

### 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:** MATERIAS BÁSICAS

**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:** moodle.uco.es

### TEACHER INFORMATION

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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 B I (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 a 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 the English grammar in the four different 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. Theoretical content

#### UNIT 1:

- Vocabulary: state verbs; business and trade; word building: prefixes; on the phone.
- Grammar: simple and continuous aspects; activity and state verbs; Present Perfect Simple and Present Perfect Continuous.
- Listening: At an airport; The internet.
- Reading: City on the move; Our digital world.

#### UNIT 2:

- Vocabulary: dealing with money; phrasal verbs: money; synonyms.
- Grammar: wishes: *I hope..., it's time..., should have...*
- Listening: I'll pay you back; Tipping customs in the US and the UK
- Reading: How to make some extra cash; A tipping nightmare!

#### UNIT 3:

- Vocabulary: the cinema; entertainment adjectives; homonyms.
- Grammar: the passive; *as, like, such as, so, such*.
- Listening: *Nightmare Train* - the musical; What is art?.
- Reading: And the Oscar goes to...; Destruction art.

#### **UNIT 4:**

- Vocabulary: household jobs; adjectives for views and behaviour; compound nouns and adjectives.
- Grammar: *have/get something done, get someone to do something, do something yourself*; quantifiers.
- Listening: Who is the most/least practical?; *Why Men Lie and Women Cry*.
- Reading: Youth in the 21st century; Gender quiz.

#### **UNIT 5:**

- Vocabulary: work collocations; business collocations; verb patterns: reporting verbs; advertising.
- Grammar: describing future events; Future Perfect; reported speech.
- Listening: Arranging to meet; A business opportunity; Decision time.
- Reading: A problem at Daisy's.

#### **UNIT 6:**

- Vocabulary: colloquial words/phrases; vague language expressions; idioms.
- Grammar: modal verbs: deduction in the present and the past, past forms and related verbs.
- Listening: Where's my mobile?; A haunted flat.
- Reading: You can't take it with you; Look behind you!

## **2. Practical contents**

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

### **METHODOLOGY**

#### **General clarifications on the methodology. (optional)**

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.

### Methodological adaptations for part-time students

Part-time students will have to make oral presentations and tests (40%) and take the final exam (including grammar and vocabulary, listening, writing and reading tests; 60%) to pass this subject.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	10	-	10
<i>Debates</i>	-	6	6
<i>Group presentation</i>	10	-	10
<i>Group work (cooperative )</i>	2	-	2
<i>Listening Activities</i>	-	6	6
<i>Reading Activities</i>	10	-	10
<i>Speaking Activities</i>	-	6	6
<i>Writing Activities</i>	10	-	10
<b>Total hours:</b>	<b>42</b>	<b>18</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  
Textbook

### Clarifications:

The students will use the same textbook as in Lengua B I (Inglés).

## 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 pass the subject

### What is the weight of the attendance in the final grade ?:

Regular attendance along with active participation in class will be considered up to the 20% of the final mark.

### General clarifications on instruments for evaluation:

Students need to get a pass in each of the assessment tools in order to pass this subject.

### 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 students attending regularly, 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%.

**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.*

¿Hay exámenes/pruebas parciales?: No

## BIBLIOGRAPHY

### 1. Basic Bibliography:

#### Textbook

- 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

## SCHEDULE

Period	Activity								Comments
	Assessment activities	Debates	Group presentation	Group work (cooperative)	Listening activities	Reading activities	Speaking activities	Writing activities	
<i>1# Fortnight</i>	0	1	0	0	1	1	1	2	Unit 1
<i>2# Fortnight</i>	0	1	0	0	1	2	1	1	Unit 2
<i>3# Fortnight</i>	0	1	0	0	1	1	1	2	Unit 3
<i>4# Fortnight</i>	0	1	0	0	1	2	1	1	Unit 4
<i>5# Fortnight</i>	0	1	0	0	1	1	1	2	Unit 5
<i>6# Fortnight</i>	0	1	0	0	1	2	1	1	Unit 6
<i>7# Fortnight</i>	10	0	10	2	0	1	0	1	Review
<b>Total hours:</b>	<i>10</i>	<i>6</i>	<i>10</i>	<i>2</i>	<i>6</i>	<i>10</i>	<i>6</i>	<i>10</i>	