

## TEACHING GUIDE

### DETAILS OF THE SUBJECT

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

Code: 102584

Degree/Master: **GRADUADO/A EN GESTIÓN CULTURAL POR LA UNIVERSIDAD DE CÓRDOBA**

Year: 1

Name of the module to which it belongs:

Field: IDIOMA MODERNO

Character: BASICA

ECTS Credits: 6

Face-to-face classroom percentage: 40%

Online platform: moodle.uco.es

Duration: FIRST TERM

Classroom hours: 60

Non-contact hours: 90

### TEACHER INFORMATION

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### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

### SKILLS

CB1	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CB2	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB3	Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
CG2	Knowledge of the standard and coherent, correct and appropriate usage of the foreign language, orally and in writing.
CU1	To accredit the use and proficiency of a foreign language.

### 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.
- To be able to understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type.



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- 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>	<b>45</b>	<b>15</b>	<b>60</b>

### Not on-site activities

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

## 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	x
CB2			x			x	x
CB3			x	x			x
CG2	x	x	x	x	x		
CU1	x	x	x	x	x	x	x
<b>Total (100%)</b>	<b>30%</b>	<b>15%</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>	<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.

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:



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



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### 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.