

## FICHA DE ASIGNATURA

**Título: Lengua B Inglés 4**

**Descripción:**

En esta asignatura se tratan las cuatro destrezas del idioma en un nivel C1. Se persigue que el alumno comprenda una amplia variedad de textos extensos y con cierto nivel de exigencia, así como reconocer en ellos sentidos implícitos; que se exprese de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada; y que produzca textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.

**Carácter:** Básica

**Créditos ECTS:** 6

**Contextualización:** Con esta asignatura el alumno termina las asignaturas de inglés de la materia Idiomas, cultura y civilización del Grado. Habrá adquirido un nivel C1 de inglés.

**Modalidad:** Online

**Temario:**

**Tema 1: Relationships**

Parenting

- listen to a podcast about parenting.
- learn how to use conditional sentences without *if* to hypothesize.
- write a paragraph giving your views on mandatory parenting classes.
- listen to a student talk about his experience with a "baby simulator".
- post a comment about classes that you would make mandatory.

Questions to Ask

- listen to part of a radio program giving advice to couples.
- learn binomial expressions with *and*, *but*, *or* such as *give and take*, *slowly but surely*, and *sooner or later*.
- learn how to use *wh*- clauses as subjects and objects.
- record comments about the most important issues to consider before getting married.
- practice stress in binomial expressions.

In the End

- watch a conversation about Internet dating.
- learn how to use expressions like *in the end* and *in a word* to summarize or finish your points.
- respond to questions about Internet dating.
- learn how to use *then* and *in that case* to end a response when you draw a conclusion from

something someone said.

- post comments about the best ways to meet people.

#### Smart Families

- read an article: *Technology: is it driving families apart?* about how technology affects family life.
- write a blog post about whether technology is driving families apart.
- learn synonyms such as *see – perceive* and *improve – enhance*.
- listen to a family counselor discuss using technology to keep track of family members.
- responded to questions about monitoring devices.

### **Tema 2. History**

#### People in History

- watch people talk about historical figures they wish they could have met.
- learn how to use the perfect infinitive to refer to past time.
- post your comments about a famous person you would like to have met.
- write a blog post about the person from history you admire the most.
- respond to questions about people and events in history.
- practice saying perfect infinitives.

#### Events that Changed the World

- listen to a podcast about different types of historical change.
- learn antonyms such as *lasting – temporary* and *superficial – profound*.
- learn how to use cleft sentences beginning with *It* to give ideas extra focus.
- post your comments about a person or event that has had a major impact on the world.

#### Don't Get Me Started

- watch a conversation about learning from history.
- record your responses to comments about history.
- learn how to use expressions like *Let's not go there* to avoid talking about a topic.
- learn how to respond with *That's what I'm saying* to focus on your viewpoint.
- listen to two friends talk about their family histories.

#### Unearthing the Past

- read an article: *The Ancient Lives Project*, about decoding ancient texts.
- write a blog post about what your documents would reveal about your life to future generations.
- learn metaphors such as *sift* and *bring to life*.
- respond to a question about the importance of unearthing the past.

- listen to a lecture about citizen participation projects.
- post your comments about a citizenship participation project.

### **Tema 3. Engineering Wonders**

#### Engineers Change the World

- watch a video and read a web page about different types of engineering.
- respond to questions about engineering.
- learn how to use *–ever* words to talk about unknown people or things.
- write about your opinion of engineering as a career.

#### Incredible Feats

- read an article about the Millau Viaduct.
- record answers to questions about the Millau Viaduct.
- learn how to use negative adverbs (*never, not only*) + inversion to start a sentence for emphasis.
- listen to three extracts from a documentary describing feats of engineering.
- write a blog post about feats, challenges, and developments in engineering.

#### It Makes No Sense Whatsoever

- watch a conversation about future engineering challenges.
- learn how to use expressions like *given (that)* or *considering* to introduce facts that support your opinions.
- write a short comment about the problem of access to clean water.
- learn how to emphasize negative phrases with *at all* and *whatsoever*.
- record your responses to questions about engineering challenges.
- practice intonation for giving background information.

#### Robotics

- read an article: *Robots*, about the different uses of robots.
- write a comment giving your views on the role of robots in the future.
- learn verbs such as *interact* and *determine*.
- listen to a radio interview about a human-like robot.
- write a blog post about the usefulness of robots.

### **Tema 4. Current Events**

#### Breaking News

- watch headline news and read news articles.
- learn collocations such as *undergo surgery* and *tensions escalate*.
- learn how to use continuous infinitive forms to report events in progress.

### Old News

- read an editorial article about the value of "old" news.
- record your comments on the importance of preserving traditional ways of reporting the news.
- learn how to use the subjunctive to describe what should happen, what is important, and to refer to demands and recommendations.
- write a short editorial about current events and news reporting.

### Those news tickers

- watch a conversation about different ways of getting news.
- learn how to highlight topics by putting them at the start or end of what you say.
- record your comments about different aspects of news.
- learn how to use *this* and *these* to introduce and highlight information and *that* and *those* to refer to known information or to sound negative.
- listen to a radio interview about trends in journalism.
- practice stress and intonation.

### Reporting the News

- read an article: *Establishing the truth: How accurate are news reports?* about issues in news reporting.
- learn vocabulary to express truth or fiction such as *verify* and *fabricate*.
- write a paragraph about how much you trust the news.
- respond to questions about issues of trust in news reports.
- write a blog post about the state of news reporting today.

### **Tema 5. Is it real?**

#### Imagined Threats

- watch a video blog about threats to society.
- post a comment about "preppers" (people who prepare for a disaster).
- use expressions with *be to* to refer to fixed or hypothetical future events.
- write answers to questions about how you would handle an emergency.
- record your response to a question about preparing for potential disasters or catastrophes.

#### Hard to Believe

- read an article about Frank Abagnale.
- learn idioms and phrasal verbs with *turn* such as *turn over a new leaf* and *turn around*.
- learn how to use passive verb complements.
- write a blog post about a movie of your life.
- practice stress in longer idioms.

### That's my Concern

- watch a conversation about telling lies.
- learn how to use expressions like *That doesn't seem right* to express concerns.
- learn how to use *to me, to her*, etc. to introduce an opinion.
- listen to a conversation about the lies that people tell about themselves online.
- record your response to questions about telling lies online.

### Artistic Fakes

- read an article: *Authenticating art*, about the techniques used to identify art forgeries.
- post a comment about buying and selling forged art.
- learn to guess the meaning of words in context such as *lucrative* and *laborious*.
- listen to a radio profile of artist John Myatt.
- record your response to Myatt's story.

## **Tema 6. Psychology**

### Being Independent

- watch a video about young people's experiences of becoming independent.
- learn how to use objects + *-ing* forms after prepositions and verbs.
- listen to a mother and son talk about overprotective parents.
- post your comments about "helicopter" (overprotective) parents.

### Love is Blind

- listen to a podcast about an online "relationship."
- learn phrasal verbs such as *be taken in by* and *pick up on*.
- record your response to the story in the podcast.
- learn how to use reflexive pronouns and *each other / one another*.
- post your comments about the differences between online and face-to-face relationships.
- practice stressed and unstressed reflexive pronouns.

### I see it from both sides

- watch a conversation about judging people by their physical appearance.
- learn how to use expressions like *I can see it from both sides* and *by the same token* to consider different aspects of an argument.
- record your responses to questions about whether physical appearance matters.
- learn how to use *to put it mildly, bluntly* etc. to comment on how you are expressing your opinion.
- record yourself giving a short presentation about stereotyping.

### Brain Matters

- read an article: *The developing brain*, about how brain development relates to behavior.
- write a forum post about whether government policies should be changed to take into account how the human brain develops.
- learn expressions with *be, do, go, have, take* such as *be close to* and *have to do with*.
- listen to four professionals lecture about the impact of brain research on their fields. write a blog post about the benefits of brain research.

### **Competencias:**

#### **Generales**

#### **Generales**

CG1: Que los estudiantes sean capaces de integrar conocimientos para formular juicios a partir de una información en sus lenguas de trabajo (A, B y C) y campo de especialidad (traducción científico-técnica, audiovisual, económica o jurídica), incluyendo reflexiones sobre las responsabilidades sociales y éticas

CG2: Que los estudiantes sepan aplicar los conocimientos adquiridos a contextos multidisciplinares relacionados con los estudios de Traducción e Interpretación

CG3: Que los estudiantes sean capaces de comunicar, de un modo claro y sin ambigüedades, sus conclusiones, los conocimientos y razones últimas que las sustentan en el marco de los estudios de Traducción e Interpretación.

CG5: Que los estudiantes sean capaces de abordar las diferentes materias de estudio en el ámbito de la Traducción y la Interpretación de un modo que habrá de ser en gran medida autodirigido o autónomo.

CG6: Que los estudiantes sean capaces de aplicar los conocimientos a la práctica, para utilizar los conocimientos adquiridos en el ámbito académico en situaciones lo más parecidas posibles a la realidad de la profesión del traductor o intérprete.

CG7: Que los estudiantes sean capaces de integrarse, colaborar de forma activa con otras personas, áreas y/u organizaciones para la consecución de objetivos comunes, con el fin de explicar y prevenir los posibles conflictos derivados de diferencias culturales en el marco de los estudios de Traducción e Interpretación.

#### **Específicas**

CE8. Comprender una amplia variedad de textos extensos con cierto nivel de exigencia en su Lengua B, en el nivel C1 del MCER.

CE9. Expresarse de manera fluida sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada en su Lengua B, en el nivel C1 del MCER.

CE10. Hacer un uso flexible del idioma para diferentes fines, en su Lengua B, en el nivel C1 del MCER.

CE11. Producir textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto, en su Lengua B, en el nivel C1 del MCER.

CE16. Utiliza recursos documentales para la traducción tales como diccionarios, glosarios, bases de datos, corpus lingüísticos, textos paralelos y similares.

CE18. Demostrar habilidades en la mediación lingüística.

CE19. Utilizar las herramientas tecnológicas afines a la Traducción.

CE21. Reproducir textos en otra lengua al nivel requerido teniendo en cuenta su contexto social y su finalidad

### Actividades Formativas

Actividad Formativa	Horas	Presencialidad
Clases Magistrales	15	0
Actividades Guiadas	15	0
Seminarios	20	0
Estudio autónomo	100	0
Tutoría	15	0

### Metodologías docentes

- Clases teóricas impartidas sincrónicamente como lecciones magistrales o exposiciones, en las que además de presentar el contenido de la asignatura, se explican los conceptos fundamentales y se desarrolla el contenido teórico.
- Clases prácticas donde se trabajarán una colección de tareas que el alumnado llevará a cabo de forma síncrona a lo largo de toda la asignatura, entre las que podemos encontrar: análisis de casos, resolución de problemas, comentarios críticos de textos, análisis de lecturas, etc.
- Tutorías periódicas entre el profesorado y el alumnado para la resolución de dudas, orientación, supervisión, etc. Hay tutorías síncronas y asíncronas.
- Trabajo individual o grupal, que puede ser síncrono o asíncrono, para la adquisición de competencias, consistente, según proceda, en búsqueda de bibliografía y documentación y análisis de las mismas, reflexión sobre problemas planteados en la plataforma, resolución de actividades propuestas en la plataforma, elaboración de materiales de estudio, así como trabajo colaborativo basado en principios constructivistas.

### Sistema de Evaluación:

Sistemas de evaluación	Ponderación mínima	Ponderación máxima
Evaluación continua	00.0	60.0
Evaluación final	00.0	40.0

### Normativa específica:

Para poder cursar Lengua B Inglés 4 es necesario haber superado Lengua B Inglés 3

### Bibliografía:

### Coursebook

McCarthy, M., McCarten, J., Sandiford, H. (2014)  
*Viewpoint 2*. Cambridge University Press

### **Vocabulary**

[www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)

[www.ozdic.com](http://www.ozdic.com) (collocations dictionary)

[www.lextutor.ca](http://www.lextutor.ca) (multi-lingual concordancer)

[www.vocabulary.com](http://www.vocabulary.com)

[www.quizlet.com](http://www.quizlet.com)

[www.memrise.com](http://www.memrise.com)

McCarthy, M., O'Dell, F., (1997) *English Vocabulary in Use (9<sup>th</sup> ed.)*.

Cambridge University Press

### **Listening Skills**

[www.ed.ted.com](http://www.ed.ted.com)

[www.deepenglish.com](http://www.deepenglish.com)

### **Grammar**

Walter, C., Swan, M., (1997) *How English Works*. Oxford University Press

[www.myenglishgrammar.org](http://www.myenglishgrammar.org)

### **Reading Skills**

[www.newsela.com](http://www.newsela.com)

[www.english-e-reader.net](http://www.english-e-reader.net)

### **Speaking Skills**

[www.tandem.net](http://www.tandem.net)

[www.busuu.com](http://www.busuu.com)

Boudreau, G., Celebi, H., Macfarlane, G. M, Wilkinson. R. "*Social Justice in the Pursuit of Speaking Proficiency*". (under submission)

Boudreau G., Macfarlane, G. M., Wilkinson. R. "*Speaking of Self-Assessment*". (under submission)