



Primary Essentials

Mgr. Lenka Nováková
E-moderátor
2012

Co je Primary Essentials?

Kurz **Teaching English – Primary Essentials** je kurz určený učitelům anglického jazyka, kteří pracují s Young Learners, tedy dětmi a žáky ve věku 7-11 let



E-learning

- Kurz probíhá on-line z pohodlí domova, s vlastním počítačem, který má připojení k internetu.
- Pro práci není třeba žádné speciální aplikace, veškeré komponenty je možné si stáhnout přímo z prostředí MOODLE, ve kterém se pracuje
- Účastníci mohou pracovat kdykoliv, nejsou stanoveny žádné přesné časy, kdy musí být u svého počítače

Úvodní stránka Primary Essentials

BRITISH COUNCIL TeachingEnglish

Home Introduction First steps Songs and games Learning styles Syllabus and lesson planning Classroom management Help & Support

Login

Username


Password

[Lost password?](#)

TeachingEnglish — Primary Essentials

Welcome to TeachingEnglish — Primary Essentials! This online course is for English teachers currently working with young learners, approximately between the ages of 7 to 11.

It is an introductory level course but would also be useful for more experienced teachers who are new to teaching this age group.



Main Menu

- Privacy policy
- Site news
- References
- Free software and Internet browsers
- Open plenary forum

Useful sites

Join these British Council learning communities to get access to great resources for you and your learners.

- TeachingEnglish
- LearnEnglish
- LearnEnglish Kids

[Course objectives](#)

After you have logged on, use the top menu to access the course materials.

You are not logged in. ([Login](#))

Co se dozvíte v úvodu

- Kde se na stránkách přihlásit (username, password)
- Jaké je hlavní menu
- Zda máte nějaké zprávy
- Informace o studiu (Course Objectives)
- Další odkazy na stránky BC
- Jaké moduly jsou součástí kurzu

Course objectives

- **Úvodní modul, 5 hlavních modulů rozdělených na kratší sekce)**
- First steps in teaching children
- Songs and games
- Learning styles
- Syllabus and lesson planning
- Classroom management

Module 1 Introduction

Module 1 - Introduction

Learning online is not quite the same as working face-to-face, so establishing some guidelines for this environment is a good idea. Where can you go for help? How can you navigate around this website? What is the best way to interact with the other trainees and with the moderator (trainer)?

This module will answer the questions and help ensure you have a successful and enjoyable course.

There are eight sections in this module:

1. Introduction
2. Personalising your settings
3. Getting to know the other participants
4. Ways of interacting
5. Technical requirements
6. Finding your way around
7. Reflective journal
8. Help and support



Approximately 3 hours, including discussion activities and your first reflective journal entry.

Module 2 First steps

s

Module 2 - First steps in teaching children

What are the characteristics of children learning English at different ages? How can we direct our teaching towards the needs and expectations of our students?

In this module you will explore a variety of factors which influence the way we plan and deliver lessons at primary levels.

There are seven sections in this module:

1. Teaching children
2. Teaching a second language - is younger better?
3. What do young learners need?
4. Defining a young learner
5. What are the implications for teaching?
6. Activities
7. Rounding up



 Approximately 6 hours, including discussion activities. It is divided into several shorter sections.

Module 3 Songs and Games

Module 3 - Songs and games

Songs and games have always held a unique place in children's learning. Why is this so and what value do they have for young learners' development? Are games just for fun or is there a more focused reason to include them in our lessons?

In this module we will discuss these questions and look at how to set up and manage songs and games.

There are nine sections in this module:

1. Why songs and games?
2. Types of songs and rhymes
3. Adapting songs and rhymes
4. Final points about songs
5. Games - what and why?
6. Purpose, organisation and materials
7. Language focus and involvement
8. Songs, rhymes and games - things to avoid
9. Rounding up



Approximately 6 hours, including discussion activities. It is divided into several shorter sections

Module 4 Learning Styles

Module 4 - Learning styles

This module explores differences between learners and considers different learning styles.

Learners have different ways in which they prefer to take in information and these often broadly relate to the senses they prefer to use. Knowing about these learning styles will help you plan lessons that take your learners' needs into account.

There are six sections in this module:

1. How do we learn
2. Whole brain learning
3. Learning styles and the implications for teaching
4. Learning styles in the classroom
5. Multi-sensory learning - VAK
6. Rounding up



 Approximately 6 hours, including discussion activities. It is divided into several shorter sections.

Module 5 Syllabus and lesson planning

Module 5 - Syllabus and lesson planning

In this module we look at the different approaches and methods that can be followed for producing a syllabus.

The syllabus gives us an outline of the work that must be covered for the year. The syllabus itself is broken down into individual lessons. Clear aims and objectives provide an overall framework for each lesson.

The next step is to look at the detail of how the lesson will work. Unfortunately there is no precise formula for writing a lesson plan! However, there are guiding principles which make lesson planning more effective.

There are eight sections in this module:

1. Syllabus and curriculum: what's the difference?
2. What does a syllabus look like?
3. Influences on the syllabus
4. More syllabus types
5. Is there a best approach?
6. From curriculum to lesson plan
7. In the classroom
8. Rounding up



Picture of a primary student

 Approximately 6 hours, including discussion activities. It is divided into several shorter sections.

Module 6 Classroom management

Module 6 - Classroom management

Classroom management is the process of ensuring classes run smoothly and the results of disruptive behaviour are minimised. It is arguably the most difficult part of teaching young learners, and the most important.

This module looks at the issues of classroom management from the use of the children's first language, dealing with disruptive behaviour and managing your time and classroom.

There are nine sections in this module:

1. What is classroom management?
2. L1 or not L1?
3. Classroom interaction patterns and organisation
4. Classroom control and discipline
5. Out of control?
6. Time management
7. Rapport
8. Classroom management
9. Rounding up



Approximately 6 hours, including discussion activities. It is divided into several shorter sections.

Co budu umět, až dokončím kurz

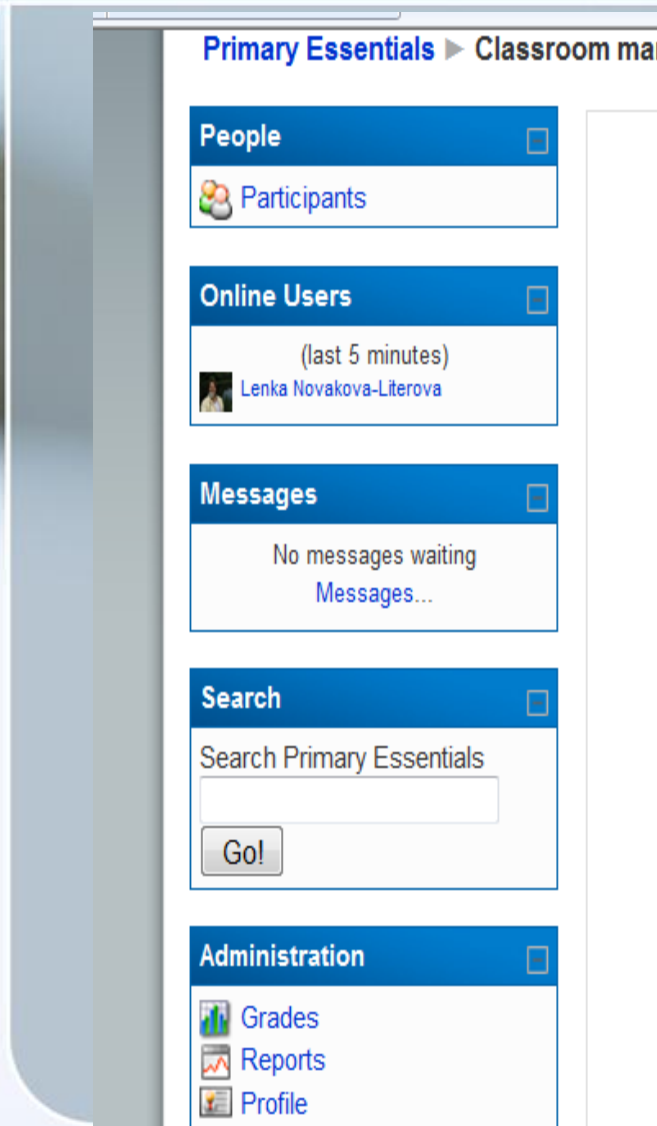
- identify some of the key issues associated with teaching English to children
- identify different techniques for using songs and games to enhance children's learning
- understand how different learning styles affect the way we learn and identify different techniques for exploiting different learning styles
- define how lesson planning is linked to syllabus and curriculum and explain how the curriculum can define what you teach and how you teach
- identify a variety of classroom management factors which affect the learning conditions of your classroom.

Jak se v moodlu pracuje 1.?

- Všechny části mají stejnou strukturu
- Moduly jsou rozděleny v horní liště následovně

Rozkliknutím položky hlavního menu se dostanete do podsložek, které pak samostatně studujete

Jak se v moodlu pracuje 2.?



- **Na hlavní stránce vlevo vidím mj:**
- můžu se podívat do seznamu spolužáků
- vidím, kdo je on-line
- zkontroluji si zprávy
- vyhledávač hesel

Různé typy úkolů - FORUM

- Při studiu se setkáte s různými typy cvičení a úkolů


3


Getting to know the other participants

Now you have created your profile, you need to introduce yourself to the other participants. Click on the *Introductions* forum below and tell us about yourself. In addition to the usual details (i.e. your name, where you study or work, etc.), tell us:

- what you like most and least about your job/study at the moment
- a website that best highlights your favourite hobby
- why you are doing this course

Word length: approx. 100 - 200 words

 Don't forget to come back to this forum over the next few days, responding to others' postings as appropriate.

 [Forum - Introductions](#)

- Podle zadání zapíšete do fóra úkol

FORUM

- Po rozkliknutí úkolu se objeví následující stránka, kde je znovu popsáno, co se očekává

Introductions

Help us get to know you. Click on *Add a new discussion topic* below and give your thread the subject "Introducing myself". In addition to the usual details (i.e. your name, where you study or work, etc.), tell us:

- what you like most and least about your job/study at the moment
- a Web site that best highlights your favourite hobby
- why you are doing this course

Word length: approx. 100 - 200 words

💡 Use the *Reply* button to respond to existing forum postings (or "threads"). NB: The *Reply* button is only visible when you are actually in the discussion thread - you can't see it on this screen.

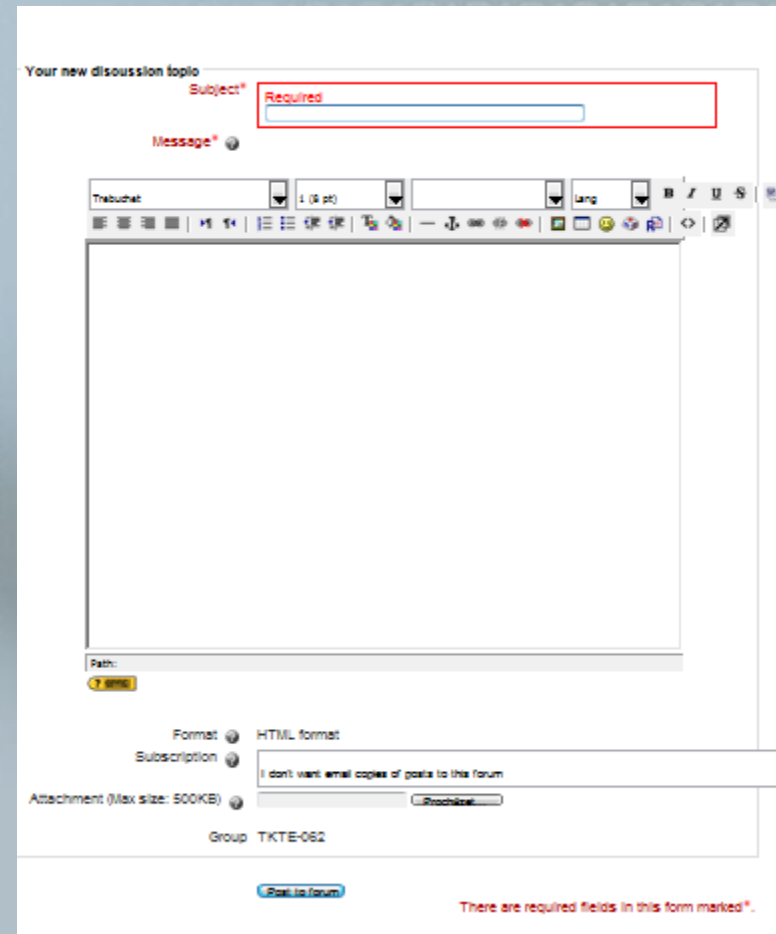
💡 Make sure you use questions to find out more and clarify anything you don't understand.

💡 Check this forum regularly so you can discuss ideas and share your experience with your peers.

Add a new discussion topic

FORUM

- Po kliknutí na *Add a new discussion topic* můžete začít psát
- Do fóra můžete nahrát dokument
- Po dopsání text uložíte kliknutím na *Post to forum*



The screenshot shows a web browser window displaying a forum post creation form. The browser's address bar shows the URL "http://www.ck12.org/forums/". The form is titled "Your new discussion topic" and includes the following elements:

- A "Subject" field with a red border and the text "Required" above it.
- A "Message" field with a rich text editor toolbar (including options for font, size, bold, italic, link, etc.) and a large text area below it.
- A "Path:" field with a dropdown menu.
- A "Format" dropdown menu set to "HTML format".
- A "Subscription" dropdown menu set to "I don't want email copies of posts to this forum".
- An "Attachment (Max size: 500KB)" field with a "Browse" button.
- A "Group" dropdown menu set to "TKTE-062".
- A "Post to forum" button at the bottom.

At the bottom right of the form, there is a red note: "There are required fields in this form marked*."

Různé typy úkolů – POLL, QUIZ

- Poll je hlasování na zadané téma, kvíz se rozklikne a dle zadání splní

The importance of play


'In play, the child always behaves beyond his average age, above his daily behaviour. In play, it is as if he were a head taller than himself.' said Vygotsky

How do you feel about this statement? Do you agree or disagree? [Give your opinion in the poll.](#)

 [Poll - The importance of play](#)

End of module 3 quiz


Review the main factors in using songs and games in class. [Take the end of module quiz.](#)


 [Quiz - End of Module 3 Quiz](#)

Různé typy úkolů - ASSIGNMENT

- Tento úkol znamená, že dle zadání vypracujete written assignment a vložíte ho do systému

Module 5 Written assignment

 In this assignment you need to choose one of the approaches that we have discussed in this module and then try to use it in your class. It does not have to be for the whole lesson; it could be for just fifteen minutes or so. Write 500 words which should include the following information:

 This is an assessed task. [Read the assessment criteria and see an example of a pass level assignment »](#)

Introduction (50-100 words)

Which approach did you choose? Why? Do you anticipate any problems?

Explanation of how you incorporated the approach into your lesson (200-300 words)

Please make sure that this is quite detailed, so that another teacher can understand your instructions. What specific language/ skill did you use it for? Which class did you use it with? Explain the stages of the lesson where this approach was used.

Learner reaction (50-100 words)

Did your learners like the approach? Did you feel that they learnt something?

Reflection (50-100 words)

Různé typy úkolů - WIKI

- WIKI je spolupráce celé skupiny, kdy na jednom úkolu pracují všichni
- Po rozkliknutí úkolu se objeví tabulka, která se pomocí tlačítka EDIT upravuje a doplňuje

Why games?

If young learners see English as something that has to be done, and when the class is over they are happy that they can run and play with their friends, it is likely that little learning will take place in the classroom.


So what can we do as teachers? Does there have to be any distinction between learning and fun?

Read the short text under *Why games?* before adding your ideas to the wiki.

 [Why games?](#)

 [Wiki - Why games?](#)

Finally, tell us what you think in the forum.

 [Forum - The games we play](#)



Další možnosti práce v Moodle

- Dokumenty ve formátu pdf ke stažení a prostudování, odkazy na související témata

Activities

In this section we look at a variety of activities for young learners, starting with the Total Physical Response technique.

TPR - Total Physical Response

What is TPR? Why is it such a good technique to use with young learners? Every decision we make in the classroom should be an informed one i.e. we should always be clear as to why we are using a particular technique and at what stage of the lesson it is best employed. So what are the *whys*, *whens* and *hows* of TPR? [Read more and watch the video »](#)



Read the resource below.

- [Songs, rhymes and games: things to avoid](#)



Když mám problém

- Pokud se objeví technický problém nebo problém studijního rázu, je řešen je s moderátorem nebo ostatními účastníky v těchto fórech

4

Help and support



You can use these discussion forums at any time during your studies.

- For questions about any of the **activities** or **pedagogic issues**, go to the *Plenary forum*.
- For **troubleshooting** help and technical problems, use the *Technical support forum*.
- Use the **social forum** for stuff that's not related to the course and just to relax with your peers.

Check these forums regularly so you can stay in contact with your peers and support each other.



[Plenary forum - Module 3](#)



[Technical support forum - Module 3](#)



[The social forum - Module 3](#)

Závěrem

- Kurz je velmi přehledný
- Moderátor je ve studijním čase k dispozici, informuje o časovém harmonogramu, hodnotí a motivuje
- Studium probíhá v klidu domova a přesto v interakci s ostatními