

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40%

Study hours: 90

Online platform: <http://moodle.uco.es/moodlemap/>

LECTURER INFORMATION

Name: LARREA ESPINAR, ANGELA MARÍA (Coordinador)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras

E-Mail: angela.larrea@uco.es

Phone: 957 218114

Name: VILLA JIMÉNEZ, NATALIA

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras

E-Mail: l22vijin@uco.es

Phone: 8427

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

It is strongly recommended for students to course "Lengua B III (Inglés)" to build up the C1 level of English.

INTENDED LEARNING OUTCOMES

- | | |
|-----|---|
| 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. |



COURSE DESCRIPTION

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

GENERAL OBJECTIVE:

To develop students' communicative competence to reach a C1 level as established by the CEFR for Languages so that they are able to use the English language in social and academic situations.

The necessary skills, abilities and cultural learning to develop this communicative competence will be practiced in class.

SPECIFIC OBJECTIVES:

- To be able to use the English language in a functional way
- To develop and practice the four skills and the use of the English language
- To learn the structure and lexis of different types of written texts
- To learn about English linguistic variations
- To acquire vocabulary for different linguistic functions
- To learn about the pronunciation of individual phonemes and supra-segmental features (intonation, stress and rhythm)
- To develop students' intercultural awareness

COURSE DESCRIPTION**CONTENT****1. Theory contents****FUNCTIONAL:**

Planning a trip
 Understanding texts tourism-related
 Writing about a holiday
 Dealing with conflict
 Negotiating successfully
 Describing a visual
 Understanding texts about charity and conservation programs
 Talking about volunteering
 Learning networking techniques
 Describing a film
 Writing a film review
 Learning about leading techniques
 Debating about leaders

GRAMMATICAL:

Mixed conditionals
 Inverted conditionals
 Past regrets
 Passives
 Causatives
 Adding emphasis
 Reported speech
 Inversion
 Can/could/may/might
 Ellipsis and substitution
 Gerunds and infinitives
 Participle clauses

LEXICAL:

Negatives and positives
 Phrasal verbs
 Collocations
 Word formation
 Expressions with self
 Expressions to talk about personal growth
 Idioms with "star" and "fame"
 Film-related vocabulary
 Heroes
 Prepositional phrases

THEMATIC CONTENTS:

Travelling (February)
 Nurture vs. Nature (March)
 Volunteering (March/April)
 Film industry (April)
 Leadership (May)



COURSE DESCRIPTION

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 students and their 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 (optional)

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 sessions 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 addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

Our aim is that this course helps students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life.

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

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

The students must contact the teacher at the beginning of the school year so that, if necessary, the methodology can be adapted to their needs.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	8	2	10
<i>Group work (cooperative)</i>	2	1	3
<i>Lectures</i>	1	-	1
<i>Listening Activities</i>	14	1	15

COURSE DESCRIPTION

Activity	Large group	Medium group	Total
<i>Reading Activities</i>	14	-	14
<i>Speaking Activities</i>	5	8	13
<i>Tutorials</i>	-	1	1
<i>Writing Activities</i>	1	2	3
<i>Total hours:</i>	45	15	60

Off-site activities

Activity	Total
<i>Exercises</i>	25
<i>Group work</i>	20
<i>Information search</i>	20
<i>Self-study</i>	25
<i>Total hours</i>	90

WORK MATERIALS FOR STUDENTS

Coursebook

Exercises and activities

Clarifications

The coursebook is the book Gateway C1 (Second edition, 2017, MacMillan). This course consists of the second half of the textbook (from unit 6 to unit 10).

Apart from the coursebook and workbook, several additional activities and exercises will be provided to the students.

Apart from the coursebook and workbook, several additional activities and exercises will be provided to the students.

EVALUATION

Intended learnig	Exams	Log	Oral Presentation
CB1		X	X
CB2	X	X	X

COURSE DESCRIPTION

Intended learnig	Exams	Log	Oral Presentation
CB3		X	X
CB4		X	X
CB5		X	X
CB6			X
CB7		X	X
CE1			X
CE10			X
CE11	X		
CE12	X	X	
CE16		X	X
CE17	X	X	X
CE19	X		
CE2		X	X
CE3		X	X
CE8	X		
CE9	X	X	
CU1		X	X
CU2			X
CU3		X	X
Total (100%)	70%	20%	10%
Minimum grade	4	0	0

(*)Minimum grade necessary to pass the course

COURSE DESCRIPTION

Method of assessment of attendance:

Attendance and Participation (Log) make up 20% of the final grade. Criteria for allocation of marks will be explained in the first session. However, 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 (CONVOCATORIA ORDINARIA):

- Final test: 70% of the final mark. A minimum of 4 out of 10 is needed to pass this course and take into account the other assessment tools (log and oral presentation).
- Attendance, participation and classwork (Log): 20% of the final mark
- Oral presentation in groups: 10% of the final mark

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

The students can be asked to submit optional assignments to practice writing. Only students that attend classes regularly will have the possibility of submitting these assignments. These assignments will have no impact whatsoever on the students' final mark, i.e., they are not part of the attendance/participation/classwork grade (they will be corrected but not graded).

In relation to attendance, the students can get up to 20% of the final mark depending on their attendance to sessions and their participation. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

As for the oral presentation, 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. Can get up to 10% of the final grade for their oral presentation. 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.

EXTRAORDINARY EXAMINATION (CONVOCATORIA EXTRAORDINARIA):

- Final test: up to 100% of the final grade

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

Those students that cannot attend classes for excusable reasons must contact the professor during the first two weeks of the academic course and set a meeting. Once they show a supporting document, for example, a certificate issued by their company, the assessment process will be determined.

Qualifying criteria for obtaining honors:

Total highest mark. In case of having to choose between equal total highest marks, test highest mark will be

COURSE DESCRIPTION

considered

BIBLIOGRAPHY

1. Basic Bibliography

Coursebook and Workbook:

French, A & Hordern, M. (2017). Gateway C1, Second Edition. MacMillan: London. **STUDENT'S BOOK PREMIUM PACK.**

This pack includes an online workbook access and a student's resource centre.

2. Further reading

Grammar Practice:

- 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.

Additional Practice:

- Black, M. and Capel. A. (2008). Objective IELTS. Cambridge: C. U. P.
- Grellet, F. (2004). Writing for Advanced Learners of English. Cambridge: C. U. P.
- Grellet, F. (2006). Developing Reading Skills. Cambridge: C. U. P.
- Haines, S. (2006). Advanced Skills. Cambridge: C. U. P.
- Iona Leki (2008). Academic Writing. Cambridge: C. U. P.
- 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.
- Norris. R. (2005). Ready for CAE. 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

Common learning outcomes



COURSE DESCRIPTION

SCHEDULE

Period	Assessment activities	Group work (cooperative)	Lectures	Listening Activities	Reading Activities	Speaking Activities	Tutorials	Writing Activities
1# Fortnight	0.0	1.0	0.0	2.0	2.0	2.0	0.0	1.0
2# Fortnight	0.0	0.0	0.0	2.0	2.0	2.0	0.0	0.0
3# Fortnight	0.0	1.0	0.0	2.0	2.0	1.0	0.0	1.0
4# Fortnight	0.0	0.0	0.0	2.0	2.0	2.0	0.0	0.0
5# Fortnight	0.0	0.0	0.0	2.0	2.0	2.0	0.0	0.0
6# Fortnight	0.0	1.0	1.0	2.0	2.0	1.0	0.0	1.0
7# Fortnight	0.0	0.0	0.0	2.0	2.0	2.0	1.0	0.0
8# Fortnight	10.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0
Total hours:	10.0	3.0	1.0	15.0	14.0	13.0	1.0	3.0

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.