

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 103606

Degree/Master: **GRADO EN CINE Y CULTURA**

Year: 1

Field: IDIOMA MODERNO

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 150

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

### LECTURER INFORMATION

Name: DURÁN MUÑOZ, ISABEL MARÍA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: 1ª planta del edificio nuevo, junto a la biblioteca (subiendo por las escaleras/ascensor frente a Don Folio)

E-Mail: [iduran@uco.es](mailto:iduran@uco.es)

Phone: none

Name: RUIZ RODRÍGUEZ, MARÍA DE LA O

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Segunda planta, antiguo despacho de administración

E-Mail: [182rurom@uco.es](mailto:182rurom@uco.es)

Phone: none

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

### INTENDED LEARNING OUTCOMES

- |     |   |
|-----|---|
| CG2 | Knowledge of the norms and coherent, correct and suitable usage of a foreign language, or knowledge of the norms and coherent, correct, and suitable usage of a foreign language, orally and via writing. |
| CU1 | Proving the ability to use and master a foreign language.   |

## COURSE DESCRIPTION

### 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

- *To be*: Present Simple and Past Simple
- Possessive adjectives
- *Have got*
- Possessive 's
- Present Simple
- Frequency adverbs
- Subject and object pronouns
- Past simple
- Regular and irregular verbs in Past Simple
- *Can/can't, could/couldn't*
- *There is/there are*
- *How much...? and How many...?*
- *Some, any, a*
- Present Continuous
- Infinitive of purpose
- Comparatives and superlatives
- Imperatives
- *Should/shouldn't*
- Questions with *like*
- *Be going to*
- *Might*

##### Vocabulary

- Jobs
- Plurals and plural nouns
- *This, that, these, those*
- Adjectives and the use of *very, really, quite, too*
- Family
- The time
- Prepositions of place
- Daily routines
- Free time activities



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- Days and dates
- Things you like and don't like; verb + *-ing*
- Food and drinks
- Countable and uncountable nouns
- Life events
- Weekend activities
- The internet
- Mobile phones and TVs
- Articles: *a, an* and *the*
- Places in a town
- Rooms and things in a house
- Shopping
- Work
- Adjectives and adverbs
- Types of transport
- Outdoor and holiday activities
- Natural places and animals
- Verb patterns
- Verb phrases
- Frequency expressions
- Appearance and character
- New Year's resolutions
- Studying
- Asking for and giving directions
- Collocations
- Big and small numbers

## 2. Practical contents

- Introducing yourself and people, saying goodbye
- telling the time, talking about the time, saying prices, buying tickets
- talking about days and dates, suggestions
- requests and offers
- showing interests, asking follow-up questions
- talking about the news
- what sales assistants say, what customers say
- talking on the phone
- deciding what to do
- talking about health
- directions, asking for and giving directions

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being  
 Quality education  
 Gender equality  
 Partnerships for the goals



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### METHODOLOGY

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

Students will have to use the chosen textbook (*Face2Face, Elementary, Student's Book*, CUP). In addition, they will be provided with 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 follow the course on a regular basis will have to communicate their condition to the teaching staff 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 submit all the different tasks proposed during the course, but flexibility will be offered in terms of deadlines.

Students with special learning capacities will have to communicate their condition to the teaching staff at the beginning of the course, so materials and assessment methods can be adapted according to their needs.

#### Off-site activities

Activity	Total
<i>Activities</i>	45
<i>Exercises</i>	45
<i>Information search</i>	15
<i>Self-study</i>	45
<b>Total hours</b>	<b>150</b>

### WORK MATERIALS FOR STUDENTS

Coursebook  
Exercises and activities  
Lessons summary  
References

#### Clarifications

The textbook will be *Face2face, Elementary, Student's Book* (CUP), which will be used as the main reference and source for course materials. The rest of the material will be available on Moodle.

### EVALUATION

Intended learning	Essay	Exams	Log	Oral Presentation	Project
CG2	X	X	X	X	X

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Intended learning	Essay	Exams	Log	Oral Presentation	Project
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>20%</b>	<b>35%</b>	<b>15%</b>	<b>20%</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:

Students will have the following assessment criteria:

- Log (Foro, Glosario, Tarea on Moodle): 15% of the final grade. Students will have to participate in discussion forums, feed a collaborative glossary and submit some activities via Moodle.
- Essay (Tarea on Moodle): 20% of final grade. Students will have to submit 3 different writings by the end of the course.
- Exams (Cuestionario on Moodle): 35% of the final grade. Students will have to pass one test per unit (10% in total) and a final test (25%), including grammar, vocabulary, reading and listening.
- Oral presentations (Tarea or Blackboard on Moodle): 20% of the final grade. Students will have to submit oral assignments along the course (10%), plus to pass a final oral task (10%).
- Project (Tarea on Moodle): 10% of the final grade. Students will have to prepare and submit a project about a cultural aspect of a chosen English-speaking country.

Further information about the assessment activities and tasks will be provided at the beginning of the course.

NOTE 1: A minimum grade of 5 for each part is necessary to pass the course. Only grades for Log will be kept for a whole academic year. The other grades will need re-examination.

NOTE 2: Plagiarism and/or cheating during the performance of ANY of the assignments (exams, presentations, exercises, etc.) carried out during the course will be punished with instant fail in the subject. Legal proceedings might be derived.

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

Part-time students and students with special learning capacities will be assessed under the same criteria. However, flexibility will be offered regarding deadlines.

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

The assessment parts for these calls will be the same as for the other calls:

- Exams (Cuestionario on Moodle): 40% of the final grade.
- Essay (Tarea on Moodle): 20% of final grade. Students will have to submit 3 different writings before the deadline.
- Log (10%): Glossary (Glosario) and Extra Practice (textbook) (Tarea): 10% of the final grade.
- Oral presentation (Tarea or Blackboard on Moodle): 20% of the final grade.
- Project (Tarea on Moodle): 10% of the final grade.

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Grades for Log obtained for the first call will be kept in all calls.

### Qualifying criteria for obtaining honors:

*Students must obtain at least 9.5 points out of 10 in their final grade. Only 5% of the students enrolled in the course will be eligible for this recognition.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Textbook:

- Redston, C. & G. Cunningham (2014). *Face2Face, Elementary, Student's Book*. Cambridge: CUP. 2nd edition.

### 2. Further reading

Grammar and Vocabulary:

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

Dictionaries:

- 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

Common learning outcomes



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## COURSE DESCRIPTION

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.