



Universidad  
de Alcalá

# Inglés II // English II

**Grados en *Estudios Ingleses*  
y en *Lenguas Modernas y Traducción*  
Universidad de Alcalá**

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**Curso Académico 2018/2019**  
1er curso – Segundo cuatrimestre

## GUÍA DOCENTE

|                                      |   |
|--------------------------------------|---|
| Nombre de la asignatura:             | <b>Inglés II // English II</b>  |
| Código:                              | <b>251009 / 440009</b>  |
| Titulación en la que se imparte:     | <b>Grado en Estudios Ingleses<br/>Grado en Lenguas Modernas y Traducción</b>  |
| Departamento y Área de Conocimiento: | <b>Filología Moderna – Filología Inglesa</b>  |
| Carácter:                            | <b>Básica</b>   |
| Créditos ECTS:                       | <b>8</b>  |
| Curso:                               | <b>1º</b>   |
| Profesorado:                         | <i>Estudios Ingleses:</i><br>Mary Frances Litzler<br>Ana Halbach<br><br><i>Lenguas Modernas y Traducción (Alcalá):</i><br>Isabel M <sup>a</sup> Sánchez Arriaza<br>Mary Frances Litzler<br><i>Lenguas Modernas y Traducción (Guadalajara):</i><br>Silvia García Hernández<br>Elena Alcalde Peñalver |
| Horario de Tutoría:                  | <b>Por determinar</b>   |
| Idioma en el que se imparte:         | <b>Inglés</b>   |

### 1a. COURSE SUMMARY

This course is a continuation of Inglés I, and is designed to help students develop their skills in English to allow them to master their university studies. The course also focuses on assisting students in achieving greater independence in their language learning with a view towards life-long learning as English language specialists.

### 1b. COURSE DESCRIPTION

As a continuation of Inglés I, this course seeks to help students improve their command of English with the aim of reaching a B2.2 level and beyond. Attention is also paid to language learning strategies for learner autonomy. Students will do a variety of exercises to practice the different aspects of English and they will also sit for a final examination. Since all activities are conducted in English, a good working knowledge of the language (Common European Framework level B2.1 or higher) is assumed upon entering the course. A communicative approach will be followed through an integrated syllabus that links topics, communicative functions, and grammar.

**Prerequisites and recommendations:**

Since all activities are conducted in English, the course assumes a good working knowledge of the language (Common European Framework of Reference level of at least B2.1) upon entering the course. Students will be required to submit an official certificate of English proving that they have achieved a level B2 in the four communicative skills (reading, writing, listening and speaking) prior to the final assessment, as the level is an integral part of the subject.

**2. OBJECTIVES****General Competences:**

1. Ability to work autonomously.
2. Ability to plan and manage time.
3. Skills in the use of information and communication technologies.
4. Ability to be critical and self-critical.
5. Ability to communicate in a foreign language.
6. Ability to work in a team.
7. Ability to evaluate and maintain the quality of work produced.

**Specific Competences:**

1. To identify and use grammar structures accurately.
2. To become aware of main differences in English and Spanish grammatical structures.
3. To improve extensive and intensive listening skills at B2 level and beyond.
4. To improve interactive and non-interactive speaking skills at B2 level and beyond.
5. To use strategies needed for oral expression in different contexts.
6. To develop top-down and bottom-up processing skills at B2 level and beyond.
7. To develop higher writing skills.
8. To demonstrate the ability to understand, both orally and in writing, texts at the B2-C1 level of the European Framework for Languages.

9. To demonstrate the ability to express oneself, both orally and in writing at the B2 –C1 level of the European Framework for Languages.

### 3. CONTENTS

- **Listening skills:**
  - listen for the gist
  - follow extended speech
  - deal with difficulties in understanding
  - use strategies that help understanding
  - infer and recognise moods
  
- **Speaking skills**
  - engage in extended conversations
  - participate in natural discourse
  - express opinions and viewpoints
  - give detailed descriptions, accounts of experiences
  - summarise
  - speculate about causes, consequences and hypothetical situations
  - grammatical and lexical accuracy in speaking
  - express feelings and emotions through intonation and speed
  - give a short presentation
  
- **Reading skills:**
  - identify content, locate information and relevant details in long/complex texts
  - read for information and argument so that students can obtain information, understand ideas, opinions and viewpoints distinguishing between main and secondary ones
  - understand correspondence
  - infer and predict further information
  - recognise vocabulary, guess meaning of new lexis within the context in order to acquire a broad active reading vocabulary
  
- **Writing skills:**
  - write essays or reports synthesising information and arguments from different sources
  - write different types of texts skilfully: describe and narrate real or imaginary events and experiences; express points of view and feelings
  - grammatical and lexical accuracy in writing

### Contents

| Units | Topics | Hours |
|-------|--------|-------|
|-------|--------|-------|

|                          |   |  |
|--------------------------|---|--|
| Unit 6                   | <ul style="list-style-type: none"> <li>Developing the four communicative skills</li> <li>Work on grammar, vocabulary and pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>10 class sessions</li> <li>26 hours students' independent work</li> </ul> |
| Unit 7                   | <ul style="list-style-type: none"> <li>Developing the four communicative skills</li> <li>Work on grammar, vocabulary and pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>10 class sessions</li> <li>26 hours students' independent work</li> </ul> |
| Unit 8                   | <ul style="list-style-type: none"> <li>Developing the four communicative skills</li> <li>Work on grammar, vocabulary and pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>10 class sessions</li> <li>26 hours students' independent work</li> </ul> |
| Unit 9                   | <ul style="list-style-type: none"> <li>Developing the four communicative skills</li> <li>Work on grammar, vocabulary and pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>10 class sessions</li> <li>26 hours students' independent work</li> </ul> |
| Unit 10                  | <ul style="list-style-type: none"> <li>Developing the four communicative skills</li> <li>Work on grammar, vocabulary and pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>10 class sessions</li> <li>26 hours students' independent work</li> </ul> |
| Consolidation Activities | <ul style="list-style-type: none"> <li>Work on areas of special difficulty as identified during the course</li> </ul>                             | <ul style="list-style-type: none"> <li>6 class sessions</li> <li>12 hours students' independent work</li> </ul>  |

#### 4. TEACHING AND LEARNING METHODS

This course follows the communicative approach through an integrated syllabus, meaning that students are encouraged to focus on language as communication and that topics, communicative functions, and grammar are linked in so doing. Grammar is exploited by means of analysis and practice activities. Reading and writing tasks will be mostly carried out as homework to be discussed and reviewed during the class time.

#### Student workload: 200 hours:

|                      |                       |
|----------------------|-----------------------|
| Class-contact hours: | 56<br>1 two-hour exam |
|----------------------|-----------------------|

Self-study hours:

142

### Learning activities

|                                |   |
|--------------------------------|---|
| <b>Class sessions</b>          | Classes will take a communicative, participative format, emphasizing students' involvement and use of the English language in all kinds of communicative situations.  |
| <b>Tutorials</b>               | Students can attend group or individual tutorials as and when necessary providing a more personal, individual attention to their learning and where, again if necessary, extra activities and resources will be recommended in order to enhance their progress. |
| <b>Language Laboratory</b>     | Several activities may be done in the language lab in order to improve pronunciation, intonation and rhythm, as well as to carry out both individual and pair work on oral skills.  |
| <b>Individual student work</b> | Students will work on the development of their skills, as well as be responsible for remedial work in their problem areas independently of the teacher, but with his/her guidance. They will also need to prepare projects alone or in groups.                  |

### Materials and resources

Laboratory  
 Computer and beamer in the classroom for multimedia material  
 Reference grammars and dictionaries  
 Websites on the Internet for practice of different skills  
*Global Advanced*, Macmillan

## 5. ASSESSMENT

### Assessment criteria

Evaluation will measure students' proficiency in English as well as their ability to self-direct their studies, and their awareness of the processes involved in learning a language.

#### PRE-REQUISITES:

- i. Oral and written ability to understand texts and express oneself in clear, fluid and accurate English at the B2.1 level is necessary at the start of the semester. Nevertheless, it is possible to participate in *Inglés II* even if a student has not passed *Inglés I*. Students in this situation are advised to talk to their professors early in the semester.
- ii. Prior to the final assessment, students enrolled in *Inglés II* must submit a certificate for an official exam in English proving that they have achieved the level of B2 in each of the four communicative skills (reading, writing, listening and speaking). Only certificates included in the recommendation by the [CRUE](#) are accepted and there are two periods for submission so students will be provided complete information in the first semester. For those individuals who, for some reason, cannot certify a B2 English language level, the possibility of an internal exam will be offered at the end of the term. Information will be provided in April.

#### Grading criteria

The final grade of the students will depend on their active and valuable participation in class and the reflective learning activities (20%), their performance in the exam (40%) and their performance in the oral and writing projects (20% each).

#### Assessment procedures:

Assessment will be continuous, so regular work, participation in class and attendance are compulsory. The following items must be completed and will be taken into consideration in calculating the final mark:

- Class attendance and participation
- Reflective learning activities
- Oral and writing projects
- Final exam

Students who cannot attend classes and, thus, cannot follow continuous assessment will have a final exam that will count for 100% of the final mark, where all the competences stated in section 2 will be assessed. These students must first be granted permission to do so, according to the regulations of the University, and must contact their teacher at the beginning of the course in order to obtain information on the conditions of the final exam. Students must process their request at the Dean's office in the first two weeks of the semester.

The final exam for these students will contain the following elements:

- Grammar & vocabulary activities: 20%
- Listening comprehension test: 20%
- Writing: 20%

- Reading comprehension test 20%
  - Speaking test: 20%
- Total: 100%

Students who do not pass the test in May or who are unable to certify a B2 level in all four skills in time for the first grading period will have the chance to take another exam in June. The content and format will be similar to the complete final exam described here.

**IMPORTANT:**

- Students need to have acquired the desirable level of competence/skills indicated in this syllabus in each of the competences specified in the assessment criteria. For those who follow the continuous assessment process, attending classes and tutorials is compulsory. Anyone who misses any assignment or more than 5 classes will fail the continuous evaluation and, thus, the course. These students will be allowed to take complete exam in June if they have certified their level by that point.
- Furthermore, students are responsible for completing assignments on time. Late work will not be accepted or it will automatically receive a lower mark, unless the instructor determines that a late assignment is justified. Additional information will be provided in the first week of class.

## 6. BIBLIOGRAPHY

**Basic readings:**

The coursebook used will be *Global Advanced Coursebook*. Macmillan. Lindsay Clandfield and Amanda Jeffries and Rebecca Robb Benne and Michael Vince ISBN: 9780230033276. Students are recommended to buy the accompanying workbook for self-study.

Some other references will be given to students for further explanation and practice of grammar points according to their individual needs.

Some websites will also be referred to for projects as well as for further practice in listening and speaking, depending on students' individual needs.

**Further references:**

**Dictionaries:**

*Collins Spanish English/English Spanish Dictionary*. London and Glasgow: Collins, 1975.

*Collins Dictionary of the English Language*. 1979 rpt. London and Glasgow: Collins, 1985.

Heaton, J.B. & N.D. Turton. *Dictionary of Common Errors in English*. London: Longman, 1987

Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*, 1974, rpt.. Oxford: OUP, 1987.

Jones, D. *Everyman's English Pronouncing Dictionary*, 1917 rpt. London: J.M. Dent & Sons Ltd, 1979.

**Grammar Books:**

Hewings, M. 2005. *Advanced Grammar in Use*. Cambridge: Cambridge University Press.

McCarthy, M. & O'Dell, F. 2005. *English Collocations in Use*. Cambridge: Cambridge University Press.

Swan, M. 1995. *Practical English Usage*. 2<sup>nd</sup> Ed. Oxford: Oxford University Press.

**Pronunciation Books:**

Hancock, M. & Donna, S. 2012. *English Pronunciation in Use Intermediate*. Cambridge: Cambridge University Press.

Hewings, M. 2007. *English Pronunciation in Use Advanced*. Cambridge: Cambridge University Press.

**Webpages:**

<http://www.eslhome.com>

<http://www.bbc.co.uk/radio/>

<http://www.bbc.co.uk/bbcfour/audiointerviews>

<http://soundportraits.org>

<http://guardian.co.uk>