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**TEACHING GUIDE**  
**ENGLISH**  
**SOCIAL STUDIES**  
**Faculty of Education**  
**Universidad Católica de Valencia**  
**San Vicente Mártir**

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Year 2023/2024



## TEACHING GUIDE TO THE FIELD AND SUBJECT

		ECTS
<b>SUBJECT:</b> English		6
<b>Field:</b> Modern Language		6
<b>Module:</b> Language Learning and Teaching		43
<b>Educational Model:</b> Compulsory	<b>ACADEMIC YEAR:</b> 1 <sup>st</sup> <b>Term:</b> 1 <sup>st</sup>	
<b>Instructors:</b> Neus Álvarez (PhD) Chiara Tasso (PhD)	<b>Department:</b> English department	
	<b>E-mail:</b> mn.alvarez@ucv.es  chiara.tasso@ucv.es	

## MODULE ORGANIZATION

LANGUAGE LEARNING AND TEACHING				43 ECTS
Field and Courses				
Field	ECTS	Course	ECTS	Course/ term
Modern Language	6	English	6	1/1
<b>TEACHING GUIDE FOR SUBJECT: English</b>				
<b>Pre-requisites:</b> N/A				
<b>GENERAL GOALS</b>				
<p>According to the <b>Common European Framework of Reference for Languages</b> (CEF or CEFR), the goal of this subject is to ensure that, by the end of the course, students have the ability to deal with simple, straightforward information and begin to express themselves in familiar contexts. They should be able, for example, to take part in a routine conversation on simple predictable topics. To achieve this general goal, the specific objectives are as follows:</p> <ul style="list-style-type: none"> <li>To expand grammatical comprehension and expression in terms of form, use and meaning.</li> <li>To develop reading skills (extraction of specific information; generic reading comprehension; inference of the meaning of unknown words from context).</li> <li>To expand the students' ability to talk and communicate with others.</li> </ul>				



<ul style="list-style-type: none"><li>• To practice oral skills through discussions, debates, role-plays or games.</li><li>• To improve students' listening comprehension by providing ample listening practice.</li></ul>					
BASIC AND GENERAL COMPETENCES		Competence measuring scale			
		1	2	3	4
CG1 - To be familiar with the curriculum areas of Primary Education, with the interdisciplinary relationships among them, with the assessment criteria, and with the didactic knowledge related to the teaching and learning process.		x			
CG2 - To design, plan and assess teaching and learning processes both individually and in collaboration with other teachers and professionals at school.		x			
CG3 - To effectively address language learning situations in multicultural and multilingual contexts. To promote reading & the critical analysis of texts connected to their field of knowledge and listed in the educational curriculum.		x			
CG4 - To design and regulate learning spaces inclusive of diversity, addressing gender equality, equity and respect for human rights which constitute the values of a citizen's education.		x			
CG5 - To promote coexistence both inside and outside the classroom. To solve discipline issues and to facilitate the peaceful solution of conflicts. To boost and value personal effort, perseverance and self-discipline within their pupils.		x			
CG8 - To keep an independent and critical relationship with knowledge, values and public and private institutions.		x			
CG10 - To reflect on the learning & teaching process to innovate & improve the quality of teaching. To develop habits and skills for independent as well as cooperative learning and promote them among pupils.				x	
CG11 - To know to use and apply the new technologies of information & communication in the classroom. To carefully select that audiovisual information which will boost learning, a civic education and cultural richness.					x

SPECIFIC COMPETENCES				
	1	2	3	4
CE42 - To understand the basic principles of Language and Communication Sciences.	x			
CE43 - To learn about Literature and become familiar with Children's Literature.	x			
CE44 - To be familiar with the Languages and Literature Curriculum.	x			



CE45 - To be able to speak, read and write correctly and properly in the official languages of the corresponding Autonomous Community (C1 CEFR).	x			
CE46 - To be familiar with the learning and teaching process of written language.	x			
CE47 - To promote reading and foster writing.				x
CE48 - To be familiar with the learning difficulties of the official languages for students of other languages.	x			
CE49 - To address language learning situations in multicultural contexts.				x
CE50 - To be able to speak and write in a foreign language (B1 CEFR).				x
CE51 - To develop and assess some of the curriculum content by means of appropriate didactic resources and to foster the corresponding competences among pupils.		x		

LEARNING OUTCOMES	COMPETENCES
R-1.Students produce well-organized oral texts individually or in pairs/groups that are appropriate for the interlocutor and their communicative purpose in the contexts of a formal test, classroom presentations and/or media recordings.	CE47, CE50
R-2.Students perform with correctness, fluency and spontaneity that allow them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding in oral tests, classroom assignments and individual/group tasks.	CG10, CE50
R-3.In listening tests and classroom tasks, students understand the overall meaning, essential information, the main points and the most relevant details in clearly structured oral texts using standard language articulated at a relatively slow to medium speed and transmitted orally or by technical means, provided that the acoustic conditions are reasonably good or what was heard can be listened to again. They are able, for instance, to complete gaps in texts or tables and identify the correct answer when given choices.	CE47, CE50
R-4. In reading tests and classroom tasks, students understand the overall meaning, essential information, the main points and the most relevant details in clear, well-organized texts using standard language on general and current topics, related to their own specialty, or topics of special interest to them. They are able, for instance, to complete gaps in texts, extract meaning from context, identify the correct answer when given choices or match words with similar meanings.	CE50
R-5. In writing tests, classroom assignments and individual/group tasks, students write simple, cohesive texts, be them public or private, on familiar topics or those in which they have a personal interest, which call for or transmit information; stories are narrated; experiences or events (real or imaginary), feelings, reactions, wishes and aspirations are described.	CG10, CG11, CE50



FORMATIVE ACTIVITIES INDICATED IN ECTS CREDITS, THEIR CORRESPONDING TEACHING-LEARNING METHODOLOGY AND THE CONNECTION WITH THE COMPETENCES TO BE ACQUIRED BY STUDENTS			
ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the Subject	ECTS
THEORETICAL SESSIONS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4, R5	1
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, field work, computer room, visits, data search at libraries, on-line, etc. Activities carried out in spaces with special equipment (iPad).	R1, R2, R3, R4, R5	2
PROJECT PRESENTATIONS	Meaningful construction of knowledge through student- teacher & peer interaction.	R1, R2, R3, R4, R5	0.5
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.	R1, R2, R3, R4, R5	0.3
ASSESSMENT	Group of tests used during initial, formative or additive assessment.	R1, R2, R3, R4, R5	1
Total			4.8
FORMATIVE ACTIVITIES INDICATED IN ECTS CREDITS, THEIR CORRESPONDING TEACHING-LEARNING METHODOLOGY AND THE CONNECTION WITH THE COMPETENCES TO BE ACQUIRED BY STUDENTS			



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the Subject	ECTS
GROUP WORK	<p>Preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.</p> <p>Work carried out in the UCV 'plataforma' or other virtual spaces.</p> <p>Independent research in a library, on-line, etc.</p>	R1, R2, R3, R4, R5	0.7
INDIVIDUAL WORK	<p>Student's work on the recommended bibliography. Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc.</p> <p>Work carried out on the UCV 'plataforma' (<a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a>) or other virtual spaces.</p> <p>Independent research in a library, on-line, etc.</p>	R1, R2, R3, R4, R5	0.5
Total			1.2
SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM			
Assessment Tool	LEARNING OUTCOMES ASSESSED		Allocated Percentage



LEARNING OUTCOMES ASSESSED		Allocated Percentage
Final Assessment: Reading, writing, vocabulary, listening and speaking test.	R1, R2, R3, R4, R5	60%
Formative Assessment: A video interview, in-class tests and writing portfolio	R1, R2, R3, R4, R5	40%

DESCRIPTION OF CONTENTS	
1. MORPHOSYNTAX	CG10, CG11, CE47, CE50



- 1.1 Adjectives: position, order, *ing—ed* adjectives
- 1.2 Comparisons: superiority, inferiority and equality
- 1.3 Prepositions of time and place
- 1.4 Present simple and present continuous
- 1.5 Count and uncountable nouns
- 1.6 Determiners and pronouns
- 1.7 Frequency adverbs
- 1.8 First Conditional
- 1.9 Gerunds and Infinitives
- 1.10 Present Simple Passive
- 1.11 Past Continuous and Past Simple
- 1.12 Modals
- 1.13 Present Perfect Simple: *just, yet, already*
- 1.14 Past Perfect Simple
- 1.15 The future: *will, going to*, present simple and present continuous
- 1.16 Question and answers
- 1.17 Conditionals: Zero, First and Second Conditional
- 1.18 Relative clauses
- 1.19 Linking words

## 2. LEXICAL AREAS

CG10, CG11, CE47, CE50

- 2.1. Family and home
- 2.2. Lifestyles
- 2.3. Education
- 2.4. Personality
- 2.5. Relationships
- 2.6. Culture
- 2.7. Work
- 2.8. The media
- 2.9. Society and crime
- 2.10 The environment





3. CAN DO GOALS	CG10, CG11, CE47, CE50
<p>3.1. Read, listen, write and talk about families and home and share opinions</p> <p>3.2. Read, listen, write and talk about different lifestyles</p> <p>3.3. Read, listen, write and talk about different types of education</p> <p>3.4. Read, listen, write and talk about personalities</p> <p>3.5. Read, listen, write and talk about the importance of personal relationships.</p> <p>3.6. Read, listen, write and talk about culture</p> <p>3.7. Read, listen, write and talk about professions</p> <p>3.8 Read, listen, write and talk about the use of the media</p> <p>3.9. Read, listen, write and talk about social issues</p> <p>3.10 Read, listen, write and talk about the environment</p>	

TENTATIVE SCHEDULE:		
	CONTENT	Nº of lessons
1	Read, listen, write and talk about families and home and share opinions: Present simple; present continuous; Frequency adverbs.	3
2	Read, listen, write and talk about different lifestyles: Question and answers; Count and uncountable nouns; Determiners and pronouns.	3
3	Read, listen, write and talk about different types of education: Articles; Past Simple and Past Continuous.	3
4	Read, listen, write and talk about personalities: Adjectives; Comparisons: superiority, inferiority and equality; Prepositions of time and place.	3
5	Read, listen, write and talk about the importance of personal relationships: Present Perfect Simple: just, yet, already; Linking words.	2
	Read, listen, write and talk about professions: The future: will, going to, present simple and present continuous.	2
6	Read, listen, write and talk about culture: Modals; Relative clauses.	2



7	Read, listen, write and talk about the use of the media: Modals; Present Simple Passive.	2
8	Read, listen, write and talk about social issues: Conditionals	2
9	Read, listen, write and talk about families and home and share opinions: Present simple; present continuous; Frequency adverbs.	3
10	Read, listen, write and talk about different lifestyles: Question and answers; Count and uncountable nouns; Determiners and pronouns.	3

## REFERENCES

### **Bibliografía básica**

English for Social Studies: Booklet available at the photocopy room.

### **Bibliografía complementaria**

Brown, C. and Hood, S. (2012). *Academic Encounter: Life in society. Reading, study skills and Writing*. Cambridge: Cambridge University Press.

Carter, Ronald and McCarthy Michael. (2006). *Cambridge Grammar of English: A Comprehensive Guide*, Cambridge: Cambridge University Press.

Coe, N., Harrison, Mark. & Paterson, Ken. (2006). *Oxford Practice Grammar*. Oxford: Oxford University Press.

Downing, Angela and Philip Locke. (2003). *A University Course in English Grammar*, 3rd ed., London and New York: Routledge.

Eastwood, J. (2005). *Oxford Learner's Grammar*. Oxford: Oxford University Press.

*Oxford Practice Grammar (Intermediate)*. CD-ROM with interactive 'find and correct the mistake' exercises. Oxford: Oxford University Press.

Huddleston, Rodney and Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar*, Cambridge, Cambridge University Press.

Lobeck, Anne. (2000). *Discovering Grammar*, Oxford: Oxford University Press.

Murphy, R. (2012). *English grammar in use*. UK: Cambridge University Press.

Murphy, Raymond. (2008). *Essential Grammar in Use. Edición en español con respuestas + CDRom*. Cambridge: Cambridge University Press.



Sanabria, K. (2012). *Academic Encounter: Life in society: Listening and speaking skill*  
Cambridge: Cambridge University Press.

Swan, M. (2002). *The Good Grammar Book*. Oxford: Oxford University Press.

**Diccionarios:**

*Diccionario Compact English-Spanish/Español-Inglés + CDROM*. (2008). Larousse.

*Longman Dictionary of Contemporary English*. (2003). Harlow: Longman-Pearson Education Limited.

*Longman Advanced (English-Spanish, Español-Inglés)*. (2003). Madrid: Longman-Pearson Education.

Wells, J. C. (2000). *Longman Pronunciation Dictionary*, 2<sup>nd</sup> ed. Harlow: Longman-Pearson Education Limited.

**Direcciones de internet/webgrafía:**

British Council: <http://learnenglish.britishcouncil.org/en>

Current news turned into lessons: [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)

Different kind of exercises: [www.agendaweb.org](http://www.agendaweb.org)

English Grammar: [www.edufind.com/english-grammar/english-grammar-guide/](http://www.edufind.com/english-grammar/english-grammar-guide/)



## Addendum to the Course Guide English



Owing to the exceptional situation caused by the COVID-19 health crisis and taking into account the security measures related to educational activity in the Higher Education sector, the following changes have been made to the Course Guide to ensure that students achieve their learning outcomes in the subject.

**Scenario 1: Teaching without limited capacity** (when the number of enrolled students in the classroom is lower than the capacity allowed according to the existing security measures).

In this case, no changes will be made to the Course Guide.

**Scenario 2: Teaching with limited capacity** (when the number of enrolled students in the classroom is higher than the capacity allowed according to the existing security measures).

In this case, the following changes will be made:

### 1. Educational Activities On-site:

**All the on-site educational activities that are indicated in the Course Guide will be done through a blended teaching approach that combines on-site teaching in the classroom with synchronous online teaching.**

Students will be able to attend classes on-site or to attend them online through the telecommunication tools provided by the university (videoconferences). The students who attend classes on-site and those who attend them by videoconference will be rotated according to a pre-arranged schedule.

In this subject, videoconferences will take place through:



Microsoft Teams

**Scenario 3: Confinement owing to a new State of Alarm.**

In this case, the following changes will be made:

**1. Educational Activities On-site:**

**All the on-site educational activities that are indicated in the course guide, as well as group and individual tutoring, will be done with the telecommunication tools provided by the university.**

In this subject, these will take place through:

☒ Microsoft Teams

**2. The Assessment System**

On-site assessment

☒ The assessment system will not be modified. If on-site assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to an online system.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other assessment tools will not be modified with regards to what is indicated in the Course



Guide.



### Comments on the assessment system:

#### Off-site assessment

☒

The assessment system will not be modified. If off-site assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to an online system.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other assessment tools will not be modified with regards to what is indicated in the Course Guide.

### Comments on the assessment system: