

## TEACHING GUIDE

### DETAILS OF THE SUBJECT

Title (of the subject): **LENGUA C II (INGLÉS)**

Code: 101594

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

Year: 1

Name of the module to which it belongs:

Field: IDIOMA MODERNO (LENGUA C)

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: DURÁN MUÑOZ, ISABEL MARÍA (Coordinador)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: FACULTAD DE FILOSOFÍA Y LETRAS, PRIMERA PLANTA (JUNTO AL AULA XV)

E-Mail: iduran@uco.es

Phone: 957218426

### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students should take the previous course Lengua C 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 Accredited 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.

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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.

## OBJECTIVES

Students will be developing their communicative competence at B1.1. level as described in CEFR. For this purpose, all four skills will be practised (speaking, listening, writing, reading). Students will also work on cultural content.

## CONTENT

### 1. Theory contents

#### Unit 6A: Shot on location

Grammar: Passives (all tenses)

Vocabulary: Cinema

Pronunciation: Sentence stress

#### Unit 6B: Judging by appearances

Grammar: Modals of deduction: might, can't, must

Vocabulary: The body

Pronunciation: Diphthongs

#### Unit 7A: Extraordinary school for boys

Grammar: First conditional and future time clauses + when, until, etc. make and let

Vocabulary: Education

Pronunciation: The letter u

#### Unit 7B: Ideal home

Grammar: Second conditional

Vocabulary: Houses

Pronunciation: Sentence stress

#### Unit 8A: Sell and tell



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Grammar: Reported speech: sentences and questions

Vocabulary: Shopping, making nouns from verbs

Pronunciation: The letters ai

### **Unit 8B: What's the right job for you?**

Grammar: Gerunds and infinitives

Vocabulary: Work

Pronunciation: Word stress

### **Unit 9A: Lucky encounters**

Grammar: Third conditional

Vocabulary: Making adjectives and adverbs

Pronunciation: Sentence stress

### **Unit 9B: Too much information!**

Grammar: Quantifiers, separable phrasal verbs

Vocabulary: Electronic devices, phrasal verbs

Pronunciation: ough and augh, linking

### **Unit 10A: Modern icons**

Grammar: Relative clauses: defining and non-defining

Vocabulary: Compound nouns

Pronunciation: Word stress

### **Unit 10B: Two murder mysteries**

Grammar: Question tags

Vocabulary: Crime

Pronunciation: Intonation in question tags

## **2. Practical contents**

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

### METHODOLOGY

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

The methodology of this course in English will be student-centred and aimed at enhancing students' language skills (listening, reading, spoken interaction, spoken production and writing), creativity and self-confidence in using English to communicate with native and nonnative speakers of the language, in both speaking and writing. 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.

The approach to English learning will be communicative, functional and pragmatic, and so the English language will be not merely an object to be subjected to theoretical scrutiny, but a genuine vehicle of communication and a tool of knowledge to access interesting interdisciplinary subjects which are absolutely relevant in today's world. In order to expose students to as much relevant input as possible, English will be the common language of classroom management and communication.

Oral presentations will take place during the course.

The textbook used in this course will be the same as the one used in the previous one, Lengua BI (Inglés) (see Bibliography).

#### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students who cannot attend classes on a regular basis are required to inform the teacher of their personal circumstances as soon as possible so as to provide for the necessary assessment procedures.

In any case, these students are required to comply with the same assessment criteria to get a pass on this course.

#### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	10	-	10
Debates	-	5	5
Group presentation	10	-	10
Group work (cooperative )	5	-	5
Listening Activities	5	5	10
Reading Activities	5	-	5
Speaking Activities	5	5	10
Writing Activities	5	-	5
<b>Total hours:</b>	45	15	60

#### Not on-site activities

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

### WORK MATERIALS FOR STUDENTS

Exercises and problems  
Manual of the subject

#### Clarifications:



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The course textbook is the same as in Lengua CI (Inglés): English File (Intermediate) (Student's and Workbook) [see Bibliography below].

UCO Moodle will also be used to provide students with extra resources and complementary materials for self-study.

## EVALUATION

Skills	Tools					
	Assignments and projects	Grammar and vocabulary	Listening tests	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
CB7	x	x	x		x	x
CE1	x	x	x		x	x
CE10	x	x	x		x	x
CE11		x				
CE12	x	x	x	x	x	x
CE16		x	x	x	x	x
CE17		x	x	x	x	x
CE19		x	x		x	x
CE2		x	x	x	x	x
CE3		x	x	x	x	x
CE8		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
<b>Total (100%)</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>
<b>Minimum grade.(*)</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*) Minimum grade necessary to pass the subject

¿Valora la asistencia?: No

General clarifications on instruments for evaluation:

Students need to pass each of the assessment tools in order to pass this course.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students attending regularly and part-time students will be assessed following almost the same criteria.

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For students attending regularly, assessment will be as follows:

- Oral presentations: 20%
- Assignments and projects (active participation in class, written assignments, etc.): 15%
- Final exam (including grammar and vocabulary, listening, writing and reading tests): 65%

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

- Oral presentations: 35%
- Final exam (including grammar and vocabulary, listening, writing and reading tests): 65%

Qualifying criteria for obtaining honors: Students will be awarded this recognition when getting more than 9 points out of 10 in their final grade. 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:

Latham-Koenig, C. & Oxenden, C. (2013). English File (Intermediate). Third Edition. OUP.

### 2. Further reading:

- Vince, M., Intermediate Language Practice (English Grammar and Vocabulary), Oxford: Macmillan, 2003.
- Clark, S. MacMillan English Grammar in Context. Oxford: Macmillan, 2008.

#### Recommended dictionaries:

- Macmillan English Dictionary for Advanced Learners.
- Longman Dictionary of Contemporary English.

## COORDINATION CRITERIA

- Common evaluation criteria
- Selection of common competencies

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SCHEDULE

Period	Activity								Comments
	Assessment activities	Debates	Group presentation	Group work (cooperative)	Listening activities	Reading activities	Speaking activities	Writing activities	
1# Fortnight	0	0	0	0	1	1	1	0	Unit 6
2# Fortnight	0	0	0	1	1	1	1	1	Unit 6
3# Fortnight	2	1	0	1	1	1	1	0	Unit 7
4# Fortnight	2	1	0	1	1	1	1	0	Unit 8
5# Fortnight	2	1	0	1	1	0	1	1	Unit 9
6# Fortnight	2	1	0	1	1	1	2	1	Unit 10
7# Fortnight	2	1	0	0	2	0	2	1	Review
8# Fortnight	0	0	10	0	2	0	1	1	Review / Oral presentations
<b>Total hours:</b>	10	5	10	5	10	5	10	5	

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.