

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100545

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

Year: 3

Name of the module to which it belongs: INGLÉS INSTRUMENTAL

Field: INGLÉS INSTRUMENTAL

Character: OBLIGATORIA

Duration: SECOND 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

Name: PASCUAL GARRIDO, MARIA LUISA (Coordinador)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

- To have passed all the instrumental English language courses ("Inglés instrumental I, II, III y IV") included in the Basic Training Module ("Módulo de Formación Básica") under "Idioma Moderno A".

#### Recommendations

-To have regularly attended, participated actively and passed "Inglés Instrumental V".

### INTENDED LEARNING OUTCOMES

CB14	Adapt to new situations.
CB15	Creativity.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE1	Ability to communicate in spoken and written English.
CE2	Ability to understand English-language discourse.
CE3	Ability to understand long and complex texts and identify differences of style and register, including specialised articles and longer technical instructions.
CE4	Ability to receive, understand, analyse and communicate scientific production in the English language
CE5	Ability to communicate fluently and spontaneously, using language flexibly and effectively for social and professional purposes.

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CE6	Ability to communicate through clear, well-structured text and express points of view of a certain length.
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.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE14	Ability to transfer English content to and from the native language (Spanish).
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE46	Develop communicative competence in the modern language in everyday situations,
CE47	Capable of oral and written expression and comprehension in the modern language.
CE48	Use of the various methods and materials for modern language learning in an autonomous manner.

## OBJECTIVES

This course is intended to make students achieve a competent user level (C1) as described in the Common European Framework of Reference for Languages (CEFR). Therefore, students will have to review some grammatical topics and consolidate their linguistic knowledge (grammatical, lexical and discursive) and competence at that level. That implies that at the end of the course students will be able to:

- Understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- Understand a wide range of demanding, longer texts (factual and literary), and recognise their implicit meaning.
- Express themselves fluently and spontaneously without much obvious searching for expressions.
- Use the language in a flexible and effective way for different social, academic and professional purposes.
- Formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers
- Produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices and developing particular points and rounding them off with an appropriate conclusion.
- Express themselves in clear, well-structured texts, expressing points of view at some length, write about complex subjects, underlining the salient issues and can select style appropriate to the reader in mind.

## CONTENT

### 1. Theory contents

The theoretical contents of the course will consist in a selection of grammatical topics, which will be also analysed and practised in context. Eastwood (1994), Leech and Svartvik (2002) and Cunningham and Bell (2014) are essential sources.

1. Time, tense and aspect:
  - Time and tense



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- Aspect
- 2. The Noun phrase:
  - Determiners
  - Quantifiers
  - Subject-verb agreement
- 3. Modal auxiliaries: levels of certainty about the past, present and future.
- 4. The passive: impersonal report structures
- 5. Conditionals: basic and non-basic forms

### 2. Practical contents

Practical sessions will be devoted to the practise of communicative skills and vocabulary expansion, following the course textbook and other printed and online resources. There will be two types of activities:

1. Linguistic formulae and vocabulary
2. Communicative skills:
  - 2.1. Reading comprehension and written production (mainly short story and short essays), focusing on such aspects as textual organization and the use of discursive markers.
  - 2.2. Oral production and spoken interaction. The following linguistic functions will be reinforced:
    - Telling a story
    - Making your point in discussions
    - Presenting information: a short talk

## METHODOLOGY

### General clarifications on the methodology (optional)

**Methodology:** The methodology will be based on practising communicative situations so that students develop their skills and become competent users of English at level C1. The acquisition of grammatical knowledge and the expansion of vocabulary will also be promoted through both interactive lectures and practice. Self-study is essential in order to expand vocabulary, and develop, listening reading and writing skills at advanced level.

**Attendance** is highly recommended to large-group sessions and is compulsory in the small-group sessions (80% of sessions to be assessed on a continuous basis). Students taking course for second year (repeaters) do not have to meet this requirement, although it is advisable for them not to miss these sessions for the sake of practice.

Part-time students who cannot carry out the activities developed neither in the theoretical nor in the practical sessions of the course will be required to pass a final test at the end of the semester. There will be no methodological adaptations for part-time students but students following this learning modality must contact the lecturer at the beginning of the course.

**Assessment** will be summative and continuous and requires a positive attitude and active involvement on the student's part.

To pass the course it is necessary to:

- (1) obtain at least 5 points over 10 in the final exam, which will include: a written composition (long-answer test) and short-answer test on Grammar and use of English. The exam is 50% of the global mark.
- (2) obtain at least 5 points over 10 in the following evaluation instruments: oral tasks or test (10%), listening quizzes (10%), and written tasks (20%) which will sum up to 40% of the global mark.
- (3) get at least 4 points over 10 in progress test: 10% of the global mark.



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

**Official part-time students** who cannot carry out the activities developed neither in the theoretical nor in the practical sessions of the course will be required to pass a final test at the end of the semester.

There will be **no methodological adaptations for part-time students** but students following this learning modality must contact the lecturer at the beginning of the course.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	3	2	5
<i>Grammar practice</i>	15	-	15
<i>Interactive explanation-lecture</i>	8	1	9
<i>Listening comprehension activities</i>	9	3	12
<i>Speaking activities</i>	6	7	13
<i>Written activities</i>	4	2	6
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Exercises</i>	15
<i>Group work</i>	10
<i>Listening comprehension activities</i>	5
<i>Reading comprehension activities</i>	20
<i>Self-study</i>	20
<i>Written activities</i>	20
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Course textbook

Exercises and activities

Moodle documents and links

### Clarifications

- Cunningham, G. J. Bell & T. Clementson Face2face (2nd edition), Advanced Student's book and workbook. Cambridge: CUP, 2013.
- McCarthy, M. & F. O'Dell. English Vocabulary in Use: Advanced (3rd ed.) Cambridge: CUP, 2017.

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## EVALUATION

Intended learnig	Case Studies	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB14		X			X
CB15		X		X	X
CB17	X		X		
CB19		X	X	X	X
CE1		X	X		
CE13		X	X	X	
CE14		X	X	X	
CE2		X	X		X
CE27	X				
CE28	X		X		
CE3					X
CE4		X			
CE44	X		X		
CE45				X	X
CE46	X		X		
CE47				X	
CE48	X	X	X		
CE5				X	
CE6					X
CE7		X			
CE8				X	
CE9				X	
CU1			X	X	
CU2			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>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum grade necessary to pass the course

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### ¿Valora la asistencia?:

No

### General clarifications on instruments for evaluation:

#### Full-time students:

- Students will be assessed by means of the five evaluation tools listed below:

1. Final exam: 50%.

It will include short and long-response questions.

2. Oral presentations and tasks: 10%

- Students will be assessed for speaking tasks performed in the small-group sessions throughout the course..

3. Listening comprehension tests (real/simulated tasks): 10%

- The average grade will be obtained from at least two listening tests, those in which the student obtained the highest marks.

4. Written activities (essays): 20%

- One or two compositions to hand in for correction throughout the course.

5. Progress test (case studies): 10%

- Test(s) on grammatical contents and use of English will be given throughout the course.

Continuous assessment is applied and valid until the 1st call (May or June 2020). After the first call, partial qualifications will be ignored and students will be evaluated on grammar and use of English, listening, oral and written tasks.

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

**Part-time students** will be given a **final test** consisting of two parts:

-Part I: written exam (90%)

a) a clearly written and well structured composition at C1 level (20%);

b) short-answer questions (test on Grammar and Use of English + listening) (70%)

Part II: oral interview on one or several of the topics discussed through the course(10%)

### Qualifying criteria for obtaining honors:

*A final mark of 9/10 and regular attendance and participation.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Basic bibliography:

- Cunningham, G., J. Bell, Th. Clementson, with C. Redstone (2014) Face2face, Advanced, 2nd edition, Student's Book, Cambridge: CUP.

- Eastwood, J. (1994) Oxford Guide to English Grammar. Oxford: OUP.

- Lloyd, M. y J. Day (2011) Active Grammar. Cambridge: CUP. Mann,

- Malcom y S. Taylore-Knowles (2008) Destination C1 and C2. Grammar & Vocabulary. Oxford: Macmillan.

- Swan, M. (1995) Practical English Usage. Oxford: OUP.

### 2. Further reading

None

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### COORDINATION CRITERIA

#### Common evaluation criteria

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.