

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100582

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

Year: 1

Field: IDIOMA MODERNO

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

### LECTURER INFORMATION

Name: PALMA GUTIÉRREZ, MACARENA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None

### 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.               |

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### 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.
- 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

- Present Simple
- Adverbs of frequency
- Question words
- Present Continuous
- Past Simple
- Used to*
- Past Continuous
- Present Continuous for future plans & arrangements
- Prepositions of time, place, direction & prepositional phrases
- Be going to* and Will
- Countable & Uncountable nouns
- Quantifiers
- Present Perfect Simple
- For & since*
- Possessives
- Demonstratives & articles
- Conditionals: zero & first
- Gerunds & infinitives
- Modals for advice, permission, ability, intention, necessity & obligation
- Relative pronouns
- Adverbs
- The passive voice: Present Simple & Past Simple
- Comparative adjectives & adverbs
- Superlative adjectives & adverbs
- Ordering adjectives
- Adjectives ending in *-ing* & *-ed*

##### Vocabulary

- Numbers, dates & months
- Nationalities
- Family
- Appearance & personality



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- Party & technology
- Every day jobs
- Shopping
- Money
- Food
- Home & room
- Town & country
- Buildings
- Giving directions
- Hobbies
- Sport
- Holidays
- Travel & transport
- Weather
- Environment & animals

### 2. Practical contents

Reading comprehension

- To understand short and simple texts about different topics

Written production

- To write different textual genres: informal/formal email, blog, report

Oral production

- Asking & answering questions
- Talking about yourself & describing other people
- Asking for details about events
- Checking information
- Giving detailed information
- Asking about likes
- Giving & responding to advice
- 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  
Clean water and sanitation  
Sustainable cities and communities  
Climate action  
Peace, justice and strong institutions

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### METHODOLOGY

#### General clarifications on the methodology (optional)

Students will have to use the chosen textbook (Close-up A2, Student's Book, National Geographic Learning). 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

Students with disabilities and special educational needs will have to communicate their condition to the lecturer 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>	12	-	12
<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>	12	2	14
<i>Writing Activities</i>	5	-	5
<b><i>Total hours:</i></b>	<b><i>45</i></b>	<b><i>15</i></b>	<b><i>60</i></b>

#### Off-site activities

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

### WORK MATERIALS FOR STUDENTS

Coursebook  
Exercises and activities  
Oral presentations  
References

## COURSE DESCRIPTION

## EVALUATION

Intended learning	Case Studies	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB1	X	X	X	X	X
CB2	X	X	X	X	X
CB5	X	X	X	X	X
CB6	X	X	X	X	X
CB9	X	X	X	X	X
CE10	X	X	X	X	X
CE11	X	X	X	X	X
CU1	X	X	X	X	X
CU2	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>20%</b>	<b>50%</b>	<b>10%</b>	<b>10%</b>
<b>Minimum grade</b>	<b>0</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:

## 1st Ordinary Call (January)

The final grade will be based on several tests and other class tasks:

[Exams] Final Exam (50%): Grammar, Vocabulary & Reading

[Essay] Writing (20%)

[Oral Presentation] Speaking (10%)

[Real and/or simulated tasks] Listening (10%)

[Case study] Class assignments (10%)

Students must obtain at least 5 out of 10 points in all the skills assessed separately (Final Exam, Listening, Writing, and Speaking) (with the exception of the Class assignments) in order to pass the subject in the 1st Ordinary Call (January). The marks of the parts that students have passed in the January call will be valid in the 2nd Ordinary Call (February), 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 in order to get the Class Assignments assessed.

## 2nd Ordinary Call (February)



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All students re-sitting an exam in the 2nd Ordinary Call (February) 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.

### 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).

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

#### Extraordinary Calls

Assessment will be as follows:

- Final Exam [100%]: Grammar/Vocabulary/Reading (60%), Writing (20%), Listening (10%), Speaking (10%).

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

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

### Qualifying criteria for obtaining honors:

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Textbook:

McElmurray, P. (2017). *Cloe-up A2*. National Geographic Learning.

### 2. Further reading

- Grammar and Vocabulary: - McCarthy, M. & F. O'Dell (2017). *English Vocabulary in Use. Elementary*. 3rd ed. Cambridge: CUP.
- Azar, B. A. & S. A. Hagen (2016). *Understanding and Using English Grammar*. 5th ed. London: Pearson.
- Murphy, R. (2015). *Essential Grammar in Use: A Reference and Practice Book for Elementary Learners of English*. 4th ed. Cambridge: CUP.
- Collins Work on Your Vocabulary - Elementary (2013). Glasgow: Collins.
- Vince, M. (2010). *Elementary Language Practice: English Grammar and Vocabulary (with Key)*. Oxford: Macmillan Heinemann.
- Swick, Ed. (2009). *English Verbs & Essentials of Grammar for ESL Learners*. New York: McGraw-Hill.
- Clarke, S. (2008). *Macmillan English Grammar in Context - Essential with Key*. Oxford: Macmillan Education.
- Swam, M. & C. Walter (2005). *The Good Grammar Book: A Grammar Practice Book for Elementary to Lower Intermediate Students of English*. Oxford: OUP.
- Oxenden, C., C. Latham-Koenig & P. Seligson (2004). *New English File, Elementary, Student's Book*. Oxford: OUP.

Dictionaries:



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## COURSE DESCRIPTION

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

## COORDINATION CRITERIA

Common evaluation criteria  
Tasks performance

## SCHEDULE

Period	Grammar explanation and exercises	Listening Activities	Reading Activities	Speaking Activities	Vocabulary explanation and	Writing Activities
1# Fortnight	2,0	1,0	2,0	1,0	2,0	0,0
2# Fortnight	2,0	2,0	1,0	1,0	2,0	0,0
3# Fortnight	2,0	1,0	1,0	1,0	2,0	1,0
4# Fortnight	2,0	2,0	1,0	2,0	2,0	1,0
5# Fortnight	2,0	1,0	1,0	1,0	2,0	1,0
6# Fortnight	1,0	2,0	2,0	1,0	2,0	1,0
7# Fortnight	1,0	1,0	2,0	2,0	2,0	1,0
<b>Total hours:</b>	<b>12,0</b>	<b>10,0</b>	<b>10,0</b>	<b>9,0</b>	<b>14,0</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.