

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **IDIOMA MODERNO III: INGLÉS**

Code: 100592

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

Year: 2

Name of the module to which it belongs: FORMACIÓN BÁSICA

Field: IDIOMA MODERNO

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <http://moodle.uco.es/moodlemap/>

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

Having passed 'Idioma Moderno I: Inglés' and 'Idioma Moderno II: Inglés'.



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COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

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

The main objective of this course is to make students achieve a degree of competence in English corresponding to the B1.1 level (intermediate) of the Common European Framework of Reference (CEFR). The focus will be on the five different skills: written comprehension (reading), oral comprehension (listening), written expression (writing), oral expression (speaking), and oral interaction. When reaching the B1.1 level the student will be able to:

- enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current affairs);
- use a wide range of simple language to deal with most situations likely to arise whilst travelling;
- briefly give reasons and explanations for opinions, plans and actions;
- give descriptions on a variety of familiar subjects and describe an event (real or imagined) in writing and speaking;
- describe dreams, hopes and ambitions;
- convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.

CONTENT

1. Theory contents

Grammar

- Question forms
- Positive and negative verb forms, words and phrases
- *Be able to, be supposed to, be allowed to*, modal verbs (1)
- Present Continuous and Present Simple
- Present Perfect Simple: experience, unfinished past and recent events
- Present Perfect Continuous and Present Perfect Simple
- Past simple and Past Continuous; *used to*
- Past Perfect
- Making comparisons: comparatives, superlatives, *(not) as ... as*, etc.
- The future: *will, be going to*, Present Continuous
- First conditional and future time clauses
- Zero conditional; conditionals with imperatives and modal verbs; *in case*



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COURSE DESCRIPTION

Vocabulary

- Weekend activities
- Likes and dislikes
- Adjectives (1): feelings prepositions with adjectives
- Collocations (1): work
- Food and ways of cooking
- Sleep; gradable and strong adjectives; adverbs
- Phrasal verbs (1): travel
- Phrases with *travel*, *get* and *go on*
- Word building (1): suffixes for adjectives and nouns
- Collocations (2): music
- Adjectives (2): character
- Guessing meaning from context
- Homes
- Phrasal verbs (2)
- Verb patterns (1)
- Materials
- *Make* and *do*
- Reflexive pronouns
- Synonyms

2. Practical contents

- Question tags
- Showing concern, giving and responding to advice
- Asking for and making recommendations
- Softening opinions and making generalisations
- Explaining what you need
- Discussion language
- Speaking, Listening, Reading and Writing practice related to both the theory and practice contents

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being
 Quality education
 Gender equality
 Decent work and economic growth
 Life below water
 Life on land

METHODOLOGY

General clarifications on the methodology (optional)

Students will have to use the chosen textbook (*face2face, Intermediate, Student's Book*, CUP). In addition, they will be provided with some extra material on the Moodle platform.

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



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COURSE DESCRIPTION

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.

Students with special learning capacities will have to communicate their condition to the teaching staff at the beginning of the course (during the first two weeks), so materials and assessment methods can be adapted according to their needs.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Grammar explanation and exercises</i>	13	-	13
<i>Listening Activities</i>	6	4	10
<i>Reading Activities</i>	8	2	10
<i>Speaking Activities</i>	2	7	9
<i>Vocabulary explanation and exercises</i>	11	2	13
<i>Writing Activities</i>	5	-	5
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Exercises</i>	30
<i>Group work</i>	15
<i>Self-study</i>	45
Total hours	90

WORK MATERIALS FOR STUDENTS

Coursebook
Exercises and activities
Oral presentations
References

Clarifications

The main reference and source for course materials will be units 1-6 from face2face, Intermediate, Student's Book (CUP) (units 7-12 will be covered in 'Idioma Moderno IV: Inglés').

COURSE DESCRIPTION

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X	X	X	X
CB2	X	X	X	X
CB5	X	X	X	X
CB6	X	X	X	X
CB9	X	X	X	X
CE10			X	
CE11		X		
CU1	X	X	X	X
CU2	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	5	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

January call:

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (20%).

Attendance will not count for the final mark. However, students must attend 60% of the practice lessons so as to be assessed for their Writing and Speaking tests. Students need to get a pass in each of the assessment tools separately (Grammar, Vocabulary, Listening, Reading, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the January call will be valid in the following calls.

Other calls: Assessment will be similar to that in the January call.

Qualifying criteria for obtaining HONORS: Students will need to get at least 9 points out of 10 in their final mark. It will be awarded at the teacher's discretion. No more than 5% of the students enrolled in this course will be awarded such a recognition.

COURSE DESCRIPTION

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

Part-time students and students with disabilities and special educational needs will be assessed following the same criteria. However, they will have to communicate their condition to the teacher at the beginning of the course (during the first two weeks) so that they can agree on the dates that best suit the students to fulfill the different tasks.

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

The same assessment criteria will be applicable in both scenarios.

Qualifying criteria for obtaining honors:

Specified above.

BIBLIOGRAPHY

1. Basic Bibliography

Textbook:

- Redston, C. & G. Cunningham (2013). *face2face, Intermediate, Student's Book, 2nd ed.* Cambridge: CUP.

2. Further reading

Grammar and Vocabulary:

- Murphy, R. (2019). *English Grammar in Use: A Self-study Reference and Practice Book for Intermediate Learners of English*. 5th ed. Cambridge: CUP.
- Redman, S. (2017). *English Vocabulary in Use. Pre-intermediate and Intermediate*. Cambridge: CUP.
- Latham-Koenig, C. & C. Oxenden (2013). *English File, Intermediate*. 3rd ed. Oxford: OUP.
- Vince, M. (2012). *Macmillan English Grammar in Context. Intermediate with Key*. Oxford: Macmillan.
- Eastwood, J. (2006). *Oxford Practice Grammar. Intermediate with Tests*. Oxford: OUP.
- Vince, M. & E. Paul (2003). *Intermediate Language Practice with Key. English Grammar and Vocabulary*. Oxford: Macmillan.
- Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford: OUP.

Dictionaries:

- Collins Dictionary: <http://www.collinsdictionary.com/>
- Longman Dictionary of Contemporary English Online: <https://www.ldoceonline.com/>
- Cambridge Dictionary: <http://www.dictionary.cambridge.org>
- Macmillan Dictionary: <https://www.macmillandictionary.com>
- Oxford Advanced Learner's Dictionary: <https://www.oxfordlearnersdictionaries.com/>
- Collocations Dictionary: <http://www.ozdic.com/>

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes



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

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

Students will have to use the chosen textbook (*face2face, Intermediate, Student's Book*, CUP). In addition, they will be provided with some extra material on the Moodle platform.

EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X	X	X	X
CB2	X	X	X	X
CB5	X	X	X	X
CB6	X	X	X	X
CB9	X	X	X	X
CE10			X	
CE11		X		
CU1	X	X	X	X
CU2	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	4	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario A):

January call:

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (20%).

In Case Scenario A, this course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of class time. Active participation in class is an essential element of the course assessment. Assessment tests might be taken virtually depending on the sanitary situation.

Students need to get a pass (4 points out of 10) in each of the assessment tools separately (Grammar, Vocabulary, Listening, Reading, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the January call will be valid in the following calls.

Other calls: Assessment will be similar to that in the January call.

Qualifying criteria for obtaining HONORS: Students will need to get at least 9 points out of 10 in their final mark. It will be awarded at the teacher's discretion. No more than 5% of the students enrolled in this course will be awarded such a recognition.

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

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.

Students with special learning capacities will have to communicate their condition to the teaching staff at the beginning of the course (during the first two weeks), so materials and assessment methods can be adapted according to their needs.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

Students will have to use the chosen textbook (*face2face*, *Intermediate*, *Student's Book*, CUP). In addition, they will be provided with some extra material on the Moodle platform.

COURSE DESCRIPTION

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X	X	X	X
CB2	X	X	X	X
CB5	X	X	X	X
CB6	X	X	X	X
CB9	X	X	X	X
CE10			X	
CE11		X		
CU1	X	X	X	X
CU2	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	4	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Ensayo	Exposición oral	Exámenes	Pruebas de ejecución de tareas reales y/o simuladas
Cuestionario			X	
Participación				X
Tarea	X	X		X
Videoconferencia		X		

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):**January call:**

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (20%).

COURSE DESCRIPTION

In Case Scenario B, this course will still follow a continuous assessment process, where regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of class time. Active participation in class (especially in synchronous activities for reduced groups) is an essential element of the course assessment.

Students need to get a pass (4 points out of 10) in each of the assessment tools separately (Grammar, Vocabulary, Listening, Reading, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the January call will be valid in the following calls.

Other calls: Assessment will be similar to that in the January call.

Qualifying criteria for obtaining HONORS: Students will need to get at least 9 points out of 10 in their final mark. It will be awarded at the teacher's discretion. No more than 5% of the students enrolled in this course will be awarded such a recognition.

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

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.

Students with special learning capacities will have to communicate their condition to the teaching staff at the beginning of the course (during the first two weeks), so materials and assessment methods can be adapted according to their needs.