

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **LENGUA C I (INGLÉS)**

Code: 101586

Degree/Master: **GRADO DE TRADUCCIÓN E INTERPRETACIÓN**

Year: 1

Name of the module to which it belongs: MATERIAS BÁSICAS

Field: IDIOMA MODERNO (LENGUA C)

Character: BÁSICA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <https://moodle.uco.es/m2122/>

### LECTURER INFORMATION

Name: MARTÍNEZ SERRANO, LEONOR MARÍA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

Not applicable.

#### Recommendations

Not applicable.

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### INTENDED LEARNING OUTCOMES

- CB1 Ability to strengthen and further knowledge of the basic contents of the field of study to apply the knowledge in the professional setting and have the competences that demonstrate through the preparation and defense of arguments and problem solving.
- CB2 Ability to analyse and synthesise information and develop critical thinking and capable of self-assessment, demonstrating knowledge and understanding in the field of study.
- CB3 Ability to locate, obtain, manage and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB4 Mastery of the basic resources of oral and written communication.
- CB5 Develop creativity and the capacity of self-learning to undertake further study with a high degree of autonomy.
- CB6 Capable of teamwork and decision making in international and interdisciplinary contexts.
- CB7 Ability to gather and interpret relevant data and to make judgments that involve reflecting on gender, diversity, multiculturalism and democratic values, making a an ethical commitment to the development of the profession
- CU1 Accredited the use and mastery of a foreign language.
- CU2 User level knowledge and mastery of ICTs.
- CU3 Promote habits to actively seek employment and the Capable of entrepreneurship.
- CE1 Analyse, create and revise in a professional manner all types of texts and determine the values ??and parameters of language variation and textual function.
- CE2 Ability to produce acts of oral and written communication and to transfer content to and from the working languages ??A, B, C.
- CE3 Ability to search for and analyse documentary and textual information and use the information contained in databases, dictionaries, other computer media and the Internet in the field of translation.
- CE8 Be capable of the analysis and synthesis of a wide range of texts and discourses in the working languages??: A, B and C.
- CE9 Analyse textual function, agents and relevant factors in the process of translation and interpretation.
- CE10 Ability to participate in learning forums and transfer the knowledge acquired in the working languages??: newsgroups, blogs.
- CE11 Ability to analyse the morphosyntactic and semantic properties and discourse of the working languages??: B and C.
- CE12 Knowledge of the particular linguistic features of the working languages and their differences with respect to the native language.
- CE16 Be able to create and manage terminology databases.
- CE17 Be able to value the culture and knowledge of foreign languages??. and promote the acquisition of critical attitudes regarding knowledge, values and public and private institutions.
- CE19 Be able to undertake work related to language consultancy and correction.

### OBJECTIVES

Students will develop their communicative competence at B1.1. level as described in the Common European Framework of Reference. For this purpose, all five skills (speaking, spoken interaction, listening, writing, reading) and cultural aspects will be systematically worked on.



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## COURSE DESCRIPTION

### CONTENT

#### 1. Theory contents

##### Unit 1A: Eating in and out

Grammar: Present Simple and continuous; action and non-action verbs

Vocabulary: Food and cooking

Pronunciation: Short and long vowel sounds

##### Unit 1B: Modern families

Grammar: Future forms

Vocabulary: Family, adjectives of personality

Pronunciation: sentence and word stress

##### Unit 2A: Spending money

Grammar: Present perfect and past simple

Vocabulary: Money

Pronunciation: *o* and *or*

##### Unit 2B: Changing lives

Grammar: Present perfect + *for/since*; present perfect continuous

Vocabulary: Strong adjectives: *amazed*, *exhausted*, etc.

Pronunciation: Sentence stress

##### Unit 3A: Survive the drive

Grammar: Comparatives and superlatives

Vocabulary: Transport

Pronunciation: Linking and the pronunciation of some sibilants

##### Unit 3B: Men, women, and children

Grammar: Articles: *a/an*, *the*, no article

Vocabulary: Collocation: verbs/adjectives + prepositions

Pronunciation: the schwa and the two pronunciations of *the*

##### Unit 4A: Bad manners?

Grammar: obligation and prohibition: *have to*, *must*, *should*

Vocabulary: Phone language

Pronunciation: Silent consonants

##### Unit 4B: Yes, I can!

Grammar: ability and possibility: *can*, *could*, *be able to*

Vocabulary: *-ed/-ing* adjectives

Pronunciation: sentence stress

##### Unit 5A: Sporting superstitions

Grammar: Past tenses: simple, continuous and perfect

Vocabulary: Sport

Pronunciation: Long vowels

##### Unit 5B: #thewaywemet

Grammar: past and present habits and states

Vocabulary: Relationships



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Pronunciation: Used to; the letter "s"

### 2. Practical contents

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

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being  
Quality education  
Gender equality  
Sustainable cities and communities  
Responsible consumption and production  
Climate action  
Peace, justice and strong institutions

## METHODOLOGY

### General clarifications on the methodology (optional)

The aim of this course is to help students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life. The focus will be on achieving communicative competence. We will practice the five language skills (reading, listening, speaking, spoken interaction and writing). 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. It is important to highlight that English will be the common language of classroom management and communication.

The coursebook has been carefully chosen so that not only the functional and communicative activities but also the structural ones are smoothly combined to achieve the specific competences we have already mentioned.

This communicative (and practical) approach will stimulate the discussion, analysis and debate of thematic issues, providing a context for English language learning. In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

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

Part-time students will have to get in contact with the teacher at the beginning of the term. Assessment procedures will be adapted for each particular case and extra activities will be provided.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	7	3	10
<i>Group work (cooperative )</i>	5	-	5

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Activity	Large group	Medium group	Total
<i>Listening Activities</i>	7	3	10
<i>Presentation</i>	5	-	5
<i>Reading Activities</i>	7	3	10
<i>Speaking Activities</i>	7	3	10
<i>Writing Activities</i>	7	3	10
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

## Off-site activities

Activity	Total
<i>Activities</i>	20
<i>Group work</i>	10
<i>Information search</i>	15
<i>Self-study</i>	45
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Coursebook  
Exercises and activities  
Oral presentations

## Clarifications

Compulsory coursebook:

Latham-Koenig, C. & Oxenden, C. (2019). English File (B1). Student's book and Workbook. Oxford: Oxford University Press. Fourth Edition.

In addition, hand-outs will be given out in class or uploaded onto Moodle.

## EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X	X	X	X
CB2	X	X	X	X
CB3	X		X	X

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Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB4	X	X	X	X
CB5	X		X	X
CB6			X	X
CB7	X	X	X	X
CE1	X	X	X	X
CE10	X			X
CE11	X	X		X
CE12	X	X	X	X
CE16	X	X		X
CE17	X	X	X	X
CE19	X		X	X
CE2	X			
CE3	X			
CE8	X		X	X
CE9	X			X
CU1	X	X	X	X
CU2	X			X
CU3	X		X	X
<b>Total (100%)</b>	<b>15%</b>	<b>50%</b>	<b>20%</b>	<b>15%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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.

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### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

#### First call:

Students need to comply with 80% of class attendance in order to be assessed as follows:

- **Final test** (Use of English, Pronunciation, Listening and Reading tests): 50% of the final grade.
- **Essay** (Writings): 15% of the final grade.
- **Oral presentation** in groups (Speaking): 20% of the final grade.
- **Real and simulated tasks** (active participation in class and Moodle through different type of activities): 15% of the final grade.

Students need to pass each assessment tool in order to pass the subject.

#### Second call:

Students just need to repeat the assesment tool they failed in the first call.

#### Extraordinary call:

Students must take a final exam (100%) for the extraordinary call. Please, contact the lecturer in order to get more information about the exam.

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

Those students who cannot attend classes for justified causes must contact the lecturer during the first two weeks of the academic course so that she can determine the assessment process.

Part-time students who cannot attend classes on a regular basis are required to inform the lecturer of their personal circumstances as soon as posible so as to provide the necessary assessment procedures. In any case, these students must follow the following assessment criteria:

- **Essay:** 20% of the final grade.
- **Oral presentation:** 30% of the final grade.
- **Exam** (Use of English, pronunciation, listening, reading, writing): 50% of the final grade.

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

Students must take a final exam (100%) for the extraordinary call. Please, contact the lecturer in order to get more information about the exam.

### Qualifying criteria for obtaining honors:

*Students will be awarded this recognition when getting more than 9 points out of 10 in their final grade. No more than 5% of the students enrolled in this course will be awarded such a recognition.*

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### BIBLIOGRAPHY

#### 1. Basic Bibliography

##### Coursebook:

Latham-Koenig, C. & Oxenden, C. (2019). *English File (B1). Student's book and Workbook*. Oxford: Oxford University Press. Fourth Edition.

#### 2. Further reading

##### Further reading:

Clark, S. (2008). *English Grammar in Context*. Oxford: Macmillan.

Hancock, M. (2003). *English Pronunciation in Use*. Cambridge: CUP.

McCarthy, M. & Felicity, O. (2008). *Academic Vocabulary in Use*. Cambridge: CUP.

Murphy, R. (2004). *English Grammar in Use*. Cambridge: CUP

##### Dictionaries:

- Macmillan English Dictionary for Advanced Learners.
- Longman Dictionary of Contemporary English.

### COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

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.

The aim of this course is to help students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life. The focus will be



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on achieving communicative competence. We will practice the five language skills (reading, listening, speaking, spoken interaction and writing). 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. It is important to highlight that English will be the common language of classroom management and communication. This communicative (and practical) approach will stimulate the discussion, analysis and debate of thematic issues, providing a context for English language learning. In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

Regarding the assessment criteria, the real and/or simulated tasks must be delivered obligatorily only throughout the course. Oral presentations will be performed during the last weeks of the semester. Finally, exams (Use of English, Pronunciation, Listening and Reading tests) will be carried out at the end of the course on the official dates in the academic calendar.

The coursebook has been carefully chosen so that not only the functional and communicative activities but also the structural ones are smoothly combined to achieve the specific competences already mentioned.

## EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X			X
CB2	X			X
CB3	X			X
CB4	X	X	X	X
CB5	X		X	X
CB6			X	X
CB7	X	X	X	X
CE1	X	X	X	X
CE10	X			X
CE11	X	X		X
CE12	X	X	X	X
CE16	X	X		X
CE17	X	X	X	X
CE19	X		X	X
CE2	X			
CE3	X			
CE8	X			X

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Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CE9	X			X
CU1	X	X	X	X
CU2	X			X
CU3	X			X
<b>Total (100%)</b>	<b>15%</b>	<b>50%</b>	<b>20%</b>	<b>15%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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

**General clarifications on instruments for evaluation (Scenario A):****First call:**

Students must comply with 80% of class attendance in order to be evaluated. Students must register their attendance on the Moodle platform.

For students attending regularly, assessment will be as follows:

- **Final test** (Use of English, Pronunciation, Listening and Reading tests): 50% of the final grade.
- **Essay** (Writings): 15% of the final grade.
- **Oral presentation** in groups (Speaking): 20% of the final grade.
- **Real and simulated tasks** (active participation in class and on Moodle through different type of activities): 15% of the final grade.

The student requires a minimum mark of 4 in the oral presentations and the exam in order to obtain the final grade-point average, but if this final grade is a fail (less than 5), then the student will have to retake only those assessment tools in which they have obtained less than 5 points.

**Second call:**

Students only need to retake the assessment tool they failed in the first call. In the case of the real and/or simulated tasks, students must deliver them obligatorily only throughout the course.

**Extraordinary call:**

Students must take a final exam (100%) for the extraordinary call. Assessment will be as follows:

- **Oral presentation:** 35%
- **Exam** (Use of English, pronunciation, listening, reading, writing): 65%

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

Those students who cannot attend classes for justified reasons must contact the lecturer during the first two weeks of the academic course so she can determine the assessment process.

Part-time students who cannot attend classes on a regular basis are required to inform the lecturer of their personal circumstances as soon as possible so as to provide the necessary assessment procedures. In any case, these students must follow the following assessment criteria:

- **Essay:** 20%.
- **Oral presentation:** 30%
- **Exam** (Use of English, pronunciation, listening, reading, writing): 50%

Students with special educational needs are encouraged to email the teachers at the beginning of the term to ensure the prompt provision of the most suitable methodological tools that may facilitate optimal learning opportunities.

## 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.

The aim of this course is to help students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life. The focus will be on achieving communicative competence. We will practice the five language skills (reading, listening, speaking, spoken interaction and writing). 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. It is important to highlight that English will be the common language of classroom management and communication. This communicative (and practical) approach will stimulate the discussion, analysis and debate of thematic issues, providing a context for English language learning. In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

Regarding the assessment criteria, the real and/or simulated tasks must be delivered obligatorily only throughout the course. Oral presentations will be performed during the last weeks of the semester. Finally, exams (Use of English, Pronunciation, Listening and Reading tests) will be carried out at the end of the course on the official dates in the academic calendar.

The coursebook has been carefully chosen so that not only the functional and communicative activities but also the structural ones are smoothly combined to achieve the specific competences already mentioned.

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## EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X		X	X
CB2	X		X	X
CB3	X		X	
CB4	X	X	X	X
CB5	X		X	X
CB6			X	X
CB7	X	X	X	X
CE1	X	X	X	X
CE10	X			X
CE11	X	X		X
CE12	X	X	X	X
CE16	X	X		X
CE17	X	X	X	X
CE19	X		X	X
CE2	X			
CE3	X			
CE8	X		X	X
CE9	X			X
CU1	X	X	X	X
CU2	X			X
CU3	X		X	X
<b>Total (100%)</b>	<b>15%</b>	<b>50%</b>	<b>20%</b>	<b>15%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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
Asistencia				X

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

**Attendance will be assessed (Scenario B)?:**

No

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

Students must comply with 80% of class attendance in order to be evaluated. Students must register their attendance on the Moodle platform.

For students attending regularly, assessment will be as follows:

- **Final test** (Use of English, Pronunciation, Listening and Reading tests): 50% of the final grade.
- **Essay** (Writings): 15% of the final grade.
- **Oral presentation** in groups (Speaking): 20% of the final grade.
- **Real and simulated tasks** (active participation in class and on Moodle through different type of activities): 15% of the final grade.

The student requires a minimum mark of 4 in the oral presentations and the exam in order to obtain the final grade-point average, but if this final grade is a fail (less than 5), then the student will have to retake only those assessment tools in which they have obtained less than 5 points.

**Second call:**

Students only need to retake the assessment tool they failed in the first call. In the case of the real and/or simulated tasks, students must deliver them obligatorily only throughout the course.

**Extraordinary call:**

Students must take a final exam (100%) for the extraordinary call. Assessment will be as follows:

- **Oral presentation:** 35%
- **Exam** (Use of English, pronunciation, listening, reading, writing): 65%

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

Those students who cannot attend classes for justified causes must contact the professor during the first two weeks of the academic course so she can determine the assessment process.

Part-time students who cannot attend classes on a regular basis are required to inform the teacher of their

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personal circumstances as soon as possible so as to provide the necessary assessment procedures. In any case, these students must follow the following assessment criteria:

- **Oral presentation:** 35%
- **Exam** (Use of English, pronunciation, listening, reading, writing): 65%

Students with special educational needs are encouraged to email the teachers at the beginning of the term to ensure the prompt provision of the most suitable methodological tools that may facilitate optimal learning opportunities.