



Universidad  
de Alcalá

# GUÍA DOCENTE

## ASIGNATURA

IDIOMA MODERNO II (INGLÉS)

**Grado en Estudios Hispánicos**  
**Universidad de Alcalá**

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**Curso Académico 2009/2010**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Idioma Moderno II (Inglés)</b>
Código:	<b>790018</b>
Titulación en la que se imparte:	<b>Grado en Estudios Hispánicos</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna / Filología Inglesa</b>
Carácter:	<b>Formación Básica</b>
Créditos ECTS:	<b>6</b>
Curso:	<b>1º</b>
Profesorado:	Cristina Tejedor Martínez
Horario de Tutoría:	<b>A determinar en función del horario de la asignatura</b>
Idioma en el que se imparte:	Inglés

### 1. PRESENTACIÓN

This course focuses on the development of students' communicative abilities in English at the B1 level (Common European Framework of Reference for Languages). At the end of the course students are expected to understand the main points of clear standard input on familiar matters regularly encountered in work, school or leisure; to deal with most situations likely to arise whilst travelling in an area where English is spoken; to produce simple connected text on topics which are familiar or of personal interest; and to describe experiences and events, giving reasons and explanations for opinions and plans.

#### Prerrequisitos y Recomendaciones

Students are expected to have at least an A2 level of English (Common European Framework of Reference for Languages).

## 2. COMPETENCIAS

### Competencias genéricas:

1. To develop students' oral and written comprehension and expression in English
2. To use the suitable vocabulary within a context
3. To develop skills in reading comprehension, listening, speaking and writing in English
4. To review the knowledge of English grammar
5. To develop the skills of self-directed study and learning, with appropriate time-management
6. To develop analytical and argumentative skills
7. To use Internet resources

### Competencias específicas:

1. To be able to distinguish between main and secondary ideas
2. To develop the abilities of inference, predicting and summarizing
3. To express opinions and viewpoints, and to engage in short conversations in English
4. To recognise vocabulary and guess meaning of new lexis within the context in order to acquire a broad active vocabulary
5. To write different types of discourse synthesizing and evaluating information, ideas, opinions and arguments
6. To be able to identify socio-cultural conventions in English-speaking contexts

## 3. CONTENIDOS

### Contenidos:

1. Functional language
  - Giving advice
  - Offers
  - Complaints
  - Advantages and disadvantages
  - Question tags (checking)
  - Social expressions

## 2. Grammar

- Present Perfect Continuous
- “Would”. Unreal conditions
- Articles and determiners. Quantifiers
- Modals of speculation
- Passive
- Verbs with two objects
- Causative
- Reported speech and thought. Reported questions
- “Tell” and “ask” with infinitive

### Programación de los contenidos

Unidades temáticas	Temas	Total horas, clases, créditos o tiempo de dedicación
Course presentation / Life Changes / Happy birthday / Dilemmas		• 2,5 weeks
Breaking news / Speeding / Bank robbers		• 2,5 weeks
Shops and shoppers / E-shopping / Telephone bills		• 2,5 weeks
Secrets / Mysteries / Strictly confidential		• 2,5 weeks
Olympic dreams / The sporting year / sport relief		• 2,5 weeks
Money matters / Sue! / Gifts of gold / course review		• 2,5weeks

#### 4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE. ACTIVIDADES FORMATIVAS

An eclectic methodology will be used, though it is based mainly on the communicative approach. The four skills will be integrated (reading, listening, speaking and writing) though grammar, pronunciation and lexis will also be practised. Strategies to achieve the above mentioned skills and linguistic aspects will be practised too.

The course is taught in English, which means that students are expected to be able to follow explanations, ask questions and give short presentations in this language. E-learning activities and adapted literary texts may also be used to develop communicative skills.

Students will have three one-hour tutorials in small groups (5 students per group approx.) during the semester.

Tutorials will focus on developing e-learning exercises and completing an activity on a selected reading:

- Tutorials 1 and 2 will be held at the computer lab, where students will be working with e-learning exercises.
- In tutorial 3 students will develop an activity on the selected reading.

#### Número de horas totales:

Número de horas presenciales:	51
Número de horas del trabajo propio del estudiante:	99

#### Estrategias metodológicas

Face to face sessions	Seminars and group tutorials
Autonomous work	Readings, written activities and oral presentations, ICT exercises
Tutorials	Individual tutorials

#### Materiales y recursos

The following coursebook will be used: Philip Kerr and Ceri Jones, *Straightforward* (Intermediate), Oxford, Macmillan, 2006. Additional audiovisual and/or reading materials may also be used during the course.

## 5. EVALUACIÓN

### Criterios de evaluación

Assessment will be based mainly on students' daily work. Class participation, oral and written assignments, and language tests will be taken into account to assess the range of different strengths that students will be developing.

### Criterios de calificación

The following system will be used to determine the final grade for the course:

- 15% of the grade will depend on class participation
- 45% of the grade will be based on continuous work throughout the course
- 20% of the grade will be based on a midterm exam to be held during the course
- 20% of the grade will be based on a final exam to be held at the end of the course

### Procedimientos de evaluación

Class participation, written and oral exercises and activities in English, exams.

## 6. BIBLIOGRAFÍA

### Bibliografía Básica

#### Grammar and vocabulary

- Eastwood, J. (1992). *Oxford Practice Grammar*. Oxford: Oxford University Press.
- Sánchez Benedito, F. (2004). *Gramática Inglesa*. Madrid: Pearson Educación.
- Redman, S. (2001). *English Vocabulary in Use. Pre-intermediate & intermediate*. Cambridge: Cambridge University Press.
- Swan, M. (1984). *Basic English Usage*. Oxford: Oxford University Press.
- Swan, M. (1995). *Practical English Usage*. 2nd ed. Oxford: Oxford University Press.

#### Dictionaries

*Gran Diccionario Oxford, Español-inglés, Inglés-español*. (2008) OXFORD UNIVERSITY PRESS  
*Longman Language Activator*. (2002) LONGMAN  
*Longman Dictionary of Contemporary English*. (2005) LONGMAN  
*Longman Pronunciation Dictionary, 3<sup>rd</sup> edition* (2008). LONGMAN  
*Diccionario Longman Advanced*. (2003) LONGMAN  
*MacMillan English Dictionary*. (2002) MACMILLAN EDUCATION  
*Oxford Advanced Learner's Dictionary of Current English*. (2005) OXFORD UNIVERSITY PRESS