

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100593

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

Year: 3

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', 'Idioma Moderno II: Inglés' and 'Idioma Moderno III: Inglés'.

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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 level 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, students 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



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- 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*
- 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



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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>	10
<i>Information search</i>	5
<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 7-12 from face2face, Intermediate, Student's Book (CUP).

EVALUATION

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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	
CE11	X		X		
CU1	X	X	X	X	X
CU2	X	X	X	X	X
Total (100%)	10%	20%	50%	10%	10%
Minimum grade	0	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:**First call:**

- **[Exams]** Final exam (January) (50%): Vocabulary, Grammar and Reading.
- **[Real and/or simulated tasks]** Listening (10%)
- **[Case Studies]** Assignments* (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (10%).

*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, it is compulsory in the practical sessions (80% of sessions to be assessed on a continuous basis). Students need to get a pass in each of the assessment tools separately (Exam, Listening, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the first call will be valid in the second call.

Note: If plagiarism or the misuse of AI is detected during the performance of any of the assignments carried out during the course the professors are entitled to interview students and discuss their work in further detail.

Clarification: Exam dates are official and cannot be modified.

Second call:

The marks of the parts that students have passed in the first call will be valid in this call. They will not be valid for extraordinary calls. Students need to get a pass in each of the assessment tools separately (Exam, Listening,

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Writing, Speaking) in order to pass this subject.

Clarification: Exam dates are official and cannot be modified.

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 extraordinary call and extra-ordinary call for completion studies:

Extraordinary call and extraordinary call for completion of studies:

Students will have to pass a final exam (**100%**):

- Vocabulary, Grammar and Reading (**60%**).
- Writing (**20%**).
- Listening (**10%**).
- Speaking (**10%**).

Students will pass the course if the **overall mark** is **5** out of 10.

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.



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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	2,0	2,0	2,0	2,0	0,0
2# Fortnight	2,0	1,0	1,0	1,0	2,0	1,0
3# Fortnight	2,0	2,0	1,0	2,0	2,0	1,0
4# Fortnight	1,0	1,0	2,0	1,0	1,0	1,0
5# Fortnight	2,0	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	2,0	1,0
Total hours:	13,0	10,0	10,0	9,0	13,0	5,0

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.