

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **LENGUA B I (INGLÉS)**

Code: 101582

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: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: [www3.uco.es/m2223/](http://www3.uco.es/m2223/)

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None.

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

- 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.
- 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.
- CE18 Be able to use memory effectively in the short, medium and long term in the domain of linguistic competence.
- CE20 Be able to interrelate the various aspects of translation and interpretation and link translation knowledge with other areas and disciplines.
- CE5 Knowledge of tools for computer-assisted translation, machine translation and localization.
- CE7 Be able to use specialised and professional metalanguage.
- CE14 Be able to organise work and manage and coordinate translation and interpretation projects.
- CE15 Be able to apply quality standards in professional practice.

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CE9 Analyse textual function, agents and relevant factors in the process of translation and interpretation.

## OBJECTIVES

The main goal of this course is to help students improve their communicative competence in English according to the B1+/B2 level established by the Common European Framework of Reference (CEFR). At B1+/B2 (upper-intermediate) level, students are expected (a) to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization; (b) to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either part; and (c) to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. As for the different language skills, the competences that students will be required to develop at this level are indicated below:

- (1) **Listening.** Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. In addition, they can understand most TV news and current affairs programmes, as well as the majority of films in standard dialect.
- (2) **Reading.** Students can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. They can understand contemporary literary prose.
- (3) **Spoken interaction.** Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining their views.
- (4) **Spoken production.** Students can present clear, detailed descriptions on a wide range of subjects related to their field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- (5) **Writing.** Students can write clear, detailed texts on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can also write letters highlighting the personal significance of events and experiences.

## CONTENT

### 1. Theory contents

As specified by the Degree of Translation and Interpreting "Verifica", the general contents to be covered in this course are:

- Functional and pragmatic command of the English language.
- Knowledge of grammar and practice of the five language skills in English.
- Knowledge of the conventions covering different discourse genres in English.
- Knowledge of the lexicon used in English to convey a wide array of linguistic functions.
- Knowledge of the main features of pronunciation of spelling as far as vowels and consonants are concerned, while not forgetting oral and listening skills.
- Knowledge of linguistic variance in the English language.
- Knowledge of a wide range of resources, applications and software that facilitate English language learning.

These general contents are covered throughout six macrounits, structured around a number of relevant conceptual clusters:

#### Unit 1: Social contact

- Vocabulary: Body idioms and human interaction; word formation (noun suffixes); similes; ways of talking.
- Grammar: Past tenses; present and past habits.
- Reading: An article.



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- Listening: A podcast.
- Speaking: Personal interviews.
- Writing: A story.

### Unit 2: Speed limits

- Vocabulary: Compound nouns; collocations with *take*, *make* and *do*.
- Grammar: Modal verbs of obligation, permission, prohibition, advice and criticism; modal verbs of speculation, deduction, possibility and probability.
- Reading: An article.
- Listening: A podcast.
- Speaking: Discussing photos.
- Writing: An opinion essay.

### Unit 3: Brainwaves

- Vocabulary: The human mind; phrasal verbs (separable and inseparable); word formation (prefixes).
- Grammar: Gerund and infinitives.
- Reading: An article.
- Listening: Five people talk.
- Speaking: Presentations.
- Writing: A review.

### Unit 4: Applied science

- Vocabulary: Areas of scientific study; compound nouns and adjectives; causes, reasons and results.
- Grammar: Conditionals (other conditionals); mixed conditionals.
- Reading: An article.
- Listening: A podcast.
- Speaking: Talking about statistics.
- Writing: A for-and-against essay.

### Unit 5: The right thing

- Vocabulary: Minor offences and punishment; prepositional phrases; more formal vocabulary.
- Grammar: Future forms; more advanced future forms.
- Reading: Two articles.
- Listening: A podcast.
- Speaking: A debate.
- Writing: A letter of complaint.

## 2. Practical contents

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

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education  
Gender equality



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Affordable and clean energy  
Sustainable cities and communities  
Responsible consumption and production  
Climate action  
Peace, justice and strong institutions

## METHODOLOGY

### General clarifications on the methodology (optional)

The methodology of this course 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 non-native 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. So as to expose students to as much relevant input as possible, English will be the common language of classroom management and communication.

### 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 (during the first two weeks) so as to provide for the necessary assessment procedures. Students with disabilities and special educational needs will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks). Both the student and the lecturer will work out an adaptation of the methodology to the student's case.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	1	6
<i>Debates</i>	6	3	9
<i>Group presentation</i>	6	3	9
<i>Group work (cooperative )</i>	6	2	8
<i>Listening Activities</i>	5	1	6
<i>Reading Activities</i>	5	1	6
<i>Speaking Activities</i>	7	3	10
<i>Writing Activities</i>	5	1	6
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

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### Off-site activities

Activity	Total
<i>Exercises</i>	30
<i>Group work</i>	20
<i>Information search</i>	10
<i>Self-study</i>	30
<b><i>Total hours</i></b>	<b><i>90</i></b>

## WORK MATERIALS FOR STUDENTS

Coursebook

Exercises and activities

### Clarifications

Students are kindly requested to use the course textbook "Great Thinkers B2+" (Student's book and workbook), by Macmillan Education. [For more details, please see the basic and recommended bibliography below.]

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

## EVALUATION

Intended learning	Exams	Log	Oral Presentation
<i>CB1</i>		X	X
<i>CB2</i>	X	X	X
<i>CB3</i>		X	X
<i>CB4</i>		X	X
<i>CB5</i>		X	X
<i>CB6</i>			X
<i>CB7</i>		X	X
<i>CE1</i>			X
<i>CE10</i>			X
<i>CE11</i>	X		
<i>CE12</i>	X	X	
<i>CE14</i>		X	

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Intended learning	Exams	Log	Oral Presentation
CE15		X	
CE16		X	X
CE17	X	X	X
CE18	X		X
CE19	X		
CE2		X	X
CE20		X	
CE3		X	X
CE5		X	
CE7		X	
CE8	X		
CE9	X	X	
CU1		X	X
CU2			X
CU3		X	
<b>Total (100%)</b>	<b>60%</b>	<b>20%</b>	<b>20%</b>
<b>Minimum grade</b>	<b>5</b>	<b>0</b>	<b>0</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.



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### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

#### Method of assessment of attendance:

Attendance and Participation (Log) make up 20% of the final grade. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

### General clarifications on instruments for evaluation: ORDINARY EXAMINATION CALL

- Final test: 60% of the final mark. It is necessary a minimum mark of 10,5 over 25 in the Use of English part of the exam to pass the test. Students that do not meet this requirement will not obtain marks for the other three parts of the exam. Additionally, a minimum of 50 out of 100 in the overall test is needed to pass this course and take into account the other assessment tools (log and oral presentation). Students failing to comply with these two requisites will fail the course.

The final test will have four parts: Use of English (grammar and vocabulary) reading, listening and writing.

- Attendance, participation and classwork (Log): 20% of the final mark.

- Oral presentation in groups: 20% of the final mark. At the end of the semester, the students will have to register to do an oral presentation. It is a group presentation, but each student will have to deliver their part to be assessed individually. The rules and criteria for assessment will be further explained during the course.

If plagiarism/cheating occurred, the correspondent work, assignment, presentation or test will be graded with 0 points. Also, the professor may additionally determine not to grade any other future work or test of that student and/or charge them with plagiarism. Besides, the professor may set up a meeting with the student in the event of any suspicion of plagiarism.

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

Those students who have enrolled this course part-time and cannot attend classes must contact the professor during the first two weeks of the academic course and set a meeting.

Students with disabilities and special educational needs will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks). Both the student and the lecturer will work out an adaptation of the methodology to the student's case.

### Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

#### Extraordinary examination call in September and extraordinary end of degree examination call:

Students will be assessed on a Final test (Reading, Use of English, Listening and Writing): 100% of the final grade.

It is necessary a minimum mark of 10,5 over 25 in the Use of English part of the exam to pass the final test, and a minimum mark of 5 to get a pass in the subject.



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### Qualifying criteria for obtaining honors:

*"Matrícula de Honor" will be awarded to those students who get a final mark of at least 9.5 points. The number of "Matrículas de Honor" awarded can only represent 5% of the total number of students in class.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Spencer, D., Great Thinkers B2+ (Student's book and workbook), New York: Macmillan Education, 2022.
- Huddleston, Rodney and Pullum, Geoffrey K., A Student's Introduction to English Grammar, Cambridge: Cambridge University Press, 2005.
- Hancock, Mark. English Pronunciation in Use. Cambridge: Cambridge University Press, 2003.
- Murphy, Raymond. English Grammar in Use. Cambridge: Cambridge University Press, 2004.

### 2. Further reading

<http://learnenglish.britishcouncil.org/en/>  
<http://www.bbc.co.uk/worldservice/learningenglish/>  
<http://www.bbc.co.uk/podcasts/worldservice>  
<http://learnenglish.britishcouncil.org/en/listen-and-watch>  
<http://www.podcastsinenglish.com/index.shtml>  
<http://learningenglish.voanews.com/>  
<http://www.esl-lab.com>

## COORDINATION CRITERIA

Common evaluation criteria  
 Common learning outcomes  
 Common tasks for different courses

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