



Universidad  
de Alcalá

# GUÍA DOCENTE

## **Inglés I //** **English I**

**Grados en *Estudios Ingleses y*  
*Lenguas Modernas y Traducción***  
**Universidad de Alcalá**

**Curso Académico 2018/19**  
1er curso – 1er cuatrimestre

## GUÍA DOCENTE

Nombre de la asignatura:	Inglés I // English I
Código:	251003/440003
Titulación en la que se imparte:	Grado en Estudios Ingleses / Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna / Filología Inglesa
Carácter:	Básica
Créditos ECTS:	8
Curso:	1º
Profesorado:	<p><i>Estudios Ingleses:</i> Isabel de la Cruz Ana Halbach</p> <p><i>Lenguas Modernas y Traducción (Alcalá):</i> Esperanza Cerdá Redondo Fernando Castanedo Arriandiaga Irene Sanz Alonso</p> <p><i>Lenguas Modernas y Traducción (Guadalajara):</i> María Dolores Porto Juan Manuel Camacho Ramos Silvia García</p>
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

### COURSE SUMMARY

For students of English, the ability to communicate proficiently through the English language is of paramount importance, as this constitutes the “tool of their trade”. Most of the times, much of what students have studied in English language courses so far is related to grammar and vocabulary, and more often than not students have had little opportunity to practise and use the language. Therefore, this subject, together with Inglés II, tries to offer students ample opportunity to use the language in both its oral and written form. This will be achieved through a variety of procedures and assignments, like peer-to-peer and group interaction / assignments, both spoken and written, or the more metacognitive task of reflecting on their own learning.

### 1. MODULE DESCRIPTION

For students of English, the ability to communicate proficiently through the English language is of paramount importance, as this constitutes the “tool of their trade”. Most of the times, much of what students have studied in English language courses so far is related to grammar and vocabulary, and more often than not students have had little opportunity to practise and use the language. Therefore, this subject, together with Inglés II, tries to offer students ample opportunity to use the language in both its oral and written form.

### **Prerequisites and recommendations:**

Since all activities are conducted in English, the course assumes a good working knowledge of English (Common European Framework level B1 or higher) upon entering the course

## **2. COMPETENCES**

### **General competences:**

1. Ability to locate and use materials and learning resources
2. Analysis and argumentation
3. Inference, prediction and abstract thinking
4. Problem solving
5. Group work
6. Autonomous learning
7. Metacognition

### **Specific competences:**

1. To develop the four communicative skills to a level B1.2 or B2 (Common European Framework of Reference).
2. To develop the ability to monitor one’s own performance when communicating in English.
3. To develop the ability to define one’s own problems when dealing with the oral and written skills in English.
4. To develop the ability to find solutions to the problems one encounters when dealing with the oral and written skills.
5. To be able to write a well-structured paragraph in English

## **3. CONTENTS**

- Listening skills:
  - listen for the gist
  - follow extended speech
  - deal with difficulties in understanding
  - use strategies that help understanding

- infer and recognise moods
- Speaking skills:
  - engage in extended conversations
  - participate in natural discourse
  - express opinions and viewpoints
  - give detailed descriptions, accounts of experiences
  - deliver prepared presentations on non-specialized topics
  - speculate about causes, consequences and hypothetical situations
  - grammatical and lexical accuracy in speaking
  - clear pronunciation and intonation
  - express feelings and emotions through intonation and speed
- Reading skills:
  - identify content, locate information and relevant details in long/complex texts
  - read for information and argument so that students can obtain information, understand ideas, opinions and viewpoints distinguishing between main and secondary ones
  - infer and predict further information
  - recognise vocabulary, guess meaning of new lexis within the context in order to acquire a broad active reading vocabulary.
- Writing skills:
  - write summaries synthesizing and evaluating information, ideas, opinions and arguments
  - write well-structured paragraphs
  - write different types of texts skilfully: describe and narrate real or imaginary events and experiences; express points of view and feelings
  - grammatical and lexical accuracy in writing

## Contents

Units	Topics	Hours
Unit 1	<ul style="list-style-type: none"> <li>• Developing the four communicative skills</li> <li>• Work on grammar, vocabulary and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• 11 class sessions</li> <li>• 26 hours students' independent work</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>• Developing the four communicative skills</li> <li>• Work on grammar, vocabulary and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• 11 class sessions</li> <li>• 26 hours students' independent work</li> </ul>

Unit 3	<ul style="list-style-type: none"> <li>• Developing the four communicative skills</li> <li>• Work on grammar, vocabulary and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• 11 class sessions</li> <li>• 26 hours students' independent work</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>• Developing the four communicative skills</li> <li>• Work on grammar, vocabulary and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• 11 class sessions</li> <li>• 20 hours students' independent work</li> </ul>
Unit 5	<ul style="list-style-type: none"> <li>• Developing the four communicative skills</li> <li>• Work on grammar, vocabulary and pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• 10 class sessions</li> <li>• 26 hours students' independent work</li> </ul>
Extension and consolidation activities	<ul style="list-style-type: none"> <li>• Characteristics of a well-structured body paragraph: unified; supported; logically ordered; and coherent</li> <li>• Work on areas of special difficulty as identified during the course</li> </ul>	<ul style="list-style-type: none"> <li>• 6 class sessions</li> <li>• 12 hours students' independent work</li> </ul>

#### 4. TEACHING AND LEARNING METHODS

The methodology of this course is communicative, although elements typical of other approaches will also be used. Thus the focus lies on using the language, but attention will also be paid to the knowledge about the language – although always in a context. Teaching will be based on *Global Advanced Coursebook* (Macmillan) although this book will be complemented by the teacher as needs arise. The workbook and on-line extra activities accompanying this book will be used for students' self-study purposes. Since class time is short, a lot of work has to be done by students independently, although with guidance from the teacher. Thus, students will be asked to keep a learning log; they will be asked to produce a number of short written texts as well as two oral projects. It is also assumed that students will work on those areas of the English language they find most difficulties in. This individualized work will be guided by the teachers in the tutorials.

### Student workload: 200 hours

Class-contact hours:	60 hours 1 two-hour exam
Self-study hours:	138

### Learning strategies

Class sessions	Classes will take a seminar format, emphasizing students' involvement and use of the English language in all kinds of communicative situations.
Group work	Students will work in groups, especially for the preparation of their oral presentations.
Individual work & self-access	Students will work on the development of their skills, as well as be responsible for remedial work in their problem areas independently of the teacher, but with his/her guidance.
Tutorials	Students will attend several group tutorials providing a more personal, individual attention to their learning and where, if necessary, extra activities and resources will be recommended in order to enhance their progress.

### Materials and resources

*Global Advanced Coursebook.*  
 Additional on-line resources and activities  
 Internet & computer  
 DVDs  
 Reference books (grammars and dictionaries)  
 Laboratory

## 5. ASSESSMENT

### Assessment criteria

Evaluation will measure students' proficiency in English as well as their ability to self-direct their studies, and their awareness of the processes involved in learning a language. Therefore, the following criteria will be taken into account:

- Fluency in use of English
- Ability to respond to tasks appropriately in the foreign language
- Grammatical accuracy and variety of grammatical structures
- Lexical range and appropriateness of lexis used
- Ability to understand a variety of texts, both spoken and written
- Ability to reflect on language learning and strategies used for it
- Awareness of resources for language learning
- Ability to plan and monitor one's learning

## Marking criteria

The final grade of the students will depend on their active and valuable participation in class and the written reflections (20%), their performance in the exam (40%) and their performance in the oral and writing projects (20% each). Likewise, their final grade will be based on the following criteria:

### Listening:

	General understanding	Inferring meaning	Strategic behaviour
Outstanding	<ul style="list-style-type: none"> <li>• understands the general idea and details of both short and extended texts about non-specialist topics</li> <li>• understands different text types: dialogue, extended monologue, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• infers and recognises moods</li> <li>• infers meaning that is not necessarily made explicit</li> </ul>	<ul style="list-style-type: none"> <li>• deals with difficulties in understanding using appropriate strategies</li> </ul>
Excellent	<ul style="list-style-type: none"> <li>• shows generally good understanding of the general idea and some details of both short and long listening passages</li> <li>• understands different text types with only occasional problems</li> </ul>	<ul style="list-style-type: none"> <li>• generally able to infer and recognise moods</li> <li>• infers some of the meaning that is not necessarily made explicit</li> </ul>	<ul style="list-style-type: none"> <li>• is generally able to deal with difficulties in understanding using appropriate strategies</li> </ul>
Good	<ul style="list-style-type: none"> <li>• some problems may occur in understanding of the general idea and some details of both short and long listening passages</li> <li>• understands different text types with minor difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes able to infer and recognise moods</li> <li>• sometimes is able to infer meaning that is not explicit</li> </ul>	<ul style="list-style-type: none"> <li>• is often able to deal with difficulties in understanding using appropriate strategies</li> </ul>
Fair	<ul style="list-style-type: none"> <li>• important problems in understanding of the general idea and some details of both short and long listening passages</li> <li>• understands different text types with varying degrees of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• finds it difficult to infer and recognise moods</li> <li>• is not able to infer meaning that is not explicit</li> </ul>	<ul style="list-style-type: none"> <li>• finds it difficult to deal with difficulties in understanding by using appropriate strategies</li> </ul>
Fail	<ul style="list-style-type: none"> <li>• often misunderstands the general idea and some details of both short and long listening passages</li> <li>• unable to understand some of the text types</li> </ul>	<ul style="list-style-type: none"> <li>• is normally not able to infer and recognise moods</li> <li>• is not able to infer meaning that is not explicit</li> </ul>	<ul style="list-style-type: none"> <li>• resorts to translating as the only strategy to help deal with difficulties</li> </ul>

**Speaking:**

	<b>Fluency and coherence</b>	<b>Lexical resource</b>	<b>Grammatical range and accuracy</b>	<b>Pronunciation</b>
Outstanding	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures, though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>sustains flexible use of features, with only occasional lapses</li> <li>is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
Excellent	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms with reasonable accuracy</li> <li>uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of pronunciation features with mixed control</li> <li>shows some effective use of features but this is not sustained</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
Good	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of pronunciation features</li> <li>attempts to control features but lapses are frequent</li> </ul>
Fair	<ul style="list-style-type: none"> <li>speaks with long pauses</li> <li>has limited ability to link simple sentences</li> <li>gives only simple responses and is frequently</li> </ul>	<ul style="list-style-type: none"> <li>uses simple vocabulary to convey personal information</li> <li>has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>attempts basic sentence forms but with limited success, or relies on apparently memorized utterances</li> <li>makes numerous errors except in memorized expressions</li> </ul>	<ul style="list-style-type: none"> <li>mispronunciations are frequent and cause some difficulty for the listener</li> </ul>

	unable to convey basic message			
Fail	<ul style="list-style-type: none"> <li>• pauses lengthily before most words</li> <li>• little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>• only produces isolated words or memorised utterances</li> </ul>	<ul style="list-style-type: none"> <li>• cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>• speech is often unintelligible</li> </ul>

### Reading:

	<b>General understanding</b>	<b>Inferring meaning</b>	<b>Text awareness</b>	<b>Strategic behavior</b>
Outstanding	<ul style="list-style-type: none"> <li>• understands the general idea and details of both short and extended texts about non-specialist topics</li> <li>• understands different text types: informative, persuasive, descriptive, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• infers meaning that is not necessarily made explicit</li> <li>• is able to identify the author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• is able to identify different parts of text</li> <li>• is able to identify how an argument is constructed</li> </ul>	<ul style="list-style-type: none"> <li>• is able to adapt the reading strategies used to the type of text and the purpose of reading</li> </ul>
Excellent	<ul style="list-style-type: none"> <li>• shows generally good understanding of the general idea and most details of both short and extended texts about non-specialist topics</li> <li>• understands different text types with only occasional problems</li> </ul>	<ul style="list-style-type: none"> <li>• infers most of the meaning that is not necessarily made explicit</li> <li>• is generally able to identify the author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• is generally able to identify different parts of text</li> <li>• is generally able to identify how an argument is constructed</li> </ul>	<ul style="list-style-type: none"> <li>• is generally able to adapt the reading strategies used to the type of text and the purpose of reading</li> </ul>
Good	<ul style="list-style-type: none"> <li>• shows generally good understanding of the general idea and most details of both short and extended texts about non-specialist topics</li> <li>• understands different text types with only occasional problems</li> </ul>	<ul style="list-style-type: none"> <li>• is sometimes able to infer the meaning that is not necessarily made explicit</li> <li>• is sometimes able to identify the author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• is sometimes able to identify different parts of text</li> <li>• is sometimes able to identify how an argument is constructed</li> </ul>	<ul style="list-style-type: none"> <li>• is often able to adapt the reading strategies used to the type of text and the purpose of reading</li> </ul>
Fair	<ul style="list-style-type: none"> <li>• important problems in understanding of the general idea and some details of both short and long texts</li> <li>• understands different text types with varying degrees of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• finds it difficult to infer the meaning that is not necessarily made explicit</li> <li>• is rarely able to identify the author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• is sometimes able to identify different parts of text</li> <li>• is rarely able to identify how an argument is constructed</li> </ul>	<ul style="list-style-type: none"> <li>• is sometimes able to adapt the reading strategies used to the type of text and the purpose of reading</li> </ul>
Fail	<ul style="list-style-type: none"> <li>• important problems in understanding of the general idea and some details of both short and long texts</li> <li>• has difficulties to understand some text types with varying degrees of effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• finds it difficult to infer the meaning that is not necessarily made explicit</li> <li>• is rarely able to identify the author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• has difficulties to identify different parts of text</li> <li>• finds it difficult to identify how an argument is constructed</li> </ul>	<ul style="list-style-type: none"> <li>• doesn't adapt the reading strategies used to the type of text and the purpose of reading</li> </ul>

**Writing:**

	<b>Task response</b>	<b>Coherence and Cohesion</b>	<b>Lexical resource</b>	<b>Grammatical range and accuracy</b>
Outstanding	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
Excellent	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
Good	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often fault</li> </ul>
Fair	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>

	undeveloped or irrelevant	relationship between ideas	• errors may severely distort the message	
Fail	<ul style="list-style-type: none"> <li>• rarely responds to the task does not express a position</li> <li>• may attempt to present one or two ideas but there is no development</li> </ul>	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except memorised phrases in

### Assessment procedures:

The course will be marked by continuous assessment except for those students who are granted evaluation by final exam, according to the University regulations. Students who follow the continuous assessment process will be assessed through:

- Class attendance and participation
- Learning log
- Oral projects
- Writing projects
- Final exam

### IMPORTANT:

- In order to pass the subject, students will have to have obtained a pass mark in all four skills (Listening, Speaking, Reading and Writing) by the end of the semester
- For the continuous assessment process, attending classes and tutorials will be compulsory. Anyone who misses any assignment or more than 5 classes will fail the continuous evaluation. Students who fail the continuous evaluation will be asked to take the re-sit exam in the second period of June. Furthermore, students are responsible for completing assignments on time. Late work will be penalised with a deduction of 0.5 points/day on the mark, unless the instructor determines that a late assignment is justified.

Should a student, for some reason, not be able to follow continuous assessment, he/she will have to ask for permission in writing to the Dean of the Faculty during the first two weeks of course to be evaluated in the subject through final assessment, which will consist in an exam that contains the following elements:

- a. Listening comprehension test (20%)
  - b. Reading comprehension test (20%)
  - c. Use of English (grammar and vocabulary) (20%)
  - d. Writing test (20%)
  - e. Speaking test (20%)
- Total: 100%

Students will also have to have obtained a pass mark in all these elements. The re-sit examination in June follows the same structure as the final exam.

## 6. BIBLIOGRAPHY

### Essential readings:

#### Coursebook:

The coursebook used will be *Global Advanced Coursebook*. Macmillan. Lindsay Clandfield and Amanda Jeffries and Rebecca Robb Benne and Michael Vince ISBN: 9780230033276. Students are recommended to buy the accompanying workbook for self-study.

#### Dictionaries:

*Collins SpanishEnglish/English Spanish Dictionary*. London and Glasgow: Collins, 1975.

*Collins Dictionary of the English Language*. 1979 rpt. London and Glasgow: Collins, 1985.

Heaton, J.B. & N.D. Turton. *Dictionary of Common Errors in English*. London: Longman, 1987

Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*, 1974, rpt. Oxford: OUP, 1987.

*Macmillan English Dictionary*. London: Macmillan, 2007

### Further sources

#### Grammar Books:

Hewings, M. 2005. *Advanced Grammar in Use*. Cambridge: Cambridge University Press.

McCarthy, M. & O'Dell, F. 2005. *English Collocations in Use*. Cambridge: Cambridge University Press.

#### Webpages:

<http://www.eslhome.com>

<http://www.bbc.co.uk/radio/>

<http://www.bbc.co.uk/bbcfour/audiointerviews>

<http://soundportraits.org>

<http://guardian.co.uk>