

DETAILS OF THE SUBJECT

Title: LENGUA B IV (INGLÉS)

Code: 101606

Degree/Master: GRADO DE TRADUCCIÓN E INTERPRETACIÓN

Year: 2

Name of the module to which it belongs: LENGUA B Y SUS CULTURAS

Field: IDIOMA MODERNO Y SUS CULTURAS

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform: MOODLE LENGUA B IV (INGLÉS)

TEACHER INFORMATION

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SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

It is strongly recommended for students to course "Lengua B I (Inglés)", "Lengua B II (Inglés)" and "Lengua B III (Inglés)" before getting enrolled in this subject.

SKILLS

- CB1 Ability to consolidate and increase basic contents in order to apply knowledge in a professional way. Furthermore for getting competences that are usually shown through the elaboration and defense of arguments and resolution of problems.
- CB2 Ability for analysis and synthesis of information, development of critical thinking and ability to self-assessment, proving to possess and understand knowledge in his or her research area.
- CB3 Ability to locate, get and transmit information, ideas, problems and solutions to both a specialised and non-specialised audience.
- CB4 Command of basic resources of oral and written communication.
- CB5 Creativity development and self-learning capacity to begin with further studies with a high degree of autonomy.
- CB6 Ability to work as a team and taking decisions in international and interdisciplinary contexts.

CB7	Ability to gather and interpret relevant data and judge including a reflection about gender diversity, multiculturalism and democratic values, adopting an ethical commitment in the development of the job.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CU3	To increase the habits of an active searching for employment and the capacity of entrepreneurship.
CE1	To analyse, create and revise professionally all kinds of text and determine values and parameters of linguistic variation and textual function.
CE2	Ability to produce oral and written communication acts and to transfer contents to and from the working languages A, B, C.
CE3	Ability for the search and analysis of documentary and textual information and the use of information contained in databases, dictionaries, other computer storage media and the Internet in the field of translation.
CE8	To be able to analyse and synthesise all kind of texts and speeches in the working languages: A, B and C.
CE9	To analyse textual functions, agents and relevant factors in the process of translation and interpretation.
CE10	Ability to take part in learning forums and transfer of knowledge acquired in the working languages: news groups, blog.
CE11	Ability for the morph-syntactic, semantic and discursive analysis of the working languages: B and C.
CE12	To know the linguistic peculiarities of working languages and their contrast with regard to mother tongue.
CE16	To be able to create and process terminology databases
CE17	To be able to recognise the culture and knowledge of foreign language, as acquisitions which favour critical and autonomous attitudes with respect to knowledge, values and public and private institutions.
CE19	To be able to carry out advice and linguistic correction functions

OBJECTIVES

The general goal for students in this course is to develop a C1 level of linguistic competence in English, as described by the Common European Framework of Reference for Languages. All the skills will be trained during the classes, as well as cultural aspects related to the English language and culture.

SPECIFIC GOALS:

- Instrumental mastering of the English language.
- Development of the four basic skills and the English grammar.
- To understand the different conventions that regulate the different English writing styles.
- To understand and to assimilate the lexicon used in English to express different linguistic functions.
- Understanding of the main pronunciation features of the English vowels and consonants, paying special attention to oral and listening skills.
- To get to know English linguistic variation.
- To understand and assimilate cultural differences.
- To develop intercultural communicative skills.

CONTENT

1. Theory contents

FUNCTIONAL CONTENTS:

- Discussing implications
- Expressing surprise or disbelief

- Making and responding to invitations
- Persuading and responding to persuasion
- Getting your point across
- Apologising

GRAMMAR CONTENTS:

- Complex sentences
- Speculating about the future
- Paraphrasing
- Modals to talk about the past
- Concessive clauses and adverbials
- Passive structures
- Comparative structures
- Substitution and ellipsis
- Special uses of the past simple

THEMATIC CONTENTS:

- Digital
- Law
- Night
- Footprints
- Words
- Conscience

LEXICAL CONTENTS:

- Compound nouns. Informal expressions
- Acronyms and collocations
- Legal vocabulary.
- Collocations with law. Formal vocabulary
- Times of day and night. Expressions with night
- Phrasal verbs
- Ecological expressions
- Expressions with foot or feet. Different types of shoes
- New words
- Origins of new words
- Describing street people. Verb/Noun collocations
- Expressions with conscience

PHONETIC CONTENTS:

- Word stress
- Final /t/ and /d/
- Syllable patterns in adverbs
- Preparing to read aloud
- Differences in spelling and pronunciation

2. Practical contents

The nature of the subject makes it impossible to fulfill a clear division between theory and practice. The practical contents will be presented and used in the classroom in order to develop both the communicative skills of the student and his professional training.

However, since the training of active skills requires a more individualized perspective, the medium-sized group classes will be devoted, as far as possible, to the development of productive skills that require a greater attention from the teacher.

METHODOLOGY

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

The English language is presented as a tool with a communicative goal in an instrumental context. So we will focus our attention in a communicative approach, practicing the four basic skills (reading, speaking, listening and writing), and paying special attention to cultural elements related to the target language.

The seminars will follow the textbook proposed in the basic bibliography. It has been carefully selected in order to integrate the communicative-functional activities with those tasks with a much more structural nature. So the texts, activities, dialogs, listening activities, vocabulary, etc. presented to the students will be mainly practical and based on real experiences. The use of new technologies and modern language teaching techniques will be present in the room (role-playing, simulation, problem-solving, etc.)

The highly practical and communicative approach to the target language will lead the course to the analysis, commentary and debate of meaningful situations within the proposed topics. Students will have to contextualize the theoretical contents and they will have the chance to reflect on the cultural elements and values associated to the English language.

Apart from that, students will be asked to perform a public oral presentation in the classroom, in the target language. By doing so, students will improve their knowledge and skills in the second language in order to develop the competences required in the forthcoming courses.

In order to achieve an optimum performance in the subject, daily work and constant effort are required.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Seminar</i>	42	15	57
<i>Tutorials</i>	1	-	1
Total hours:	45	15	60

Not on-site activities

Actividad	Total
<i>Exercises</i>	40
<i>Finding information</i>	30
<i>Group work</i>	20
Total hours:	90

WORK MATERIALS FOR STUDENTS

Exercises and problems
Manual of the subject

EVALUATION

Skills	Tools		
	Objective tests	Oral presentations	Short answer tests
CB1		X	
CB2		X	
CB3		X	
CB4	X	X	X
CB5		X	
CB6		X	
CB7		X	
CE1	X	X	X
CE10		X	
CE11	X		X
CE12			X
CE16	X		X
CE17		X	
CE19	X		X
CE2	X	X	X
CE3		X	
CE8	X		X
CE9	X		X
CU1	X	X	X
CU2		X	
CU3	X		X
Total (100%)	40%	20%	40%
Minimum grade.(*)	5	5	5

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: *The grades obtained in the final exam or the oral exposition will be valid for July examination period.*

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

Final exam: 80% of the final mark. The exam will evaluate grammar acquisition as well as listening, writing and reading skills.

Group oral presentation: 20% of the final mark. At the beginning of the course, several topics will be proposed. Groups will have to choose one of the topics -or select their own, approved by the teacher- and prepare an oral exposition that will be performed during the last sessions of the course.

IMPORTANT: Plagiarism and/or cheating during the performance of ANY of the assignments (exams, expositions, class activities, etc.) carried out during the course will be punished with **instant fail** in the subject. Legal proceedings might be derived.

Value of attendance in the final grade: *Attendance is not compulsory, so it is not graded.*

Qualifying criteria for obtaining honors: *9+ in all the graded fields.*

BIBLIOGRAPHY

1. Basic Bibliography:

Textbook: Jones, C., Bastow, T & Jeffries, A. (2010). *New Inside Out Advanced*. Oxford: Macmillan.
Workbook: Jones, C., Hird, J. & Stannard, R. (2010). *New Inside Out Advanced Workbook*. Oxford: Macmillan.

2. Further reading:

GRAMMAR

- Altenberg, E. P. and Vago, R. M. (2010). *English grammar: Understanding the basics*. New York : University of Cambridge.
- *Collins Cobuild English Grammar*. (2011). Bishopbriggs (Glasgow): HarperCollins.
- Downing, A. and Locke, P. (2006). *English grammar: A university course*. New York : Routledge.
- Gairns, R. and Redman, S. (2011). *Idioms and Phrasal Verbs*. Oxford: O.U.P.
- Hewings, M. (2005). *Advanced Grammar in Use*. Cambridge: C.U.P.
- Swan, M. and Walter, C. (2011). *English Grammar Course Intermediate*. Oxford: O.U.P.
- Vince, M. (2008). *MacMillan English Grammar in Context*. Oxford: Macmillan.
- Vince, M. (2003). *Advanced Language Practice*. Oxford: Macmillan. Macmillan.

SKILLS IMPROVEMENT

- Black, M. and Capel. A. (2008). *Objective IELTS*. Cambridge: C. U. P.
- Norris. R. (2005). *Ready for CAE*. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B. (2007). *Improve your IELTS Skills: Reading*. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B. (2007). *Improve your IELTS Skills: Listening and Speaking*. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B.(2007). *Improve your IELTS Skills: Writing*. Oxford: Macmillan.

DICTIONARIES:

- Bilingual: *Macmillan English Dictionary for Advanced Learners*. (2007). Oxford: Macmillan.
- Monolingual: *Longman Dictionary of Contemporary English*. (2005). Harlow: Pearson Education Limited and Oxford Advanced Learner's CD-ROM Dictionary. (2010). Oxford: O.U. P.

COORDINATION CRITERIA

No criteria entered.

SCHEDULE

Period	Activity			Comments
	Assessment activities	Seminar	Tutorials	
1# Fortnight	0	8	0	Complex sentences
2# Fortnight	0	8	0	Speculating about the future
3# Fortnight	0	8	0	Paraphrasing/Modals to talk about the pa
4# Fortnight	0	8	0	Concessive clauses and adverbials
5# Fortnight	0	8	0	Passive structures
6# Fortnight	0	8	0	Comparative structures
7# Fortnight	0	8	0	Substitution and ellipsis
8# Fortnight	2	1	1	Special uses of the past simple
Total hours:	2	57	1	