



## FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
<b>NombreCompleto</b>	English Communication Skills (B2)
<b>Código</b>	E000004033
<b>Título</b>	<a href="#">Diploma en Competencias Comunicativas y Estudios en Lenguas Extranjeras</a>
<b>Impartido en</b>	Grado en Criminología y Grado en Trabajo Social [Primer Curso] Grado en Criminología y Grado en Trabajo Social [Segundo Curso] Grado en Criminología y Grado en Trabajo Social [Segundo Curso] Grado en Filosofía [Primer Curso] Grado en Filosofía [Segundo Curso] Grado en Psicología [Primer Curso] Grado en Psicología [Segundo Curso] Grado en Psicología y Grado en Criminología [Primer Curso] Grado en Psicología y Grado en Criminología [Segundo Curso] Grado en Trabajo Social [Primer Curso] Grado en Trabajo Social [Segundo Curso]
<b>Nivel</b>	Reglada Grado Europeo
<b>Cuatrimestre</b>	Anual
<b>Créditos</b>	12,0
<b>Carácter</b>	Obligatoria (Grado)
<b>Departamento / Área</b>	Instituto de Idiomas Modernos
<b>Responsable</b>	Shawn Redwood
<b>Horario</b>	2 días / 4 horas a la semana
<b>Horario de tutorías</b>	con cita previa
<b>Descriptor</b>	Asignatura diseñada con el objetivo de que el alumno adquiriera las competencias fijadas por el Marco común europeo de las lenguas en inglés según su nivel .

Datos del profesorado	
<b>Profesor</b>	
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<b>Profesor</b>	
<b>Nombre</b>	Tisha Kintu Hall
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## DATOS ESPECÍFICOS DE LA ASIGNATURA

### Contextualización de la asignatura

#### Aportación al perfil profesional de la titulación

El inglés es una herramienta indispensable para cualquier profesión, sobre todo para aquellos que deseen estudiar o trabajar en un contexto internacional.

Se trabajan los conocimientos generales de inglés para que, al finalizar la asignatura, el alumno esté familiarizado con este idioma y sea capaz de comunicarse oralmente y por escrito sobre los temas estudiados.

#### Prerrequisitos

Estar matriculado en primer o segundo curso del grado. **Tener un nivel inicial B2 determinado por una prueba de nivel** según los criterios del "Marco Común Europeo de Referencia para las Lenguas" o haber aprobado el nivel B1.2 el curso anterior.

### Competencias - Objetivos

#### Competencias

##### GENERALES

**CG01**

Comunicación en una lengua extranjera

##### ESPECÍFICAS

**CE01**

Capacidad para trabajar en un contexto internacional

## BLOQUES TEMÁTICOS Y CONTENIDOS

### Contenidos – Bloques Temáticos

#### FIRST YEAR CONTENT

##### Unit 1: Education at School and University

##### Content and Vocabulary

- false friends and typical errors
- academic vocabulary
- word families
- noun phrases

##### Language Use



- giving and reacting to advice
- question formation for a questionnaire

### **Communication Skills**

Students will be able to:

- describe their degree, studies and university
- prepare and administer a questionnaire
- narrate a video showing their university campus
- summarise texts and videos
- research degree programs in other countries
- listen, read and talk about approaches to learning
- write about their studies

### **Unit 2: Communication**

#### **Content and Vocabulary**

- communication styles
- body language
- communication and technology

#### **Language Use**

- relative clauses
- adjectives and verbs + prepositions
- used to for past actions

### **Communication Skills**

Students will be able to:

- describe and analyse communication styles
- read professional texts and take notes
- write a summary of a scientific study
- understand and discuss videos on a variety of topics related to communication
- write summaries of articles

### **Unit 3: The Family**

#### **Content and Vocabulary**

- types of families
- changes in the family
- socialization of children
- dysfunctional families

#### **Language Use**

- language for describing change
- expressing contrast

### **Communication Skills**



Students will be able to:

- describe and analyse information in a graph
- read and summarise professional texts
- understand and discuss videos on a variety of topics related to the family
- research social service agencies in other countries

#### **Unit 4: Crime**

##### **Content and Vocabulary**

- types of crimes
- evidence and trials
- punishments

##### **Language Use**

- review of past modals
- review of passive voice and passive reporting structures
- how to summarise a text

##### **Communication Skills**

Students will be able to:

- talk about crimes, trials and punishments
- discuss causes of eyewitness error
- discuss arguments for and against capital punishment
- read texts and take notes
- summarise a text
- understand short videos on a variety of topics related to crime

#### **Unit 5: Social Inequalities**

##### **Content and Vocabulary**

- types of social inequality
- poverty, gender and social class
- NGOs

##### **Language Use**

- using 'the' for groups of people
- using or omitting 'the'
- cause and effect expressions
- adjectives, nouns and verbs + prepositions

##### **Communication Skills**

Students will be able to:

- explain causes and effects of social inequality
- discuss stereotypes
- read short texts and take notes
- scan a long article for specific information



- understand short videos on a variety of topics related to social inequality.

## **SECOND YEAR CONTENT**

### **Unit 1: Personality**

#### **Content and Vocabulary**

- the Big Five Model of personality traits
- personality disorders
- the nature and nurture debate and epigenetics

#### **Language Use**

- language for academic studies
- cause and effect expressions
- review of conditionals

#### **Communication Skills**

Students will be able to:

- talk about their personality type
- read summaries of academic articles on personality types
- understand videos on topics related to personality and take notes
- understand and discuss videos on topics related to personality
- conduct a survey related to personality

### **Unit 2: The Brain**

#### **Content and Vocabulary**

- the brain and brain functions
- optical illusions
- Dr. Oliver Sacks and Awakenings
- working with Alzheimer's patients

#### **Language Use**

- expressions for comparing: differ from, resemble
- describing a process
- using although, even though
- past perfect verb tense vs past perfect continuous tenses
- using however, nevertheless, nonetheless
- the subjunctive

#### **Communication Skills**

Students will be able to:

- describe the parts of the brain and their functions



- read articles and take notes
- write a paragraph comparing two neurological disorders
- understand videos on a variety of topics related to the brain
- prepare a poster or brochure describing an Alzheimer's Center
- role play an interview between a professional and a caregiver of an Alzheimer's patient.

### **Unit 3: Housing and the Homeless**

#### **Content and Vocabulary**

- types of housing
- the effects of buildings on mental health (Environmental Psychology)
- the causes of homelessness
- approaches to dealing with homelessness (Housing First)

#### **Language Use**

- vocabulary for reports
- approximate numbers
- conditional conjunctions: as long as, provided that, unless

#### **Communication Skills**

Students will be able to:

- write a report summarizing findings of an article
- research housing projects
- discuss graphs related to academic articles
- read academic articles on housing and homelessness
- understand videos related to housing and the homeless
- research public housing policies in other countries
- present and participate in a round table discussion on public housing

### **Unit 4: Social Inequalities**

#### **Content and Vocabulary**

- ageism
- dealing with geriatric clients
- discrimination in the workplace
- dealing with problems
- disabilities
- accessibility

#### **Language Use**

- double comparisons
- expressing regret and self-criticism
- giving advice
- inclusive language
- clauses of purpose



### Communication Skills

- discuss attitudes towards aging and aging and the media
- read case studies about geriatric patients and therapies
- write a report on a client
- understand and discuss videos on topics related to ageism and disabilities
- role-play interview between client and social worker/counsellor
- discuss case studies of disabilities
- analyze cases of disabilities and the most appropriate care model
- conduct an accessibility study of a building and write a report on it

### Unit 5: Youth and Crime

#### Content and Vocabulary

- deviance vs crime
- theories of deviance and crime
- juvenile delinquency
- risk and protective factors
- gangs
- types of sentences

## METODOLOGÍA DOCENTE

### Aspectos metodológicos generales de la asignatura

## RESUMEN HORAS DE TRABAJO DEL ALUMNO

HORAS PRESENCIALES			
Clases teóricas	Clases prácticas	Evaluación	Actividades académicamente dirigidas
20.00	50.00	10.00	40.00
HORAS NO PRESENCIALES			
Trabajo autónomo sobre contenidos teóricos	Trabajo autónomo sobre contenidos prácticos	Realización de trabajos colaborativos	Estudio
20.00	60.00	40.00	60.00
<b>CRÉDITOS ECTS: 12,0 (300,00 horas)</b>			

## EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

Actividades de evaluación	Criterios de evaluación	Peso
	Dominio global. Comprensión lectora - Aplicación del	



<b>2 Exámenes parciales</b>	léxico temático estudiado Corrección gramatical y estructural Contenido y calidad de la redacción	50 %
<b>Controles 10%</b> <b>Trabajo escrito y oral en casa y en clase 40%</b> (cartas, resúmenes, descripciones, esquemas, exposición, intercambio de información, o debate )	Asistencia a clase y participación activa Participación en debates Cumplimiento en la realización y entrega de los ejercicios Calidad de la presentación - Estructura - Calidad del contenido - Corrección gramatical - Elección de léxico - Riqueza expresiva Entrega puntual - Aplicación del léxico temático estudiado - Corrección gramatical y estructural - Contenido y calidad del trabajo	50 %

## BIBLIOGRAFÍA Y RECURSOS

### Bibliografía Básica

1º Apuntes: **English Communication Skills I B2/C**

2º Apuntes: **English Communication Skills II B2/C**