



Universidad
de Alcalá

GUÍA DOCENTE

Inglés I // **English I**

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

Curso Académico 2019/20
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> Ana Halbach Luisa Juárez Hervás Elena Serrano Moya</p> <p><i>Lenguas Modernas y Traducción (Alcalá):</i> Fernando Castanedo Arriandiaga Esperanza Cerdá Redondo Beatriz Sánchez Palomo Elena Serrano Moya</p> <p><i>Lenguas Modernas y Traducción (Guadalajara):</i> María Dolores Porto Beatriz Sánchez Palomo</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 **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"> • Developing the four communicative skills • Work on grammar, vocabulary and pronunciation 	<ul style="list-style-type: none"> • 11 class sessions • 26 hours students' independent work
Unit 2	<ul style="list-style-type: none"> • Developing the four communicative skills • Work on grammar, vocabulary and pronunciation 	<ul style="list-style-type: none"> • 11 class sessions • 26 hours students' independent work

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

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 Perspectives-Advanced (National Geographic Learning) 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 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
Self-study hours:	140 hours

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 can attend individual or 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

Coursebook: Perspectives- Advanced (National Geographic Learning)
 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 on their learning process (20%) and their performance in the oral, reading, listening and writing projects and activities (20% each).

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:

- Learning log
- Oral projects
- Writing projects
- Reading activities
- Listening activities
- Individual and group work in class

These will be assessed through class or homework activities and some of them can also be assessed in a final exam

IMPORTANT:

- Students need to have acquired the desirable level of competence/skills indicated in this syllabus in each of the competences specified in the assessment criteria (Listening, Speaking, Reading and Writing) by the end of the semester
- For the continuous assessment process, attending classes will be compulsory. Anyone who misses 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 be penalised.

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
Perspectives- Advanced (National Geographic Learning)
Amanda Jeffries, Lewis Lansford and Daniel Barber
ISBN: 978-1-337-27719-8.

Students are recommended to buy the accompanying workbook for self-study.

Dictionaries:

Collins SpanishEnglish/English Spanish Dictionary. London and Glasgow: Collins
Collins Dictionary of the English Language. 1979 rpt. London and Glasgow:
Collins
Heaton, J.B. & N.D. Turton. *Dictionary of Common Errors in English*. London:
Longman,
Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*, Oxford:
OUP,
Macmillan English Dictionary. London: Macmillan,

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>