



**Asignatura:** LENGUA INGLESA II  
**Código:** 17239  
**Centro:** FACULTAD DE FILOSOFÍA Y LETRAS  
**Titulación:** GRADUADO EN ESTUDIOS INGLESES  
**Nivel:** Grado  
**Tipo:** Obligatoria  
**Nº de créditos:**6

## 1. ASIGNATURA

LENGUA INGLESA II

### 1.1 Código

17239

### 1.2 Materia

Idioma moderno

### 1.3 Tipo

Obligatoria

### 1.4 Nivel

GRADO

### 1.5 Curso

Primero

### 1.6 Semestre

Segundo

### 1.7 Número de créditos

6

### 1.8 Requisitos previos

None, although students should preferably have passed Lengua Inglesa 1 before taking this course.



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## 1.9 Requisitos mínimos de asistencia a las sesiones presenciales

None, although regular attendance is essential for reaching the competence level required by the end of the course.

## 1.10 Datos del equipo docente

Paul Rollinson (COURSE COORDINATOR)

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Horario de atención al alumnado / Office hours: TBA

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## 1.11 Objetivos del curso

This course works towards achieving the following skills by the end of the degree:

G1 To have a good command of English, attaining level C2 of the Common European Framework of Reference for Languages in different written and spoken registers.

G4 To know and understand the basic principles of the disciplines within what is known as English Studies: the study of the English language and the literature and culture of English-speaking countries.

G5 To be able to understand, produce, analyse and interpret critically both spoken and written texts of different registers, in both English and Spanish.

G7 To be able to plan and produce oral presentations, academic essays and literary, linguistic and cultural projects.

G8 To know how to find, assimilate and interpret written, spoken and electronic information, and know how to use appropriate bibliographical conventions to cite such sources.

G9 Know how to use reference materials such as grammars, dictionaries (general and specialist) and corpora effectively.

G10 Develop problem-solving skills.

G11 To be receptive to exchanging ideas and perspectives, expressed with well-supported and consistent opinions.

G12 To gradually work towards attaining learner autonomy, bearing in mind the need for a proactive approach to learning.



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- G13 Develop a responsible approach to cooperative work environments.
- E1 Learn different types of discourse in English, their structure and their linguistic and stylistic conventions, as well as their socio-cultural contexts.
- E2 Become familiar with English sounds and their distribution as well as with English intonation patterns, rhythms and accents.
- E3 Learn the different varieties of English (dialectal, social and international varieties) and their historical development.
- E4 Learn about the main theoretical and methodological approaches study of language and literature, both from a historical and a synchronic perspective.
- E6 Learn the instruments, metalanguage and methodology for the description and analysis of the main characteristics of the English language and of literature in English.
- E7 Become aware of the complex nature of language and literature and their relation with other disciplines and fields of knowledge, as well as of the ways in which social and cultural contexts have an influence on the nature of language and meaning.
- E13 To be able to use lexical, grammar-discourse and prosodic resources and strategies for the correct comprehension and conveyance of shades of meaning in complex oral and written texts
- E14 To be able to carry out literary and linguistic analysis of a variety of texts in English, using the appropriate terminology and tools, and within the theoretical frameworks studied.
- E15 To develop the ability to analyze and to compare the phonological, lexical, grammatical and textual systems of English and Spanish.
- E20 To demonstrate an analytical/critical attitude towards Literature and the linguistic phenomena in English language, and to critically position oneself regarding the different theories and the different approaches to a same problem.
- E21 To become aware of and be sensitive towards English-speaking countries' linguistic, literary, cultural and social variety.
- E22 To show an interest in the different areas of English-speaking countries' language, literature and culture, and their relation with knowledge from various disciplines.
- T1 To acquire a wide range of cultural and socio-political references with the aim of developing a critical attitude towards one's environment.
- T3 To develop the ability to appreciate and to evaluate in a critical way one's own culture and the culture and customs of countries different from one's own.
- T4 To be able to work collaboratively in tasks of collective negotiation and to participate constructively in a debate.
- T5 To reflect on one's own learning process and know how to evaluate it.
- T6 To plan one's own work and to manage time effectively.
- T7 To be aware of diversity and multiculturality.
- T8 To acquire a critical attitude and an ethical commitment in the acquisition and management of knowledge.
- T9 To have initiative and an enterprising spirit.



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T10 To become aware that literary and linguistic concepts are not exact and inflexible

#### Specific Course Objectives:

- By the end of the first year students should have reached a B2 level in the Common European Framework of Reference for Languages. The course aims towards the acquisition of such language competence.
- Students will learn to write medium-length texts (up to 400 words) of a variety of genre types (personal letters, compositions, stories) employing a variety of rhetorical functions appropriate for this level (describing and reporting events and experiences, giving opinions, arguing, suggesting, evaluating, comparing and contrasting) within a number of personal topic areas (daily life, personal experiences, relations with other people, social issues) for a variety of readers. Purposes of the writing will include: referential, emotive, phatic and conative.
- Students will learn to approach the reading of a text in English applying strategies similar to those of native readers, at the different levels at which we process text: vocabulary, grammar and discourse.
- By the end of the course students will be expected to have mastered the syntactic structures corresponding to an intermediate (B2) level in English which will allow them to manage successfully in their future classes and assignments.
- Students will acquire the most relevant vocabulary of English at an intermediate (B2) level. Students will be able to answer specific questions about the topics of the course syllabus correctly. In addition, students will be able to organize vocabulary autonomously and use English words in the appropriate contexts.

## 1.12 Contenidos del programa

The course is divided into 5 skills components: Writing, Reading, Grammar, Vocabulary, and Use of English.

#### **Writing:**

1. Writing for others: illustrative texts from personal experience (text and purpose)
2. Opinions and argumentation: rhetorical skills
3. Finding and using sources
4. Doing peer feedback
5. Personal writing and commentary: diaries and blogs.

#### **Reading:**

1. Recognizing logical relations in the text
2. Recognizing the function of a text
3. Recognizing the organization of the content of a text

#### **Grammar:**



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1. Structure of the Noun Phrase
2. Structure of the Adjectival Phrase
3. Structure of the Adverbial Phrase
4. Structure of the Verb Phrase
- 4.1 Elements of the Verb Phrase
- 4.2 Tense and Aspect
- 4.3 Basic use of Modal verbs

#### **Vocabulary:**

1. Introduction to English lexis: What does it mean to know a word?
  - 1.1. The organization of words into lexical domains or semantic fields
  - 1.2. Basic lexico-semantic relations: synonymy, antonymy and hyponymy
  - 1.3. English dictionaries
  - 1.4. English word formation: Affixation and compounding
2. Semantic fields
  - 2.1. Science and technology
  - 2.2. The mass media
  - 2.3. Culture and customs
  - 2.4. Crime and punishment

#### **Use of English**

This module is an integration of all the language skills explored throughout the course: writing, reading, grammar and vocabulary, plus listening & speaking. Contents: *Upper Intermediate LANGUAGE LEADER* Coursebook and CD-ROM (UNITS 5 to 8)

- 1: UNIT 5 (Transport): Grammar; Vocabulary; Reading; Listening; Speaking / Pronunciation; Scenario; Study & Writing Skills
- 2: UNIT 6 (Literature): Grammar; Vocabulary; Reading; Listening; Speaking / Pronunciation; Scenario; Study & Writing Skills
- 3: REVIEW & PROGRESS TEST
- 4: UNIT 7 (Architecture): Grammar; Vocabulary; Reading; Listening; Speaking / Pronunciation; Scenario; Study & Writing Skills
- 5: UNIT 8 (Globalisation): Grammar; Vocabulary; Reading; Listening; Speaking / Pronunciation; Scenario; Study & Writing Skills
- 6: REVIEW & PROGRESS TEST

The remaining units in the *Upper Intermediate LANGUAGE LEADER* Coursebook will be covered in Semester 3 (second year)

### **1.13 Referencias de consulta**



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### Writing

Pack of materials available for download from the Course Webpage, plus other online links/resources.

### Reading

Pack of photocopies that contains chapters from the book (out of print): Martín Úriz, Ana and Rachel Whittaker. *Meanings in Texts*. Madrid: Ediciones UAM.

Dictionaries: see Use of English component

### Grammar

Prodromou, L. (1999) *Grammar and Vocabulary for First Certificate (with key)*. Harlow: Longman. Other course materials, as well as online/downloadable resources from the Course Webpage to be announced at the beginning of the semester.

### Vocabulary

Two packs of photocopies that contain exercises mainly from the following books:  
McCarthy, M & F. O'Dell. 2002. *English Vocabulary in Use (Upper-Intermediate and Advanced)*. New Edition. Cambridge: Cambridge University Press.

Redman, S. 1991. *A Way with Words. (Book 3)*. Cambridge: Cambridge University Press.

Dictionaries: see Use of English component

### Websites

<http://dictionary.cambridge.org/results.asp> [Cambridge Dictionaries Online]

<http://www.m-w.com/> [The Merriam-Webster Dictionary Online]

<http://www.ldoceonline.com/> [The Longman Dictionary of Contemporary English Online]

<http://www.syvum.com/squizzes/spanish/>

<http://www.yourdictionary.com/>

<http://intertran.tranexp.com/>

<http://www.allwords.com/>

<http://www.freetranslation.com/>

<http://www.ffil.uam.es/englishes/>

<http://www.nonstopenglish.com/>

<http://www.vocabulary.com/>

<http://www.englisch-hilfen.de/en/>

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

<http://www.ccdmd.qc.ca/ri/expressions/index.html>

### Use of English

An upper-intermediate coursebook will be used in semesters 1 to 3, by the end of which students are expected to have reached B2 level. *Upper Intermediate LANGUAGE LEADER Coursebook*



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and CD-ROM (PearsonLongman) is the coursebook to be purchased by students. Students might also want to purchase the Workbook with Audio CD for extra self-study.

*Cambridge International Dictionary of English*. Cambridge: Cambridge University Press, 1995.

*Collins Cobuild English Language Dictionary*. London:Collins, 1990.

*Diccionario Oxford Study para estudiantes de inglés* (Español-Inglés, Inglés-Español). Oxford: Oxford University Press, 2006.

## 2. Métodos Docentes

### Writing

- Contact hours

#### Theoretical sessions:

- Readings and critical analysis of illustrative texts
- Characteristics of written argumentation/rhetoric
- Use of source materials
- Citation and bibliographies

#### Practical sessions:

- Writing workshops
- Feedback on peer writing
- Independent study time:
  - Written exercises
  - Analytical tasks (reading and analysing texts).
  - Finding source materials
  - Planning and writing short texts
  - Peer response tasks
  - Personal blogs and diaries

### Reading

- Contact hours

#### Theoretical sessions:

- Description of the levels at which we understand a written text, and of the information a non-native reader can exploit in order to improve comprehension.
- Independent study time:
  - Analytical tasks (reading and analysing different aspects of texts in English).



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- Awareness exercises on lexical, syntactic and textual relations.
- Self correction and analysis of errors.
- Revising for exam.

### **Grammar**

- Contact hours:
- Each of the topics within the grammar component are presented in class through explanations and examples, and reinforced through various types of exercises (cloze tests, sentence transformations, error correction and Spanish-English translation).
- Independent study time:
- Homework (exercises and revision).
- Reading grammatical explanations in the books, completion of exercises and self-correction.

### **Vocabulary**

- Contact hours:

Theoretical sessions: Lectures on the basic concepts of English vocabulary.

Practical sessions: Exercises for learning vocabulary, techniques for the organization of vocabulary, activities to identify meaning through context, and reading comprehension exercises, focused on vocabulary usage.

ECTS tutorial: To provide guidance on individual work, as well as checking the student's progress during the course.

Progress test and final exam.

- Independent study time:
- Weekly study.
- Completion of weekly homework and daily exercises.
- Completion of listening exercises for vocabulary learning at the Language Laboratory.
- Preparation of progress test and final exam.

### **Use of English**

- Contact hours:

· The bi-weekly 2-hour in-class sessions, aimed at problem solving and hands-on practice, will focus on problematic areas encountered during independent study time.

- Independent study time:

· Completion of weekly homework and take-home progress tests throughout the semester.

## **3. Tiempo de trabajo del estudiante**



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		Nº of hours	Percent of total
Contact hours	Theoretical classes	45 h (5 components x 9 hrs)	36.6% = 55 hours
	Practical Classes		
	Tutorials during the semester	2.5 (0.5 hour every 3 week component)	
	Seminars	5 (1 hour every 3 week component)	
	Final exam	2.5 hrs	
Independent study time	Practical Activities	30 h (2 hr per week)	63.4% = 95 hours
	Weekly study	45h (3hrs x 15 weeks)	
	Exam preparation	20 h	
Total Workload: 25 hours x 6 ECTS		150 hours	

#### 4. Métodos de evaluación y porcentaje en la calificación final

Component	Course Work	Final Exam	% of Final Course grade
Writing	50	50	20
Reading	30	70	20
Grammar	30	70	20
Vocabulary	30	70	20
Use of English	100	-	20

#### 5. Cronograma

WRITING



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Week	Contents	Contact hours	Independent study time
1	Writing from experience: illustrative writing.  Reading and analysis + workshop.	3h class + 0.5h (group tutorial)	5h Homework Daily diaries/Blogs Writing exercises
2	Illustrative writing: presenting a thesis  Reading and analysis + workshops	3h	5h Homework Daily diaries/Blogs Reading Writing exercises Peer response
3	Opinions and arguments.  Bibliographies  Reading and analysis + workshops.	3h class + 1h (seminar)	5h Homework Daily diaries/Blogs Reading Writing exercises Peer response

## READING

Week	Contents	Contact hours	Independent study time
1	Lexis. Finding meanings in the text: world knowledge, linguistic knowledge	3h + 0.5h (group tutorial)	5h Analytical tasks  Awareness exercises on lexical, syntactic and textual relations.
2	Lexis. Finding meanings in the text: semantic relations	3h	5h Analytical tasks



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			Awareness exercises on lexical, syntactic and textual relations
3	Recognizing syntactic relations. Recovering reference in the text	3h+ 1h (seminar)	5h Awareness exercises on lexical, syntactic and textual relations Self correction and analysis of errors. Revising for exam

## GRAMMAR

Week	Contents	Contact hours	Independent study time
1	Fundamental concepts of grammar. Clause Constituency: SVOCA	3h + 0.5h (group tutorial)	5h Homework Study of reference materials Grammar exercises and self-correction
2	Clause Transitivity: representing action, representing thought and speech, representing relations.	3h	5h Homework Study of reference materials Grammar exercises and self-correction
	Finite and non-finite clauses. Subordination	3h+ 1h (seminar)	5h Homework Study of reference materials Grammar exercises and self-correction

## VOCABULARY



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Week	Contents	Contact hours	Independent study time
1	Topic 1	3h	5h Study. Homework
2	Topics 2.1 and 2.2	3h + 0.5h (group tutorial)	5h Study. Vocabulary activities at the Language Laboratory
3	Topics 2.3 and 2.4	3h + 1h (seminar)	5h Homework. Preparation of progress test.

## USE OF ENGLISH

Week	Contents	Contact hours	Independent study time
1	Unit 5 in coursebook	2	Homework
2	Unit 6 in coursebook	2	Homework
3	Review and progress test	2	Homework
4	Unit 7 in coursebook	2	Homework
5	Unit 8 in coursebook	2	Homework
6	Review and progress test	2	Homework