

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 102616

Degree/Master: **GRADUADO/A EN GESTIÓN CULTURAL POR LA UNIVERSIDAD DE CÓRDOBA** Year: 3

Field:

Character: OBLIGATORIA

ECTS Credits: 6.0

Face-to-face classroom percentage: 40.0%

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

Duration: FIRST TERM

Classroom hours: 60

Study hours: 90

### LECTURER INFORMATION

Name: LUJAN JIMENEZ, ANA MARIA (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

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

### INTENDED LEARNING OUTCOMES

- |     |   |
|-----|---|
| CB4 | Students can transmit information, ideas, problems and solutions to both a specialised and non-specialised public.  |
| CB3 | Students have the capacity to bring together and interpret relevant data (normally within their field of study) to produce judgements which include a reflection upon relevant themes of a social, scientific and ethical nature. |
| CG2 | Knowledge of the rules and coherent, correct and adequate use of a foreign language, orally and in writing.   |
| CU1 | Demonstrate the use and fluency of a foreign language.  |

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### OBJECTIVES

The main objective of this course is to make students achieve a degree of competence in English corresponding to the B1.2 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 B1.2 level the student will be able to:

- understand the main points of clear standard input on familiar matters regularly encountered at work, school, leisure activities, etc.;
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible;
- present clear, detailed descriptions on a wide range of subjects related to their field of interest;
- describe personal experiences and events, goals and achievements;
- briefly give reasons and explanations for opinions and plans.

### CONTENT

#### 1. Theory contents

##### Grammar

- Ability: *be able to, manage, be useless at*, etc.
- Second conditional
- The passive
- Quantifiers: *a bit of, too much/many, (not) enough, plenty of*, etc.
- Relative clauses with *who, that, which, whose, where* and *when*
- Present Perfect Simple active and passive for recent events
- *Was/were going to, was/were supposed to*
- Modal verbs (2): making deductions
- Reported speech: sentences
- Reported speech: questions, requests and imperatives
- Wishes
- Third conditional

##### Vocabulary

- Goals and achievements
- Computers (1) and (2)
- Articles: *a, an, the*, no article
- Bad weather and natural disasters
- Containers
- Word building (2): prefixes and opposites, other prefixes and suffixes
- Health
- Collocations (3): the news
- Body movements and responses
- Connecting words
- Contacting people
- Describing people
- Phrasal verbs (3)
- Things people do at work
- Adjectives (3): jobs
- Verb patterns (2): reporting verbs
- Informal words and phrases
- Phrases with *get*



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- Word building (3): word families

### 2. Practical contents

- Indirect and direct questions
- Warnings and advice
- What doctors say; what patients say
- Asking for, giving and refusing permission
- Checking information
- 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  
 Responsible consumption and production  
 Partnerships for the goals

## 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 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

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Activity	Large group	Medium group	Total
<i>Total hours:</i>	<i>45</i>	<i>15</i>	<i>60</i>

## Off-site activities

Activity	Total
<i>Exercises</i>	<i>30</i>
<i>Group work</i>	<i>10</i>
<i>Information search</i>	<i>5</i>
<i>Self-study</i>	<i>45</i>
<i>Total hours</i>	<i>90</i>

## WORK MATERIALS FOR STUDENTS

Coursebook  
Exercises and activities  
Oral presentations  
References

## Clarifications

The main reference and source for course materials will be units 7-12 from face2face, Intermediate, Student's Book (CUP).

## EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
<i>CB3</i>	X	X	X	X
<i>CB4</i>	X	X	X	X
<i>CG2</i>	X	X	X	X
<i>CU1</i>	X	X	X	X
<i>Total (100%)</i>	<i>20%</i>	<i>40%</i>	<i>20%</i>	<i>20%</i>
<i>Minimum grade</i>	<i>5</i>	<i>5</i>	<i>5</i>	<i>5</i>

(\*)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:

#### January call:

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%) in the final exam
- **[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 9.5 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:

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.

### 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*



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INFORMATION REGARDING  
UNIVERSITY OF CORDOBA DEGREES

**uco.es/grados**

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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

## SCHEDULE

Period	Grammar explanation and exercises	Listening Activities	Reading Activities	Speaking Activities	Vocabulary explanation and	Writing Activities
1# Fortnight	2,0	1,0	1,0	2,0	1,0	0,0
2# Fortnight	1,0	1,0	1,0	1,0	2,0	0,0
3# Fortnight	2,0	2,0	1,0	1,0	1,0	1,0
4# Fortnight	1,0	1,0	2,0	1,0	2,0	1,0
5# Fortnight	1,0	2,0	1,0	1,0	2,0	1,0
6# Fortnight	2,0	1,0	2,0	1,0	2,0	0,0
7# Fortnight	2,0	1,0	1,0	1,0	1,0	1,0
8# Fortnight	2,0	1,0	1,0	1,0	2,0	1,0
<b>Total hours:</b>	<b>13,0</b>	<b>10,0</b>	<b>10,0</b>	<b>9,0</b>	<b>13,0</b>	<b>5,0</b>

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.

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### 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 learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB3	X	X	X	X
CB4	X	X	X	X
CG2	X	X	X	X
CU1	X	X	X	X
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>	<b>20%</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):

##### 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

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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 9.5 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.

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## EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB3	X	X	X	X
CB4	X	X	X	X
CG2	X	X	X	X
CU1	X	X	X	X
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>	<b>20%</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	Essay	Exams	Oral Presentation	Real and/or simulated tasks
Participation				X
Questionnaire		X		
Task	X		X	X
Videoconference			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%).

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.

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**Qualifying criteria for obtaining HONORS:** Students will need to get at least 9.5 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.