classmates. Also they will have to do the necessary grammar exercises to improve their English level.

### Personalized assistance

#### Methodologies Description

Presentation	Autonomous and supervised work. The personalised attention will carry out in the office 115 (or in the virtual office 1354) during the office hours. It is indispensable to request appointment via email. During the schedule of office hours that the teacher will detail in the introductory session of the course. The students will have to make an appointment with the teacher inside this schedule and through the email. In these office hours the students will be able to resolve doubts regarding the presentations, do suggestions and reinforce with the teacher practical aspects of the subject. Also it will be able to contact with the teacher through videoconference or of the email.
Problem solving	Autonomous student activity/individual or group presentations/authorised classroom work. Personalised attention will be given in office 115 or in the remote campus office 1354 during office hours. It is essential to request an appointment via e-mail to attend to the office hours, that the teacher will detail in the introductory session of the course. Students must make an appointment with the teacher during these hours by e-mail. In these tutorials, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. It will also be possible to contact the teacher via videoconference or email, through moovi or the remote campus.
Debate	Supervised work/student's autonomous activity/individual or group presentation. Personalised attention will be given in office 115 or in the remote campus office 1354 during office hours. It is essential to request an appointment via e-mail to attend to the the office hours, that the teacher will detail in the introductory session of the course. Students must make an appointment with the teacher during these hours and by e-mail. In these sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the subject with the teacher. It will also be possible to contact the teacher via videoconference or email, through moovi or the remote campus.

### Assessment

	Description	Qualification	Training and Learning Results
Problem solving	The teacher will collect in class the results of several oral and written activities. The aim is to obtain samples of the students' evolution and to verify their attendance at the face-to-face sessions (5).  Exposition 3 (20). In groups of 3 or 4, performance of a sketch or short play selected by the teacher.	25	B11 C29 D3 C44 D4 C48 D7 C63 D8 D15 D16 D17

Presentation	Exposition 1 (20). In pairs they will present a topic assigned at the beginning of the course and of interest to the students and the subject. A written summary of the points of interest of this presentation must be submitted to the teacher.	40	A1	B11	C6	D1
			A2		C13	D2
			A3		C21	D3
			A4		C22	D4
			A5		C29	D5
	Exposition 2 (20). Students will individually present a topic of their choice following the guidelines set out by the teacher at the beginning of the course.				C41	D6
					C43	D7
					C44	D8
					C46	D9
					C49	D10
					C52	D11
					C55	D13
					C57	D15
					C59	D16
					C63	D17
						D19
Objective questions exam	A test with grammar questions. Or, if the whole class prefers, there is also the possibility of changing this test by a Karaoke contest. It consist of a tasks in which students in pairs should record a 2-minute video performing a song. The whole class will be the jury.	20	A1		C43	D3
			A2		C44	D4
			A3		C48	D8
					C49	D15
					C57	
Oral exam	In order to pass the course, an oral test will be required in which comprehension and oral expression will be assessed (15 points). The oral test will consist of a 5-minute talk in English with the teacher on topics of interest found in the compulsory tales and film.	15	A3		C44	D1
					C45	D2
					C46	D3
					C48	D4
					C49	D15
					C51	D19
					C52	

### Other comments on the Evaluation

#### OTHER WAYS:

In case of absence of the teacher, the tasks and contents may be addressed online. Tutorials will be held in the office. It is necessary to make a previous appointment via e-mail in the office 115 or in the remote campus office 1354.

**BOOKS FOR USE IN THE CLASSROOM** Latham-Koenig, Christina and Oxenden, Clive (2017) English File Intermediate student's book. Third edition. Oxford: OUP. Work will be done mainly with this book in addition to other materials. **COMPULSORY READING BOOKS FOR THE ORAL EXAM** Donaldson, Julia (2010). **One Ted falls out of bed.** London: Macmillan children's books. Burnet, Carol (1987). **The Mice and the cat.** Oxford: OUP.

#### COMPULSORY FILM FOR THE ORAL EXAM

Werner, Peter (2008). **FRONT OF THE CLASS.**

#### ASSESSMENT:

The assessment of students' learning during the semester will be continuous and will be used to regulate and supervise the students's work. In order to take the continuous assessment, it is necessary to complete the presentations, hand in the work and take the final exam, which will take place on the dates set by the Faculty for the second term exams. Those dates can be consulted on the faculty website in the academic organisation section ([www.fcced.webs.uvigo.es](http://www.fcced.webs.uvigo.es)).

**THE USE OF AUTOMATIC TRANSLATORS IS STRICTLY FORBIDDEN.** The use of automatic translators in assignments, as well as the direct copying of information from the internet, will result in the loss of the right to the continuous assessment and to sit any other exam in the same year.

The final grade of each student will be the result of a number of weighted marks obtained throughout the course. Within the percentage of the assignments and presentations, a part will be assigned for the degree of phonetic correction of the student. Attendance, participation and collaboration in class activities, the completion of practical exercises, and the preparation and submission of assignments will be positively assessed. Work may only be handed in in the form and on the date indicated.

In order to add up all the marks obtained during the course, it is necessary to do all the tasks during the continuous assessment.

1. Students who are unable to attend classes, but who wish to take advantage of continuous assessment, may do so as long as they make the presentations on the dates assigned by the teacher. Changes must be made by swapping with classmates.



## Globalassessment

All students, whether they attend class or not, have the right to be assessed by means of an exam or as established in the teaching guide (unless they have used translators to do their homework). The dates will be the ones set by the Faculty for the second term exams, which can be consulted on the faculty website in the academic organisation section ([www.fcced.webs.uvigo.es](http://www.fcced.webs.uvigo.es)). Students will have to do a written part and an oral part. To pass the subject, students should obtain at least 37 points from the 75 devoted to the written test. This test will include four parts: listening comprehension (15), reading comprehension (15) grammar (30) and writing (15). If you have more than 37 points in this written part, you can take the oral test. It will be assessed with 25 points. The test will consist of a 10-minute conversation on the film and the stories proposed in the bibliography. This material will be made available to students at the beginning of the course on the Moovi platform and in the library.

### SECOND CHANCE

If the subject has not been passed in the first exam, the competences not acquired will be assessed in July. Then students will have the full mark (100%). The test will consist of listening, reading, writing and grammar exercises (75%) and a 10-minutes oral test (25%). Students will have to talk in English with the teacher about didactic aspects or interesting points of the film and the compulsory tales. In order to pass the subject, it is necessary to obtain at least 37 points in the written part, out of 75. This opens the possibility to take the oral test (25). The test will consist of a 10-minute conversation on the film and the stories proposed in the bibliography.

The date of the exam can be consulted on the faculty website ([www.fcced.webs.uvigo.es](http://www.fcced.webs.uvigo.es)). In case of confinement, the test will be held online and the exam will consist of 4 oral parts, with a score of 25 points each. Three of the exercises will be communicated to the student during the exam and the fourth will be devoted to the oral test about the compulsory readings and films.

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## Sources of information

### Basic Bibliography

Barnett, Carol, **The mice and the cat**, OUP, 1987

Donaldson, Julia, **One Ted falls out of bed**, Macmillan children's books, 2010

Latham-Koenig, Christina; Oxenden, Clive, **English File intermediate Student's book with keys 3rd edition**, 3, OUP, 2017

Werner, Peter, **Front of the class**, 2008

### Complementary Bibliography

Chris Redston, Gillie Cunningham and Jan Bel, **face2face for Spanish speakers**, CUP, 2005

Hashemi, Louise, **English Grammar in Use: Supplementary exercises with answers.**, CUP, 2004

Herbert Puchta and Jeff Stranks, with Richard Carter and Peter Lewis-Jones, **English In Mind (For Spanish Speakers) level 1**, 2, CUP, 2010

Herbert Puchta and Jeff Stranks, with Richard Carter and Peter Lewis-Jones, **English In Mind (For Spanish Speakers) level 2**, 2, CUP, 2010

Klippel, Friederike, **Keep talking. Communicative activities for language teaching**, CUP, 1984

Leech, Geoffrey, **An A-Z of English Grammar and Usage**, Longman, 2001

Murphy, Raymond, **English Grammar in Use: a self-study referente and practice book for intermediate students, with answers.**, CUP, 2004

Murphy, Raymond, **Essential Grammar in Use: gramática básica de la lengua inglesa.**, CUP, 2000

Oxford, **Diccionario visual español-inglés-francés-alemán**, OUP, 1996

Redman, Stuart and Ruth Gairns, **Test your English Vocabulary in Use.**, CUP, 2006

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## Recommendations

### Subjects that continue the syllabus

Foreign language learning: English/P02G110V01501

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### Subjects that it is recommended to have taken before

Communication: Spanish language/P02G110V01101

Communication: Galician language/P02G110V01201

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## Other comments

In this matter the levels B2 and B1 of the Common European Frame of Reference for the Tongues will be consolidated. Although some aspects of the initial levels will be revised, it is necessary to have at least a B1 to follow the class. Students can reinforce the knowledge of the language and improve their level through courses in the Official language school, the UNED, the Language Centre of the University of Vigo.