



Universidad
Politécnica
de Cartagena



Centro
Universitario
de la Defensa

COURSE DESCRIPTION

Inglés I

Grado en Ingeniería de Organización Industrial

Academic Year 2012-2013

Course Description

1. General Information about the subject.

Subject	Inglés I		
Area	English Language		
Module	Compulsory		
Code	511101008		
Degree	Grado en Ingeniería de Organización Industrial		
Centre	Centro Universitario de la Defensa en la Academia General del Aire		
Character	Compulsory		
Period	Annual	Course	1st
ECTS	7.5	Hours / ECTS	25
		Total working hours	187.5

2. Teaching Staff.

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Subject	English
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3. Subject Description

3.1. Presentation

The subject *Inglés I* is directed towards the development of the B2 competences according to the *Common European Framework of Reference for Languages* as established by the Council of Europe.

3.2. Area Framework in the Programme

Inglés I is framed in the first course of the degree “Grado de Ingeniería de Organización Industrial”, lasting an annual year.

3.3. Relation with other areas in the programme

The English language emerges as an essential communication tool in the future labour outcome of our students, tangling together and fitting perfectly well with the rest of areas in the official programme of “Grado en Ingeniería de Organización Industrial”. Students are expected and required to hold B1 level previous knowledge of the area for the proper development of the curriculum according to the Common European Framework of Reference for Languages.

3.4. Learning outcomes.

In order to evaluate the previous knowledge level of our students, different diagnostic tests on oral and written skills will be carried out at the beginning of the course. At the same time, these tests will guarantee the correct formation in the grouping tasks.

4. Competences

4.1. Competences

Students will develop the following competences throughout the course:

COMPETENCIAS INSTRUMENTALES

- ☒ T1.1 Capacidad de análisis y síntesis
- ☒ T1.4 Comprensión oral y escrita de una lengua extranjera

COMPETENCIAS PERSONALES

- ☒ T2.1 Capacidad crítica y autocrítica
- ☒ T2.2 Trabajo en equipo
- ☒ T2.3 Habilidades en las relaciones interpersonales
- ☒ T2.6 Reconocimiento de la diversidad y la multiculturalidad
- ☒ T2.7 Habilidad para trabajar en un contexto internacional

COMPETENCIAS SISTÉMICAS

- ☒ T3.1 Capacidad para aplicar los conocimientos a la práctica
- ☒ T3.2 Capacidad de aprender
- ☒ T3.3 Adaptación a nuevas situaciones
- ☒ T3.6 Conocimiento de otras culturas y costumbres
- ☒ T3.7 Habilidad de realizar trabajo autónomo

4.2. Learning Objectives

By the end of the course, students should have acquired the B2 competence level according to the *Common European Framework of Reference for Languages* as established by the Council of Europe.

Concretely, with regard to the oral and written comprehension and production competences, students should be able to:

▪ **Listening comprehension:**

- Understand in detail what is said to him/her in standard spoken language even in a noisy environment.
- Catch much of what is said around him/her by native speakers.
- Understand the main ideas of complex speech on both concrete and abstract topics delivered in standard dialect.
- Follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is signposted by explicit markers.
- Understand most broadcast materials, including radio documentaries, delivered in standard dialect and can identify the speaker's mood and tone.
- Understand plays and the majority of films in standard dialect.
- Use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.
- Generally follow complex lectures, talks and reports and other forms of presentation.
- Keep up with an animated conversation between native speakers.

▪ **Reading comprehension:**

- Understand articles on current problems in which the writers express specific attitudes and points of view
- Quickly grasp the content and significance of news, articles and reports on topics connected with his/her interests or job, and decide if closer reading is worthwhile.
- Scan quickly through long and complicated texts, locating relevant details.
- Understand in a narrative the motives for the characters' actions and their consequences for the development of the plot.
- Understand reviews dealing with the content and criticism of cultural topics (films, books) and summarise the main points.
- Read correspondence relating to his/her field of interest and readily grasps the essential meaning.
- Understand in detail texts within his/her field of interest or academic and professional speciality.
- Understand specialised articles outside his/her own field of occasional help of a dictionary.
- Guess the meaning of single unknown words from their context.

▪ **Spoken interaction-spoken production:**

- Engage in extended conversation in a participatory fashion on most general topics.
- Initiate, maintain and end discourse naturally with effective turn-taking.
- Exchange detailed factual information on matters within his/her field of interest.
- Account for and sustain his/her opinions by providing relevant arguments.
- Express his/her thoughts about abstract and cultural topics such as films.
- Take an active part in discussion, evaluate proposals and respond to hypotheses.
- Help a discussion along on familiar ground, confirming comprehension.
- Convey degrees of emotion and highlight the personal significance of events.
- Use stock phrases to gain time and keep the turn.
- Carry out a prepared interview, checking information and following up replies.
- Take initiatives in an interview and expand and develop ideas.
- Summarise and give his/her opinion on a short story, article, talk, discussion or interview, and answer further questions in detail.
- Give clear detailed descriptions on subjects related to his/her field of interest.
- Give detailed accounts of experiences describing feelings and reactions.
- Give detailed presentations and respond to a series of follow-up questions.
- Explain a viewpoint giving the advantages and disadvantages of various options.
- Narrate a story.
- Summarise the plot and sequence of events in an extract from a film or play.
- Summarise short extracts from news items, containing opinion and discussion.
- Construct a chain of reasoned argument linking ideas logically.
- Speculate about causes, consequences and hypothetical situations.
- Use some cohesive devices to link his/her utterances into clear, coherent discourse.

▪ **Writing:**

- Write clear and detailed texts on various subjects related to his/her field of interest.
- Write about events and experiences in a detailed and easily readable way.
- Write reports and essays which develop an argument, giving reasons for or against a point of view, and explaining the advantages and disadvantages of various options.
- Develop an argument, emphasising decisive points and including supporting details.
- Express news and views in writing and relate to those of others.
- Write a review.
- Convey factual information to friends/colleagues or ask for information.
- Make a note of favourite mistakes and consciously monitor his/her work for them.
- Take notes on important points during a lecture on a familiar topic.

5. Contents

5.1. Program contents

The course program is oriented towards the achievement of grammatical and lexical competences, oral and written comprehension and pronunciation corresponding to the B2 level of the Common European Framework of Reference for Languages.

This program is divided into ten didactic units, as follows:

UNIT 1: A life of learning

Grammar:

- The English verb system.
- Uses of auxiliaries

Reading texts

Listening texts

Vocabulary:

- Language ability.
- Education.
- Verb patterns 1.

Speaking:

- An English learner profile.
- Exam experiences.
- Conversations about everyday topics.
- Single-sex education.

UNIT 2: Time for a change

Grammar:

- Present and past habits, repeated actions and states.

- *Be used to, get used to.*

Reading texts

Listening texts

Vocabulary:

- Expressing frequency.
- Feelings and opinions.
- Word-building 1: suffixes.

Speaking:

- Old and new habits.
- Discussion about things that you're used to.
- How organized are you?
- Discussion about controversial statements.

UNIT 3: It's against the law.

Grammar:

- Second conditional. Alternatives for *if*.
- Third conditional.

Reading texts

Listening texts

Vocabulary:

- Types of crime, criminals and crime verbs.
- Verbs and prepositions.

Speaking

- Honesty questions.
- Discussion of real-life crimes.

UNIT 4: Telling stories.

Grammar:

- Narrative verb forms.
- Past perfect continuous.
- Defining, non-defining and reduced relative clauses.

Reading texts

Listening texts

Vocabulary:

- Phrasal verbs.
- Books and reading.
- Connecting words: reason and contrast
- Ways of exaggerating.

Speaking:

- Two urban legends.
- Completing a story.

UNIT 5: Nature's best.

Grammar:

- Ways of comparing.
- Future verb forms.

Reading texts

Listening texts

Vocabulary:

- Animals.
- Plants and gardens.
- Back referencing.

- Adjectives for giving opinions.

Speaking:

- Comparing things.
- Discussions about the environment.

UNIT 6: Breaking codes

Grammar:

- Uses of verb+ *ing*.
- Modal verbs 1: levels of certainty about the future.

Reading texts

Listening texts

Vocabulary:

- Phrases with take.
- Compound adjectives describing character.
- Guessing meaning from context.

Speaking:

- Tips for a British tourist in your country.
- Types of code.

UNIT 7: Small world.

Grammar:

- Simple and continuous aspects. Activity and state verbs.
- Present perfect simple and P. P. continuous

Reading texts

Listening texts

Vocabulary:

- State verbs.
- Business and trade.

- The internet. Word building 2: prefixes.
- On the phone.

Speaking:

- Discussion about things you've wanted to do.
- Internet habits.
- A conversation on the phone.

UNIT 8: Making ends meet

Grammar:

- Wishes: *I hope...Should have...*

Reading texts

Listening texts

Vocabulary:

- Dealing with money.
- Phrasal verbs 2.
- Synonyms.

Speaking:

- Things that annoy you.
- Discussions about regrets.

UNIT 9: Out and about

Grammar:

- The passive.
- *As, like, such as, so, such*

Reading texts

Listening texts

Vocabulary:

- The cinema.
- Entertainment adjectives.
- Homonyms.

Speaking:

- Oscars quiz.
- Discussion about film, play or TV dramas.

UNIT 10: The great divide.

Grammar:

- *Have/get something done, get somebody to do something, do something yourself.*
- Quantifiers.

Reading texts

Listening texts

Vocabulary:

- Household jobs.
- Male, female and neutral words.
- Compound nouns and adjectives.

Speaking:

- Discussion about your family.
- The differences between men and women.

6. Methodology.

6.1. Learning-Teaching Activities			
Activity	Teacher's Task	Student's Task	ECTS
Classes	Content explanation and follow-up activities of the programme	<u>Presence</u> : Class attendance and active participation	1.8
Language laboratory	Development of the correct pronunciation and intonation	<u>Presence</u> : Oral comprehension and expression practical training	1.2
Autonomous Study	Course preparation	<u>No Presence</u> : Individual study of the area	1.76
Group Tutorials	Group guidance for working tasks	<u>Presence</u> : Group expositions	0.04
		<u>No presence</u> : Preparation of group tasks	0.4
Individual Tutorials	Individual follow-up of competences	<u>Presence</u> : Tutorials	0.04
		<u>No presence</u> : Preparation of individual tasks	0.8
Evaluation	Oral and written exams	<u>Presence</u> : Exams	0.26
		<u>No presence</u> : Individual study	1.2
TOTAL			7.5

7. Assessment

Instruments	Evaluation Criteria	Marking Criteria
Exams	Written exam Oral exam*	70 %
Group tasks	Oral and written presentations	20%
Individual tasks	Student's Portfolio	10 %

*It will be compulsory in order to pass the area to get, at least, a mark of 5.0 in the oral comprehension & production part of the subject.

7.2. Control and follow-up Mechanisms

The learning process follow-up will be carried out throughout:

- Guidance to student's questions
- Group tutorials
- Individual tutorials
- Student's Portfolio tasks
- Oral and written exams

8. Relationship among results, formative activities and assessment

8.1. Learning objectives / formative activities / assessment

Learning objectives (4.2)	Theory classes	Laboratory	Group Tutorials	Individual tutorials	Formative activities evaluation	Oral and written exam
Listening comprehension B2 CEFR	■	■	■	■	■	■
Reading comprehension B2 CEFR	■	■	■	■	■	■
Spoken interaction/production B2 CEFR	■	■	■	■	■	■
Writing B2 CEFR	■		■	■	■	■

9. Temporalization. ECTS Distribution

Week	subjects/other activities	ATTENDANCE ACTIVITIES								NON ATTENDANCE ACTIVITIES		TOTAL
		Conventional			Non conventional				Exam	Assessment		
		Classes	Laboratory	Individual Study	Group Tutorials	Work in group	Individual Tutorials	Portfolio				
1	Presentation/Level test	2	1									3
2, 3, 4	T1	6	3	6				2		2.5		19.5
5, 6, 7	T2	6	3	6				2		2.5		19.5
8, 9	T3	4	2	4			0.25	2		2.5		14.75
10, 11	T4	4	2	4	0.25			2		2.5		14.75
12, 13	T5	4	2	4		2	0.25	2		2.5		16.75
14, 15	T6	4	2	4		2		2		2.5		16.5
16	Course Revision	2	1	2		1	0.25	2				8.25
17	Exams				0.25						3.25	3.50
18, 19, 20	T7	3	3	6		2	0.25	2		3		19.25
21, 22, 23	T8	3	3	6		2		2		3		19
24, 25, 26	T9	3	3	2		1		2		3		14
27, 28, 29	T10	3	3		0.25					3		9.25
30	Course Revision	1	2		0.25					3		6.25
31	Exams										3.25	3.25

10. Bibliography

10.1. Bibliography

Redston, Chris & Gillie Cunningham. *Face2Face Upper Intermediate* (Student's book and workbook with CD-Rom and Audio CD). Cambridge: Cambridge University Press, 2011.

Diccionario Bilingüe Cambridge Compact Spanish-English (Paperback with CD-Rom). Cambridge: Cambridge University Press. 2009.

10.2. Additional Bibliography

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Cambridge Advanced Learner's Dictionary 3rd Edition. Cambridge: Cambridge University Press, 2008.

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Craven, Miles, C. Thaine & S. Logan. Cambridge English Skills: Real Listening & Speaking. Cambridge: Cambridge University Press, 2010.

Diccionario Collins Universal. English-Spanish/Español-Inglés. New York. HarperCollins. 2003.

Driscoll, Liz. Cambridge English Skills: Real Reading. Cambridge: Cambridge University Press, 2010.

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Longman Diccionario Concise Intermediate – Advanced.

Longman Advanced Learner's Grammar.

Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press. 2011.

Palmer, Graham, R. Gower & S. Haines. Cambridge English Skills: Real Writing. Cambridge: Cambridge University Press, 2010.

Pye, Glennys. Vocabulary in practice 3 (Pre-intermediate). Cambridge: Cambridge University Press. 2003.

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Redman, Stuart. Oxford Word Skills Advanced. Oxford: Oxford University Press. 2010.

Redman, Stuart. Idioms and Phrasal Verbs Advanced. Oxford: Oxford University Press. 2011.

Sánchez Benedito, Francisco. Gramática Inglesa. Madrid: Alhambra-Longman, 2009.

Swam, Michael & Catherine Walter. Oxford English Advanced Course. Oxford: Oxford University Press. 2010.

Yule, George. Oxford Practice Grammar Advanced. Oxford: Oxford University Press. 2010.

10.3. Network resources

- BBC News (<http://www.bbc.co.uk/news>)
- CNN News (<http://www.edition.cnn.com/world>)