



PROYECTO DOCENTE  
**Idioma Moderno II (Inglés)**

**GRUPO PARA LOS TURNOS DE MAÑANA DE TODOS LOS GRADOS**  
**CURSO 2020-21**

<b>Datos básicos de la asignatura</b>	
<b>Titulación:</b>	Doble Grado en Filología Clásica y Filología Hispánica
<b>Año plan de estudio:</b>	2013
<b>Curso implantación:</b>	2019-20
<b>Centro responsable:</b>	Facultad de Filología
<b>Nombre asignatura:</b>	Idioma Moderno II (Inglés)
<b>Código asignatura:</b>	2390021
<b>Tipología:</b>	OBLIGATORIA
<b>Curso:</b>	2
<b>Periodo impartición:</b>	Anual
<b>Créditos ECTS:</b>	12
<b>Horas totales:</b>	300
<b>Área/s:</b>	Filología Inglesa
<b>Departamento/s:</b>	Filología Inglesa (Lengua Inglesa)

<b>Coordinador de la asignatura</b>
GARCIA GARCIA LUISA

<b>Profesorado</b>
Profesorado del grupo principal: GARCIA GARCIA LUISA

<b>Objetivos y competencias</b>
<p>OBJETIVOS:</p> <p>The main aim of this subject is to develop the students communicative competence in English as their second language, so that they can produce and understand oral and written discourse in English at a B2 level. For this reason, this subject will address some English grammatical structures, with special attention to their usage and contextualised meaning. Students will also practice the four basic skills of a second language: reading, listening, writing and speaking. Thus, this subject intends to enable students to express themselves clearly and without much sign of having to restrict what</p>



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they want to say in English, and to provide them with a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

**COMPETENCIAS:**

**COMPETENCIAS ESPECÍFICAS:**

**1. LEXICAL COMPETENCE:**

**A) Vocabulary range:**

- Students have a good range of vocabulary for matters connected to their field and most general topics. Students can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

**B) Vocabulary control:**

- Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

**2. GRAMMATICAL COMPETENCE:**

**A) Grammatical accuracy:**

- Students have good grammatical control; occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

- Students show a relatively high degree of grammatical control. They do not make mistakes which lead to misunderstanding.



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**3. PHONOLOGICAL COMPETENCE:**

A) Phonological control:

- Students must acquire a clear, natural, pronunciation and intonation.

**4. ORTHOGRAPHIC COMPETENCE:**

A) Orthographic control

- Students can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.
- Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.

**5. SOCIOLINGUISTIC COMPETENCE**

A) Sociolinguistic appropriateness:

- Students can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
- Students can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.
- Students can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
- Students can express themselves appropriately in situations and avoid crass errors of formulation.



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6. DISCOURSE COMPETENCE:

A) Flexibility:

- Students can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
- Students can adjust to the changes of direction, style and emphasis normally found in conversation.
- Students can vary formulation of what they want to say.

B) Turntaking:

- Students can intervene appropriately in discussion, exploiting appropriate language to do so.
- Students can initiate, maintain and end discourse appropriately with effective turntaking.
- Students can initiate discourse, take their turns when appropriate and end conversation when they need to, though they may not always do this elegantly.
- Students can use stock phrases (e.g. That's a difficult question to answer) to gain time and keep the turn whilst formulating what to say.

C) Thematic development:

- Students can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.

D) Coherence and cohesion:

- Students can use a variety of linking words efficiently to mark clearly the relationships between



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ideas.

- Students can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some jumpiness in a long contribution.

#### 7. FUNCTIONAL COMPETENCE:

##### A) Spoken fluency:

- Students can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
- Students can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.
- Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.

##### B) Propositional precision:

- Students can pass on detailed information reliably.
- Students can explain the main points in an idea or problem with reasonable precision.

#### COMPETENCIAS GENÉRICAS:

Capacidad de análisis y síntesis

Capacidad de organizar y planificar



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Conocimientos generales básicos

Conocimiento de una segunda lengua

Habilidades para recuperar y analizar información desde diferentes fuentes

Resolución de problemas

Capacidad de crítica y autocrítica

Trabajo en equipo

Habilidades en las relaciones interpersonales

Habilidades para trabajar en grupo

Habilidad para trabajar en un contexto internacional

Reconocimiento a la diversidad y la multiculturalidad

Compromiso ético

Capacidad para aplicar la teoría a la práctica



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Capacidad de aprender

Capacidad de adaptación a nuevas situaciones

Comprensión de culturas y costumbres de otros países

Habilidad para trabajar de forma autónoma

#### **Contenidos o bloques temáticos**

1. English Grammar.
2. English Vocabulary.
3. Functional Language.
4. English Pronunciation.
5. Intensive and Extensive Reading.
6. Listening.
7. Speaking.

#### **Actividades formativas y horas lectivas**

Actividad	Créditos	Horas
C Clases Prácticas en aula	8	80
E Prácticas de Laboratorio	4	40

#### **Metodología de enseñanza-aprendizaje**



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#### **Clases teóricas**

Class sessions will be both theoretical and practical. Using different methodologies and approaches, the main grammatical points included in the syllabus of the subject will be explained and practised.

#### **Prácticas (otras)**

Active practice of the four basic skills -reading, writing, listening and speaking.

#### **Sistemas y criterios de evaluación y calificación**

El sistema de evaluación de la asignatura se basa en la evaluación continua. Se realizarán una serie de pruebas a lo largo del curso, en horario de clase, cuya fecha y contenido se especificarán en el proyecto docente.

#### **Horarios del grupo del proyecto docente**

<http://filologia.us.es/horarios-de-clase/>

#### **Calendario de exámenes**

<http://filologia.us.es/calendario-de-examenes/>

#### **Tribunales específicos de evaluación y apelación**

Presidente: JOSE ENRIQUE GARCIA GONZALEZ

Vocal: MARIA DEL MAR TORREBLANCA LOPEZ

Secretario: ISABEL MARIA IÑIGO MORA

Suplente 1: MARIA GABRIELA FERNANDEZ DIAZ

Suplente 2: MANUEL PADILLA CRUZ

Suplente 3: ALICIA HERNANDEZ CRISTOBAL

#### **Bibliografía recomendada**



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