

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **INGLÉS INSTRUMENTAL II**

Code: 100539

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 1

Name of the module to which it belongs: FORMACIÓN BÁSICA

Field: IDIOMA MODERNO A

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: moodle.uco.es

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

CB3	Knowledge of a foreign language (English).
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CU1	Accredit the use and mastery of a foreign language.
CE1	Ability to communicate in spoken and written English.
CE2	Ability to understand English-language discourse.
CE7	Ability to locate, manage, use and manipulate information in databases, other computer tools and the Internet.
CE8	Ability to respect diversity and multiculturalism resulting from exposure to different linguistic and cultural varieties related to English.
CE9	Ability to cooperate and collaborate in the process of learning the English language as a channel of international communication.
CE14	Ability to transfer English content to and from the native language (Spanish).
CE47	Capable of oral and written expression and comprehension in the modern language.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.

### OBJECTIVES

The main objective of this course is to help students achieve a degree of competence in English corresponding to the B2 level (vantage or upper-intermediate) of the CEFRL (Common European Framework of Reference for Languages). The focus will be on the understanding and use of more complex grammatical structures of English as well as on the five communicative skills: written and oral comprehension (reading and listening) and written and oral production and interaction (writing and speaking).

At the B2 level, students will be independent users of English who will be able to:

- Understand the main ideas of complex written and oral texts on both concrete and abstract topics.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### CONTENT

#### 1. Theory contents

GRAMMAR:

Verb patterns:

- Gerunds and infinitives

Questions:

- Indirect questions



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## COURSE DESCRIPTION

- Question tags
- Negative questions
- Conditionals:
  - Zero, first, second, third
  - Mixed conditionals
  - Conditionals without if
- Subordinate clauses:
  - Relative clauses
  - Participle clauses
  - Clauses of contrast, reason, purpose, result, time
- Reported speech
  - Reporting statements, questions, requests
  - Reporting verbs
- Adjectives and adverbs:
  - Comparison
  - Gradable and non-gradable
  - Adjective order
- Unreal past:
  - wish/if only
  - had better/it's about time
  - would prefer/would rather
- Be used to; get used to
- Inversion

### VOCABULARY:

- Free time and sports
- Environment
- Jobs and education
- Holiday and travel
- Food and health
- Phrasal verbs, collocations, word formation

## 2. Practical contents

### SPEAKING: LANGUAGE FUNCTIONS

- Comparing photos
- Linking ideas
- Making decisions
- Persuading
- Solving problems; giving advice
- Asking for clarification
- Making a point; agreeing, disagreeing

### LISTENING COMPREHENSION

### READING COMPREHENSION

### WRITTEN PRODUCTION

- A film/book review
- A for/against essay



## COURSE DESCRIPTION

### 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)

Class work will focus on the five communicative skills and will include individual, pairwork and group exercises. The methodology also includes explanations and presentations about grammar and vocabulary, with related activities.

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

Part-time students that cannot attend class regularly will have to do all the evaluation activities on the scheduled date. They must provide the lecturer with the relevant documents that justify their inability to attend lectures as soon as possible.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	1	3
<i>Debates</i>	2	-	2
<i>Group work (cooperative )</i>	6	-	6
<i>Listening Activities</i>	8	5	13
<i>Presentation</i>	2	-	2
<i>Reading Activities</i>	9	2	11
<i>Speaking Activities</i>	8	5	13
<i>Writing Activities</i>	8	2	10
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Exercises</i>	40
<i>Group work</i>	5

## COURSE DESCRIPTION

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

## WORK MATERIALS FOR STUDENTS

Coursebook  
Exercises and activities  
Lessons summary  
Oral presentations

## Clarifications

The coursebook Close-Up B2 (2nd ed., National Geographic Learning) will be used and supplemented with materials and presentations created by the lecturers and extracted from other books, and online resources.

## EVALUATION

Intended learning	Case Studies	Debate	Essay	Exams	Real and/or simulated tasks
CB11		X	X		X
CB12		X			X
CB13	X		X	X	
CB14	X	X			X
CB15		X	X		X
CB16		X	X		X
CB17		X	X		X
CB3	X	X	X	X	X
CE1		X	X		X
CE14		X	X		X
CE2				X	X
CE47		X			X
CE51	X	X		X	
CE7		X	X		X
CE8		X	X		X
CE9		X			X

## COURSE DESCRIPTION

Intended learning	Case Studies	Debate	Essay	Exams	Real and/or simulated tasks
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>	<b>50%</b>	<b>10%</b>
<b>Minimum grade</b>	<b>5</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.

### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

#### Continuous assessment (June):

**First Ordinary Call (June)** as follows:

- **[Exams]** Final exam (50%): grammar, vocabulary, reading.
- **[Essay]** Writing (20%):
- **[Real and/or simulated tasks]** Listening (10%)
- **[Debate]** Speaking: (10%).
- **[Case Study]** Class assignments (10%)

Students must obtain 5 out of 10 points in all the skills assessed separately (Final Exam, Listening, Speaking, Writing and Class Assignments) in order to pass the subject in the first ordinary call (June). The marks of the parts that students have passed in the June call will be valid in the 2nd ordinary call (July), but not in the Extraordinary Calls.

Class assignments are related to the active involvement of students during the course in a wide range of individual, pair and/or group activities that will be specified at the beginning of the course.

Attendance will not count for the final mark; however students must attend 80% of the time allocated to the practical lessons

#### Second Ordinary Call (July):

All students re-sitting an exam in the 2nd ordinary call (July) must obtain at least 5 out of 10 points in all the skills assessed (with the exception of the Class Assignments) to pass the course.

FINAL EXAM: 50% global grade = This exam will have sections on Use of English, grammar explanations (short and long answer), and reading and listening, but the mark will be global.

#### NOTE:

-Attendance and participation do not receive a numerical grade but students must attend at least 80% of the lessons in order to be evaluated through continuous assessment.

### Assessment in extraordinary calls

Final Exam (100%): Grammar/vocabulary/reading (60%). Writing (20%). Speaking (10%) Listening (10%)

Students must obtain 5 out of 10 average points to pass the course

The Extraordinary Call is for those students who have at least sit one exam session either in the current academic

## COURSE DESCRIPTION

year or in previous years. The assessment will be governed by the contents and criteria reflected in the teaching guide for the current academic year.

**Clarification:** Exam dates are official and cannot be modified.

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

Part-time students that cannot attend lectures regularly will be assessed the following way:

- Final exam (70% of global assessment).
- Listening test (10% of global assessment).
- 2 writing assignments (10% of global assessment).
- Oral activity (10% of global assessment)

Part-time students must contact the lecturer at the beginning of the semester and provide her with the relevant documents that justify their lack of attendance.

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

Assessment in extraordinary calls will be based on an exam, which includes:

- Grammar and use of English (60%).
- Writing (20%).
- Listening (10%).
- Speaking (10%).

### Qualifying criteria for obtaining honors:

*To obtain a minimum grade of 9.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Healan, Angela, and Katrina Gormley. 2014. Close-up B2 Student's Book. 2nd edition. National Geographic Learning.

#### BOOKS:

- Eastwood, J. 1992. Oxford Practice Grammar. OUP, Oxford.
- Eastwood, J. 1993. Oxford Guide to English Grammar. OUP, Oxford.
- Hewings, M. 1999. Advanced Grammar in Use. Cambridge: University Press.
- Spankie, G.M. 1989. More Grammar You Need. London, Macmillan, 1989.
- Murphy, Raymond. 2012. English Grammar in Use. Cambridge University Press.
- Vince, Michael. 2009. First Certificate Language Practice. 4th edition.
- Foley, Mark and Diane Hall. 2012. MyGrammarLab Intermediate B1/B2. Harlow: Pearson.
- Mann, Malcolm and Steve Taylore-Knowles. 2006. Destination B2: Grammar & Vocabulary with Answer Key. Macmillan.
- Craven, Miles. 2008. Real Listening and Speaking 3. Cambridge University Press.
- Gower, Roger. 2008. Real Writing 3. Cambridge University Press.
- Driscoll, Liz. 2008. Real Reading 3. Cambridge University Press.
- Redston, Chris and Gillie Cunningham. 2013. Face2face Upper-intermediate Student's Book (B2). Cambridge University Press.
- Spencer, David. 2011. Gateway B2. Macmillan.



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## COURSE DESCRIPTION

-Forsyth, Will, and Sue Lavender. 1994. Grammar Activities Upper-Intermediate. Heinemann.  
 -Kerr, Philip, and Ceri Jones. 2012. Straightforward Upper Intermediate. 2nd edition. Macmillan.

### WEBSITES:

<http://www.bbc.co.uk/worldservice/learningenglish>

[https://www.english-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](https://www.english-hilfen.de/en/exercises_list/alle_grammar.htm) (grammar exercises)

<https://www.englishgrammar.org/exercises/>

### ONLINE DICTIONARIES:

<http://www.ozdic.com/> (Collocations Dictionary)

<https://en.oxforddictionaries.com/>

<https://www.macmillandictionary.com/>

## 2. Further reading

None

## COORDINATION CRITERIA

Common evaluation criteria

## SCHEDULE

Period	Assessment activities	Debates	Group work (cooperative)	Listening Activities	Presentation	Reading Activities	Speaking Activities	Writing Activities
1# Fortnight	1,0	0,0	0,0	1,0	0,0	2,0	2,0	2,0
2# Fortnight	0,0	0,0	1,0	2,0	0,0	2,0	2,0	1,0
3# Fortnight	0,0	0,0	1,0	2,0	1,0	2,0	1,0	1,0
4# Fortnight	0,0	1,0	0,0	2,0	0,0	1,0	2,0	2,0
5# Fortnight	1,0	0,0	1,0	1,0	0,0	1,0	2,0	1,0
6# Fortnight	0,0	0,0	1,0	2,0	0,0	1,0	2,0	1,0
7# Fortnight	1,0	0,0	1,0	2,0	0,0	1,0	1,0	1,0
8# Fortnight	0,0	1,0	1,0	1,0	1,0	1,0	1,0	1,0
<b>Total hours:</b>	<b>3,0</b>	<b>2,0</b>	<b>6,0</b>	<b>13,0</b>	<b>2,0</b>	<b>11,0</b>	<b>13,0</b>	<b>10,0</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.