

## TEACHING GUIDE

## DETAILS OF THE SUBJECT

Title (of the subject): **IDIOMA MODERNO I: INGLÉS**

Code: 100582

Degree/Master: **GRADO DE FILOLOGÍA HISPÁNICA**

Year: 1

Name of the module to which it belongs: FORMACIÓN BÁSICA

Field: IDIOMA MODERNO

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform: moodle.uco.es

## TEACHER INFORMATION

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## REQUIREMENTS AND RECOMMENDATIONS

**Prerequisites established in the study plan**

None.

**Recommendations**

None specified.

## SKILLS

CB1	Ability to consolidate and expand, from prior learning, the basic content of the materials Degree
CB2	Mastery of the basic resources of oral and written communication.
CB5	Mastery of the skills needed to broaden the opportunities for autonomous learning.
CB6	Ability to apply the knowledge acquired in the professional setting.
CB9	Ability to recognise and accept gender diversity and multiculturalism, and to act according to the values ??of a culture of peace and democratic values.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE10	Knowledge of agreements and collaboration with foreign centres to exchange experiences and learning and foster a spirit of participation.
CE11	Ability to undertake work related to language consultancy and correctness, book management and programmes to promote reading in libraries.

## OBJECTIVES

- To reinforce level A1 of the Common European Framework of Reference, by revising the grammatical contents and developing the discursive and pragmatic competences that correspond to this level, and to start learning the contents and developing the competences that correspond to level A2 of the Common European Framework of Reference.

- To be able to use the main grammatical, lexical and communicative elements in the English language in order to communicate and exchange information in a simple way.

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- To be able to understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type.
- To be able to introduce him/herself and others and to ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- To be able to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## CONTENT

### 1. Theory contents

#### Grammar

- To be: Present Simple and Past Simple
- Possessive adjectives
- Have got
- Possessive 's
- Present Simple
- Frequency adverbs
- Subject and object pronouns
- Past simple
- Regular and irregular verbs in Past Simple
- Can/can't, could/couldn't
- There is/there are
- How much...? and How many...?
- Some, any, a
- Present Continuous
- Infinitive of purpose
- Comparatives and superlatives
- Imperatives
- Should/shouldn't
- Questions with like
- Be going to
- Might

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### Vocabulary

- Jobs
- Plurals and plural nouns
- This, that, these, those
- Adjectives and the use of very, really, quite, too
- Family
- The time
- Prepositions of place
- Daily routines
- Free time activities
- Days and dates
- Things you like and don't like; verb + -ing
- Food and drinks
- Countable and uncountable nouns
- Life events
- Weekend activities
- The internet
- Mobile phones and TVs
- Articles: a, an and the
- Places in a town
- Rooms and things in a house
- Shopping
- Work
- Adjectives and adverbs
- Types of transport
- Outdoor and holiday activities
- Natural places and animals
- Verb patterns

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- Verb phrases

- Frequency expressions
- Appearance and character
- New Year's resolutions
- Studying
- Asking for and giving directions
- Collocations
- Big and small numbers

### 2. Practical contents

#### Reading comprehension

- To understand short and simple texts about different topics.

#### Written production

- To write sentences and short texts about oneself, other people, everyday objects and places, and familiar topics.

#### Oral production

- To produce simple phrases about people and places.
- To describe people and what they do.
- To ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

## METHODOLOGY

### General clarifications on the methodology. (optional)

Students will have to use the chosen textbook (face2face, Elementary, Student's Book, CUP). In addition, they will be provided with some extra material in class.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students who cannot attend classes on a regular basis will have to communicate their condition to the teacher at the beginning of the course (during the first two weeks). These students are required to follow the same assessment criteria, so they will have to make all the different tasks proposed in class.

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### Face-to-face activities

Activity	Large group	Medium group	Total
Grammatical explanation and exercises	12	-	12
Listening comprehension exercises	3	6	9
Reading comprehension exercises	10	3	13
Speaking activities	3	6	9
Vocabulary explanation and exercises	12	-	12
Writing activities	5	-	5
<b>Total hours:</b>	45	15	60

### Not on-site activities

Activity	Total
Exercises	45
Self-study	45
<b>Total hours:</b>	90

## WORK MATERIALS FOR STUDENTS

Exercises and problems  
PowerPoint presentations  
Textbook

### Clarifications:

The textbook will be face2face, Elementary, Student's Book (CUP), which will be used as the main reference and source for course materials.

## EVALUATION

Skills	Tools					
	Grammar and vocabulary	Listening tests	Oral tests	Reading tests	Writing tests	Writing activities
CB1	x	x	x	x	x	x
CB2			x		x	x
CB5	x	x	x	x	x	x
CB6			x			
CB9			x			
CE10			x			
CE11	x	x		x		
CU1	x	x	x	x	x	x
CU2	x			x		
<b>Total (100%)</b>	<b>30%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
<b>Minimum grade.(*)</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*) Minimum grade necessary to pass the subject

Method of assessment of attendance:

Regular attendance along with active participation in class will have a positive effect on the final mark.

General clarifications on instruments for evaluation:

Students need to get a pass in each of the assessment tools in order to pass this subject.

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Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students attending regularly and part-time students will be assessed following the same criteria:

- Writing activities during the course: 10%.
- Listening test: 15%.
- Writing test: 15%.
- Oral test: 15%.
- Final exam (including grammar and vocabulary, and reading tests): 45%.

Qualifying criteria for obtaining honors: Students will be awarded this recognition when getting at least 9 points out of 10. No more than 5% of the students enrolled in this course will be awarded such a recognition.

¿Hay exámenes/pruebas parciales?: No

## BIBLIOGRAPHY

### 1. Basic Bibliography:

#### Textbook

- Redston, C. and G. Cunningham. face2face, Elementary, Student's Book. Cambridge: CUP, 2014.

#### Grammar and Vocabulary

- Oxenden, C., C. Latham-Koenig, and P. Seligson. New English File, Elementary, Student's Book. Oxford: OUP, 1997.
- Murphy, R. Essential Grammar in Use: A Reference and Practice Book for Elementary Students of English. Cambridge: CUP, 2002.
- Murphy, R. Essential Grammar in Use: A Self-Study Reference and Practice Book for Elementary Students of English. Cambridge: CUP, 2002.
- Beaumont, D. The Heinemann Elementary English Grammar. Oxford: Heinemann, 1993.
- Vince, M. Elementary Language Practice with Key: English Grammar and Vocabulary. Oxford: Macmillan Heinemann, 2003.
- Swan, M. The Good Grammar Book with Answers: A Grammar Practice Book for Elementary to Lower-Intermediate Students. Oxford: OUP, 2001.

### 2. Further reading:

#### Dictionaries

- Collins Dictionary: <http://www.collinsdictionary.com/dictionary/english-spanish>
- Merriam-Webster Dictionary: <http://www.merriam-webster.com/>
- Oxford Dictionaries: <http://www.oxforddictionaries.com>

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- Cambridge Dictionary: <http://www.dictionary.cambridge.org>

### COORDINATION CRITERIA

- Common evaluation criteria
- Performing activities

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.