

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 103614

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

Year: 1

Field:

Character: OBLIGATORIA

Duration: SECOND 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)

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

NONE

Recommendations

Students should have passed 'Idioma Moderno I: Inglés'.

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.

OBJECTIVES

- To achieve level A2 of the Common European Framework of Reference by learning the grammatical contents and developing the discursive and pragmatic competences that correspond to this level.
- To be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic personal and family information, shopping, local geography, employment).
- To be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- To be able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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CONTENT

1. Theory contents

Grammar

- Review of verb forms and questions
- Subject questions
- Past Simple
- Past Continuous: positive and negative, questions
- Have to/had to: positive and negative, questions and short answers
- Present Continuous and Present Simple; activity and state verbs
- Present Perfect for life experiences (1): positive and negative
- Present Perfect for life experiences (2): yes/no questions with ever
- Will for prediction; might
- Be going to; plans, hopes and ambitions
- Making comparisons: comparatives, a lot, much, a bit, (not) as ... as
- Superlatives
- Present Continuous for future arrangements
- Quantifiers; possessive pronouns
- Present Perfect with for and since; questions with How long ... ?
- Should, shouldn't, must, mustn't; infinitive of purpose
- First conditional; future time clauses with when, as soon as, before, after, until - Too, too much, too many, (not) enough
- Present Simple passive; Past Simple passive
- Used to
- Present Perfect for giving news with just, yet and already
- Relative clauses with who, which, that and where
- Reported speech
- Second conditional

Vocabulary

- Common phrases; question words
- Collocations (1): work; questions about travel
- Free time activities; frequency adverbs and expressions - Past time phrases
- Relationships (1)
- Adjectives (1); connecting words (1)
- Employment
- Looking for a job
- Word building: noun endings
- Types of film; past participles
- Types of music
- TV nouns and verbs; -ed and -ing adjectives
- The environment
- Collocations (2)
- Verbs and prepositions
- Adjectives (2): character
- Relationships (2)
- Adjectives and prefixes (un-, in-, im-, dis-)
- Travel
- Things we take on holiday; quantity phrases
- Phrases with go
- Describing your home



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- Going to dinner
- Common verbs; verb patterns
- Adjectives (3)
- Everyday problems
- Adjectives (4): feelings
- Phrasal verbs
- Verbs often used in the passive
- Words with some-, any-, no- and every- (somebody, anything, etc.) - Articles: a, an, the, no article
- Clothes shopping
- Collocations (3)
- Crime
- Guessing meaning from context
- Money
- Collocations (4): take and get
- Connecting words (2): first, next, then, etc.

2. Practical contents

Reading comprehension

- To understand short texts related to areas of most immediate relevance.

Written production

- To write short texts about areas of most immediate relevance, personal experience, likes and dislikes, hobbies and feelings.

Oral production

- Exchange of information in a simple and direct way on familiar and routine matters.
- Description in simple terms of aspects of his/her background, immediate environment and matters in areas of immediate need.

Pronunciation

- Vowels
- Consonants
- Regular verbs - Word stress

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

Decent work and economic growth

Partnerships for the goals

METHODOLOGY

General clarifications on the methodology (optional)

The textbook Face2face Pre-Intermediate, Student's Book, CUP will be required in this course. Extra material will be provided to the students via Moodle platform.

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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 that materials and assessment methods can be adapted according to their needs.

Off-site activities

Activity	Total
<i>Exercises</i>	45
<i>Listening activities</i>	15
<i>Reading activities</i>	15
<i>Self-study</i>	45
<i>Speaking activities</i>	15
<i>Writing activities</i>	15
Total hours	150

WORK MATERIALS FOR STUDENTS

Coursebook
Exercises and activities
Lessons summary
References

Clarifications

The main reference and source for course materials will be the textbook Face2Face, Pre-Intermediate, Student's Book, 2nd edition (CUP). The rest of the material will be available on the Moodle platform from the beginning of the course.

EVALUATION

Intended learning	Essay	Exams	Log	Oral Presentation	Project
CG2	X	X	X	X	X
CU1	X	X	X	X	X

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Intended learning	Essay	Exams	Log	Oral Presentation	Project
Total (100%)	20%	40%	10%	20%	10%
Minimum grade	5	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:

Students will have the following assessment criteria:

- Log (Tarea on Moodle): 10% of the final grade. Students will have to submit some activities via Moodle and carry out a specific co-assessment task.
- Essay (Tarea on Moodle): 20% of final grade. Students will have to submit 1 out of 3 different writings by the end of the course (10%) and participate in discussion forums along the course (10%).
- Exams (Cuestionario on Moodle): 40% of the final grade. Students will have to pass one test per unit (10% in total) and a final test (30%), including grammar, vocabulary, reading and listening. Each part of the exam must be passed with at least 5 points to be considered.
- Oral presentation (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 assessment tool (including the different parts of the final exam: grammar, vocabulary, reading and listening) is necessary to pass the course.

NOTE 2: The marks of the parts that students obtain in the first call in June will be valid for the second call in July, but not for the call in September.

NOTE 3: 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:

- Final Exam (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.

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- Log (10%): Extra Practice (textbook) (Tarea) (10%)
- Oral presentation (Tarea or Blackboard on Moodle): 20% of the final grade.
- Project (Tarea on Moodle): 10% of the final grade.

The marks of the parts that students obtain in the first call in June will be valid for the second call in July, but not for the call in September.

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. and G. Cunningham. Face2face, Pre-Intermediate, Student's Book. Cambridge: CUP, 2014.

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/dictionary/english-spanish> - Merriam-Webster Dictionary: <http://www.merriam-webster.com/>
- Oxford Dictionaries: <http://www.oxforddictionaries.com>
- Cambridge Dictionary: <http://www.dictionary.cambridge.org>
- Collocations Dictionary: <http://www.ozdic.com/>

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes



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INFORMATION REGARDING
UNIVERSITY OF CORDOBA DEGREES

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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.