

### DETAILS OF THE SUBJECT

**Title:** INGLÉS INSTRUMENTAL III

**Code:** 100540

**Degree/Master:** GRADO DE ESTUDIOS INGLESES

**Year:** 2

**Name of the module to which it belongs:** FORMACIÓN BÁSICA

**Field:** IDIOMA MODERNO A

**Character:** BASICA

**Duration:** FIRST TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:** moodle

### TEACHER INFORMATION

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

Instrumental I and II passed

#### Recommendations

None specified.

### SKILLS

|      |  |
|------|--|
| CB3  | Knowledge of a foreign language (English).   |
| CB11 | Ability to work in an international context.   |
| CB12 | Recognition of diversity and interculturality.   |
| CB13 | Capable of self-assessment   |
| CB14 | Adapt to new situations.   |
| CB15 | Creativity.  |
| CB16 | Knowledge of other cultures and customs.   |
| CB17 | Motivation for quality, professional ambition and entrepreneurship.  |
| CU1  | Accredit the use and mastery of a foreign language.  |
| CE1  | Ability to communicate in spoken and written English.  |
| CE2  | Ability to understand English-language discourse.  |
| CE7  | Ability to locate, manage, use and manipulate information in databases, other computer tools and the Internet. |

|      |  |
|------|--|
| CE8  | Ability to respect diversity and multiculturalism resulting from exposure to different linguistic and cultural varieties related to English. |
| CE9  | Ability to cooperate and collaborate in the process of learning the English language as a channel of international communication.            |
| CE14 | Ability to transfer English content to and from the native language (Spanish).   |
| CE47 | Capable of oral and written expression and comprehension in the modern language.   |
| CE51 | Ability to distinguish between different theoretical/critical approaches to the same problem.  |

## OBJECTIVES

The main goal of this course is to help students improve their communicative competence in English according to the B1+/B2 level established by the Common European Framework of Reference (CEFR). At B1+ / B2 (upper-intermediate) level, students are expected

(a) to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization;

(b) interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either part; and

(c) produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. As for the different language skills, these are the competences students will be required to develop at this level:

(1) Listening. Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. In addition, they can understand most TV news and current affairs programmes, as well as the majority of films in standard dialect.

(2) Reading. Students can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. They can understand contemporary literary prose.

(3) Spoken interaction. Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining their views.

(4) Spoken production. Students can present clear, detailed descriptions on a wide range of subjects related to their field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

(5) Writing. Students can write clear, detailed texts on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can also write letters highlighting the personal significance of events and experiences.

## CONTENT

### 1. Theory contents

Unit 1: A Global Language [September 2015]

- Function: social interaction
- Grammar: the English verb system
- Listening: educational varieties
- Reading: the owners of English

Unit 2: A Changing World [September-October 2015]

- Function: agreeing and disagreeing
- Grammar: repeated actions and states in the present and in the past
- Listening: changing human habits
- Writing: How different are your habits from your family routines?

Unit 3: Crime and Law [October 2015]

- Function: making offers, accepting and refusing offers
- Grammar: conditionals
- Listening: presumption of innocence
- Debate: real-life crimes

#### Unit 4: Legends and Stories [October-November 2015]

- Function: expressing surprise
- Grammar: narrative verb forms (past perfect continuous); relative sentences (defining, non-defining and reduced)
- Pronunciation: sentence stress
- Reading: book reviews

#### Unit 5: Ecological Issues [November 2015]

- Function: giving opinions
- Grammar: comparing; future verb forms
- Listening: ecological footprints
- Writing strategies: comparing places, people or things
- Pronunciation: linking words and contractions

#### Unit 6: Social Codes and Conventions [December 2015]

- Function: interrupting politely
- Grammar: modal verbs
- Reading: codes through the ages
- Debate: manners in different countries
- Pronunciation: sounding polite

## 2. Practical contents

Both theoretical and practical contents have been detailed in the previous section

## METHODOLOGY

### General clarifications on the methodology and methodological adaptations for part-time students

The methodology of this course in English will be student-centred and aimed at enhancing students' language skills (listening, reading, spoken interaction, spoken production and writing), creativity and self-confidence in using English to communicate with native and nonnative speakers of the language, in both speaking and writing. Therefore, students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the teacher, and contribute to the whole learning process in a wide range of individual, pair and group activities. The approach to English learning will be communicative, functional and pragmatic, and so the English language will be not merely an object to be subjected to theoretical scrutiny, but a genuine vehicle of communication and a tool of knowledge to access interesting interdisciplinary subjects which are absolutely relevant in today's world. So as to expose students to as much relevant input as possible, English will be the common language of classroom management and communication.

### Face-to-face activities

| Activity                         | Large group | Medium group | Total     |
|----------------------------------|-------------|--------------|-----------|
| <i>Assessment activities</i>     | 6           | 2            | 8         |
| <i>Debates</i>                   | 6           | 2            | 8         |
| <i>Group work (cooperative )</i> | 6           | 6            | 12        |
| <i>Listening Activities</i>      | 7           | 1            | 8         |
| <i>Reading Activities</i>        | 8           | 1            | 9         |
| <i>Text analysis</i>             | 6           | 2            | 8         |
| <i>Writing Activities</i>        | 6           | 1            | 7         |
| <b>Total hours:</b>              | <b>45</b>   | <b>15</b>    | <b>60</b> |

## Not on-site activities

| Actividad           | Total |
|---------------------|-------|
| Exercises           | 45    |
| Group work          | 15    |
| Self-study          | 30    |
| <b>Total hours:</b> | 90    |

## WORK MATERIALS FOR STUDENTS

Exercises and problems  
Manual of the subject - *Face2face upper-intermediate*

## EVALUATION

| Skills                   | Tools      |                        |                 |            |               |
|--------------------------|------------|------------------------|-----------------|------------|---------------|
|                          | Final exam | Grammar and vocabulary | Listening tests | Oral tests | Writing tests |
| CB11                     |            |                        |                 | X          |               |
| CB12                     | X          | X                      | X               | X          | X             |
| CB13                     | X          | X                      | X               | X          | X             |
| CB14                     | X          |                        | X               | X          | X             |
| CB15                     | X          | X                      | X               | X          | X             |
| CB16                     | X          | X                      | X               | X          | X             |
| CB17                     | X          | X                      | X               | X          | X             |
| CB3                      | X          | X                      | X               | X          | X             |
| CE1                      | X          | X                      | X               | X          | X             |
| CE14                     | X          | X                      | X               | X          | X             |
| CE2                      |            |                        | X               | X          |               |
| CE47                     | X          | X                      | X               | X          | X             |
| CE51                     | X          |                        |                 |            |               |
| CE7                      | X          | X                      |                 |            |               |
| CE8                      | X          | X                      | X               | X          | X             |
| CE9                      | X          | X                      | X               | X          | X             |
| CU1                      | X          | X                      | X               | X          | X             |
| <b>Total (100%)</b>      | 60%        | 10%                    | 10%             | 10%        | 10%           |
| <b>Minimum grade.(*)</b> | 5          | 5                      | 5               | 5          | 5             |

(\*) Minimum grade necessary to calculate the average

**Minimum score to eliminate content and period of validity for partial qualifications:** *Students are required to get at least 5 out of 10 points for every single skill to pass the subject. Positive grades for every assessment item will be acknowledged as valid until July/September exams.*

### General clarifications on evaluation and methodological adaptation for part-time students:

Part-time students are kindly requested to notify the teacher of the reasons why they cannot attend classes, so that

the lecturer provides for the appropriate procedures to assess the oral skills (speaking & spoken interaction) and direct observation based on class attendance.

**Value of attendance in the final grade:** *None*

**Qualifying criteria for obtaining honors:** *The distinction «Matrícula de Honor» will be awarded to students getting at least 9 points out of 10. No more than 5% of the students that make up the official class group will be awarded such a recognition.*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

#### 1. Basic Bibliography:

- Redston, Chris and Cunningham, Gillie. Face2Face. Upper-Intermediate. Student's Book. Cambridge: CUP, 2009.
- Tims, Nicholas and Bell, Jan. Face2Face. Upper-Intermediate Workbook. Cambridge: CUP, 2007.
- Huddleston, Rodney and Pullum, Geoffrey K., A Student's Introduction to English Grammar, Cambridge: CUP, 2005.
- Hancock, Mark. English Pronunciation in Use. Cambridge: CUP, 2003.
- Murphy, Raymond. English Grammar in Use. Cambridge: CUP, 2004.

#### 2. Further reading:

Here are a few useful sites:

- <http://learnenglish.britishcouncil.org/en/>
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <http://www.bbc.co.uk/podcasts/worldservice>
- <http://learnenglish.britishcouncil.org/en/listen-and-watch>
- <http://www.podcastsinenglish.com/index.shtml>
- <http://learningenglish.voanews.com/>
- <http://www.esl-lab.com>

### 2. Further reading:

None.

## COORDINATION CRITERIA

- Common evaluation criteria
- Delivery date job
- Selection of common competencies

## SCHEDULE

| <b>Period</b>       | <b>Activity</b>       |          |                           |                      |                    |               |                    |
|---------------------|-----------------------|----------|---------------------------|----------------------|--------------------|---------------|--------------------|
|                     | Assessment activities | Debates  | Group work (cooperative ) | Listening activities | Reading activities | Text analysis | Writing activities |
| <i>1# Fortnight</i> | 1                     | 1        | 2                         | 1                    | 1                  | 0             | 1                  |
| <i>2# Fortnight</i> | 1                     | 1        | 2                         | 1                    | 1                  | 1             | 0                  |
| <i>3# Fortnight</i> | 1                     | 1        | 1                         | 1                    | 1                  | 1             | 2                  |
| <i>4# Fortnight</i> | 1                     | 1        | 1                         | 1                    | 2                  | 1             | 1                  |
| <i>5# Fortnight</i> | 1                     | 1        | 1                         | 1                    | 1                  | 2             | 1                  |
| <i>6# Fortnight</i> | 1                     | 1        | 1                         | 1                    | 1                  | 1             | 1                  |
| <i>7# Fortnight</i> | 1                     | 1        | 2                         | 1                    | 1                  | 1             | 0                  |
| <i>8# Fortnight</i> | 1                     | 1        | 2                         | 1                    | 1                  | 1             | 1                  |
| <b>Total hours:</b> | <b>8</b>              | <b>8</b> | <b>12</b>                 | <b>8</b>             | <b>9</b>           | <b>8</b>      | <b>7</b>           |