

### DETAILS OF THE SUBJECT

**Title:** LENGUA B II (INGLÉS)

**Code:** 101584

**Degree/Master:** GRADO DE TRADUCCIÓN E INTERPRETACIÓN

**Year:** 1

**Name of the module to which it belongs:**

**Field:** IDIOMA MODERNO (LENGUA B)

**Character:** BASICA

**Duration:** SECOND TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:**

### TEACHER INFORMATION

**Name:** JIMÉNEZ NAVARRO, EVA LUCÍA

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

Students should take the previous course Lengua BI (Inglés).

### SKILLS

- CB1 Ability to strengthen and further knowledge of the basic contents of the field of study to apply the knowledge in the professional setting and have the competences that demonstrate through the preparation and defense of arguments and problem solving.
- CB2 Ability to analyse and synthesise information and develop critical thinking and capable of self-assessment, demonstrating knowledge and understanding in the field of study.
- CB3 Ability to locate, obtain, manage and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB4 Mastery of the basic resources of oral and written communication.
- CB5 Develop creativity and the capacity of self-learning to undertake further study with a high degree of autonomy.
- CB6 Capable of teamwork and decision making in international and interdisciplinary contexts.

CB7	Ability to gather and interpret relevant data and to make judgments that involve reflecting on gender, diversity, multiculturalism and democratic values, making an ethical commitment to the development of the profession
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE1	Analyse, create and revise in a professional manner all types of texts and determine the values and parameters of language variation and textual function.
CE2	Ability to produce acts of oral and written communication and to transfer content to and from the working languages A, B, C.
CE3	Ability to search for and analyse documentary and textual information and use the information contained in databases, dictionaries, other computer media and the Internet in the field of translation.
CE8	Be capable of the analysis and synthesis of a wide range of texts and discourses in the working languages: A, B and C.
CE9	Analyse textual function, agents and relevant factors in the process of translation and interpretation.
CE10	Ability to participate in learning forums and transfer the knowledge acquired in the working languages: newsgroups, blogs.
CE11	Ability to analyse the morphosyntactic and semantic properties and discourse of the working languages: B and C.
CE12	Knowledge of the particular linguistic features of the working languages and their differences with respect to the native language.
CE16	Be able to create and manage terminology databases.
CE17	Be able to value the culture and knowledge of foreign languages, and promote the acquisition of critical attitudes regarding knowledge, values and public and private institutions.
CE19	Be able to undertake work related to language consultancy and correction.
CE20	Be able to interrelate the various aspects of translation and interpretation and link translation knowledge with other areas and disciplines.

## OBJECTIVES

### General objectives

The main objective of this course is to develop the communicative competence in English by developing the four different skills in a B1+/B2 level established by the *Common European Framework of Reference (CEFR)*. They are as follows:

- Reading: to understand the main ideas in complex texts on both concrete and abstract issues.
- Listening: to understand the main ideas in a linguistically complex speech or lecture dealing with both concrete and abstract issues.
- Writing: to write detailed descriptions of real or imaginary facts or experiences in well-structured texts, by connecting ideas and using the most appropriate format according to their literary genre.
- Speaking: to speak fluently, in a precise and efficient way, about a wide range of general, academic, professional, or any other subjects, with both native and non-native speakers.

### Specific objectives

According to the specifications shown in the Verifica document, these are the competences students will be required to develop at this level:

- Ability to use the English language in the four different skills.
- Development and practice of English grammar in the four skills.
- Knowledge of the appropriate vocabulary when dealing with different subjects.

- Knowledge of the features of the main writing formats, and their appropriate use.

- Knowledge and practice of the main English vowel and consonant sounds.

## CONTENT

### 1. Theory contents

#### Unit 1: Small World

Function: Polite interruptions

Grammar: Simple and continuous aspects; Stating reason and result

Listening: At the airport

Reading: Changing China

(Feb)

#### Unit 2: Life in Cyberspace

Grammar: Present perfect and present perfect continuous. Stating reason and result

Vocabulary: Word building: prefixes

Listening: Using the internet

Reading: Our digital world

(Feb)

#### Unit 3: A world under change

Listening: Making plans on the phone

Grammar: Defining and non-defining relative clauses. Short-form relative clauses

Pronunciation: Sentence stress and weak forms

Reading: A report: Alcock and Brown over the Atlantic

Group Writing: Description of a town.

(Feb)

#### Unit 4: Making ends meet

Function: Expressing wishes

Grammar: Phrasal verbs. Using the infinitive and the gerund. The noun phrase

Vocabulary: Dealing with money. Using synonyms

Listening: Missing words: reduced infinitives

Speaking: Expressing wishes. Things that annoy you

(Mar)

#### Unit 5: Getting and spending money

Function: Apologising

Grammar: Coordination and subordination. Sentence structure: linking devices

Reading: Travelling and protocol

Listening: British and American accents

(Mar)

#### Unit 6: World communication

Reading: The Oscars: and the winner is &hellip;

Listening: A night at the theatre: giving opinions

Grammar: The passive voice. Comparison and contrast. Comparative clauses

Group Writing: 1) A report. 2) A review of a film, or a novel

(Mar)

#### Unit 7: Mass consumption

Function: Making and responding to suggestions

Grammar: The passive voice. Stating contrast: conjunctions and prepositions

Vocabulary: Homonyms

Listening: Making suggestions

Reading: A report: Art and Destruction

(Mar)

#### Unit 8: The great divide

Function: Defending one's point of view  
Vocabulary: Household jobs  
Listening: Household chores  
Grammar: Have/get something done. Expressing time and sequence  
Pronunciation: Word stress  
(Abr)

### **Unit 9: New man**

Reading: Men in the 21st century  
Grammar: Quantifiers. Writing negative statements  
Vocabulary: Compound Nouns and Adjectives  
Listening: Why men lie and women cry  
Speaking: Giving arguments: Women's roles?  
Debate: Men and women in the 21st century  
Function: Adding emphasis  
(Abr)

### **Unit10: Making a Living**

Grammar: Reported speech. Future perfect and future continuous  
Vocabulary: Verb pattern: reporting verbs  
Reading: Going into business  
Listening: A business opportunity  
Debate: Talking about your future  
Group Writing: An essay: Our changing world  
(Abr)

### **Unit 11: Meeting up**

Function: Discussion language: requests and commands  
Grammar: Conditional sentences  
Vocabulary: Business collocations. Advertising  
Listening: Two friends arranging to meet  
Speaking: Working life  
(May)

### **Unit 12: That's weird!**

Grammar: Modal verbs  
Vocabulary: Colloquial words/phrases  
Listening: Is my flat haunted?  
Intonation: Natural rhythm: review  
Debate: What do you believe in?  
(May)

### **Unit 13: Invasion**

Reading: Radio play creates panic across USA  
Grammar: Past forms of modal verbs  
Vocabulary: Idioms  
Debate: Haunted places?  
Group Writing: An essay: free choice  
(May)

### **Unit 14: Making a presentation**

Function: Introduction and summarising  
Speaking: Topic description  
Debate: Topic discussion  
(Jun)

## **2. Practical contents**

Both theoretical and practical contents have been detailed in the previous section.

**General clarifications on the methodology and methodological adaptations for part-time students**

The features of this course make necessary the combination of both theoretical and practical tasks at the same time, as it is shown in the Contents section. However, as the number of students enrolled in this course is high, the spoken production activities as well as the class debates will be carried out in the medium groups, so that students can take an active part and the teacher can monitor them. Therefore, students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the teacher, and contribute to the whole learning process in a wide range of individual, pair, and group activities.

English language will not only be an object of study, but a genuine vehicle of communication and a tool of knowledge to access interesting interdisciplinary subjects which are absolutely relevant in today's world. Hence, to expose students to as much relevant input as possible, English will be the common language used in class.

Oral presentations will take place during the course. The handbook used will be the same as the one for the previous subject, Lengua BI (Inglés) (see Bibliography).

Part-time students who cannot attend classes on a regular basis will have to communicate their condition to the teacher at the beginning of the course (during the first two weeks). These students are required to follow the same assessment criteria, so they will have to make all the different tasks proposed in class.

**Face-to-face activities**

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	10	2	12
<i>Debates</i>	10	7	17
<i>Group presentation</i>	5	6	11
<i>Group work (cooperative )</i>	2	5	7
<i>Lectures</i>	8	-	8
<i>Tutorials</i>	5	-	5
<b>Total hours:</b>	<b>40</b>	<b>20</b>	<b>60</b>

**Not on-site activities**

Actividad	Total
<i>Exercises</i>	30
<i>Finding information</i>	15
<i>Group work</i>	15
<i>Self-study</i>	30
<b>Total hours:</b>	<b>90</b>

**WORK MATERIALS FOR STUDENTS**

Exercises and problems  
Manual of the subject

## EVALUATION

Skills	Tools					
	Grammar and vocabulary	Listening tests	Observation records	Oral presentations	Reading tests	Writing tests
CB1	x	x	x	x	x	x
CB2	x	x	x	x	x	x
CB3	x	x	x	x	x	x
CB4	x	x	x	x	x	x
CB5	x	x	x	x	x	x
CB6	x	x	x	x	x	x
CB7	x	x	x		x	x
CE1	x	x	x	x	x	x
CE10	x	x	x	x	x	x
CE11	x					
CE12	x	x	x	x	x	x
CE16	x	x			x	x
CE17	x	x			x	x
CE19	x	x			x	x
CE2	x	x			x	x
CE20	x	x	x	x	x	x
CE3	x	x			x	x
CE8	x	x	x		x	x
CE9	x	x	x	x	x	x
CU1	x	x	x	x	x	x
CU2	x	x			x	x
CU3	x	x	x	x	x	x
<b>Total (100%)</b>	15%	15%	20%	20%	15%	15%
<b>Minimum grade.(*)</b>	5	5	5	5	5	5

(\*) Minimum grade necessary to calculate the average

**Minimum score to eliminate content and period of validity for partial qualifications:** *Students are required to get at least 5 points out of 10 for every single skill to pass the subject. Positive grades for every assessment item will be valid until the end of the academic year.*

**General clarifications on evaluation and methodological adaptation for part-time students:**

Students attending regularly and part-time students will be assessed following almost the same criteria. For the former, assessment will be as follows:

- Observation records (attendance and active participation in class): 20%.
- Oral presentations and tests: 20%.
- Final exam (including grammar and vocabulary, listening, writing and reading tests): 60%.

For part-time students, assessment will be as follows:

- Oral presentations and tests: 40%.
- Final exam (including grammar and vocabulary, listening, writing and reading tests): 60%.

**Value of attendance in the final grade:** *Regular attendance and an active participation in class will be considered as the 20% of the final mark.*

**Qualifying criteria for obtaining honors:** *Students will be awarded this recognition when getting at least 9 points out of 10. No more than 5% of the students enrolled in this course will be awarded such a recognition.*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

- Redston, C., & Cunningham, G. *face2face Upper Intermediate Student's Book*, 2nd ed. Cambridge: C.U.P., 2009.
- Tims, N., & Bell, J. *face2face Upper Intermediate Workbook*. Cambridge: C.U.P., 2007.

### 2. Further reading:

#### Grammar and vocabulary

- Hewings, M. *Advanced Grammar in Use*. 2nd ed. Cambridge: C.U.P. 2005.
- McCarthy, M., & O Dell. *English Vocabulary in Use Upper-intermediate*. 2nd ed. Cambridge: C.U.P., 2001.
- Murphy, R. *English Grammar in Use*. 3rd ed. Cambridge: C.U.P., 2004.

#### Dictionaries

- *Gran Diccionario Oxford. Español-Inglés, Inglés-Español*. Oxford: O.U.P., 2006.
- *Oxford Advanced Learner's Dictionary*. Oxford: O.U.P., 2011.

## COORDINATION CRITERIA

- Common evaluation criteria
- Performing activities