

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 103615

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

Year: 2

Field:

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

Name: VILLA JIMÉNEZ, NATALIA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

Having passed 'Idioma Moderno I': Inglés' and 'Idioma Moderno II: Inglés'.

INTENDED LEARNING OUTCOMES

CG2 To know the accepted standard for, and the coherent, correct and appropriate usage of, a foreign language, orally and written.

COURSE DESCRIPTION

OBJECTIVES

The main objective of this course is to make students achieve a degree of competence in English corresponding to the B1.1 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 B1.1 level the student will be able to:

- enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current affairs);
- use a wide range of simple language to deal with most situations likely to arise whilst travelling;
- briefly give reasons and explanations for opinions, plans and actions;
- give descriptions on a variety of familiar subjects and describe an event (real or imagined) in writing and speaking;
- describe dreams, hopes and ambitions;
- convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.

CONTENT

1. Theory contents

Grammar

- Question forms
- Positive and negative verb forms, words and phrases
- *Be able to, be supposed to, be allowed to*, modal verbs (1)
- Present Continuous and Present Simple
- Present Perfect Simple: experience, unfinished past and recent events
- Present Perfect Continuous and Present Perfect Simple
- Past simple and Past Continuous; *used to*
- Past Perfect
- Making comparisons: comparatives, superlatives, *(not) as ... as*, etc.
- The future: *will, be going to*, Present Continuous
- First conditional and future time clauses
- Zero conditional; conditionals with imperatives and modal verbs; *in case*.

Vocabulary

- Weekend activities
- Likes and dislikes
- Adjectives (1): feelings prepositions with adjectives
- Collocations (1): work
- Food and ways of cooking
- Sleep; gradable and strong adjectives; adverbs
- Phrasal verbs (1): travel
- Phrases with *travel, get* and *go on*
- Word building (1): suffixes for adjectives and nouns
- Collocations (2): music
- Adjectives (2): character
- Guessing meaning from context
- Homes
- Phrasal verbs (2)
- Verb patterns (1)



COURSE DESCRIPTION

- Materials
- *Make* and *do*
- Reflexive pronouns
- Synonyms

2. Practical contents

- Question tags
- Showing concern, giving and responding to advice
- Asking for and making recommendations
- Softening opinions and making generalisations
- Explaining what you need
- Discussion language
- 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
 Life below water
 Life on land

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 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

COURSE DESCRIPTION

Activity	Large group	Medium group	Total
Vocabulary explanation and exercises	11	2	13
Writing Activities	5	-	5
Total hours:	45	15	60

Off-site activities

Activity	Total
Exercises	30
Group work	15
Self-study	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 1-6 from face2face, Intermediate, Student's Book (CUP) (units 7-12 will be covered in 'Idioma Moderno IV: Inglés').

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CG2	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	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.

COURSE DESCRIPTION

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

January call:

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (20%).

Attendance will not count for the final mark. However, students must attend 60% of the practice lessons so as to be assessed for their Writing and Speaking tests. Students need to get a pass in each of the assessment tools separately (Grammar, Vocabulary, Listening, Reading, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the January call will be valid in the following calls.

Other calls: Assessment will be similar to that in the January call.

Qualifying criteria for obtaining HONORS: Students will need to get at least 9 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 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) so that they can agree on the dates that best suit the students to fulfill the different tasks.

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

The same assessment criteria will be applicable in both scenarios.

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.



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INFORMATION REGARDING
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COURSE DESCRIPTION

- 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.

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

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.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

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.

COURSE DESCRIPTION

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CG2	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	4	4	4	4

(*)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 (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):**January call:**

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (20%).

Attendance will not count for the final mark. However, students must attend 60% of the practice lessons so as to be assessed for their Writing and Speaking tests. Students need to get a pass in each of the assessment tools separately (Grammar, Vocabulary, Listening, Reading, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the January call will be valid in the following calls.

Other calls: Assessment will be similar to that in the January call.

Qualifying criteria for obtaining HONORS: Students will need to get at least 9 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 (Scenario A):

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) so that they can agree on the dates that best suit the students to fulfill the different tasks.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

COURSE DESCRIPTION

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

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.

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CG2	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	4	4	4	4

(*)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.

Moodle Tools	Essay	Exams	Oral Presentation	Real and/or simulated tasks
Participation				X
Questionnaire		X		
Task	X		X	X
Videoconference			X	

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

January call:

- **[Exams]** Final exam (January) (40%): Grammar (20%), Vocabulary (20%).
- **[Real and/or simulated tasks]** Listening (10%), Reading (10%).
- **[Essay]** Writing (20%).
- **[Oral presentation]** Speaking (20%).

COURSE DESCRIPTION

Attendance will not count for the final mark. However, students must attend 60% of the practice lessons so as to be assessed for their Writing and Speaking tests. Students need to get a pass in each of the assessment tools separately (Grammar, Vocabulary, Listening, Reading, Writing, Speaking) in order to pass this subject. The marks of the parts that students have passed in the January call will be valid in the following calls.

Other calls: Assessment will be similar to that in the January call.

Qualifying criteria for obtaining HONORS: Students will need to get at least 9 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 (Scenario B):

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) so that they can agree on the dates that best suit the students to fulfill the different tasks.