



## Teaching Guide

Identifying Data				2013/14	
<b>Subject (*)</b>	Lingua Inglesa e os seus Usos 1	<b>Code</b>	613G03020		
<b>Study programme</b>	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Graduate	1st four-month period	Third	Obligatoria	6	
<b>Language</b>	English				
<b>Prerequisites</b>					
<b>Department</b>					
<b>Coordinador</b>	Woodward Smith, Elizabeth Anne	<b>E-mail</b>	elizabeth.woodward@udc.es		
<b>Lecturers</b>	Woodward Smith, Elizabeth Anne	<b>E-mail</b>	elizabeth.woodward@udc.es		
<b>Web</b>					
<b>General description</b>	Ampliación do estudo normativo da lingua inglesa. Elaboración e análise de textos oral e escrito de diferentes ámbitos				

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A21	Coñecer a evolución histórica externa e interna da lingua inglesa.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.

## Learning outcomes

Subject competencies (Learning outcomes)	Study programme competences		
Students will have developed strategies for acquiring new vocabulary and for consolidation of known items	A1	B3	C2
Students will know about the importance of correct collocation; an understanding of shades of meaning will be acquired.	A2	B4	
Students will realize the importance of adequate registers, formats, styles and contexts.	A6	B6	
Apart from acquiring theoretical knowledge, students will be encouraged to put their skills into practice.	A9	B7	
Self-study and self-criticism are essential at this level, and students will be reminded of their role and responsibility in the teaching-learning process of which they are a part.	A10		
	A15		
	A21		

## Contents

Topic	Sub-topic
1. Introductory aspects of learning vocabulary in a context. (See text books in Section 8 &quot;Sources of Information&quot;).	Learning strategies; types of meaning; dictionary use (different types); collocation; metaphor; register; connotations and cultural associations.
2. Word formation	Abbreviations and acronyms; prefixes; suffixes; word-building; language enrichment through contact; similar but different words.
3. Vocabulary related to work and study	Fields: Colleagues, routines, careers, promotion, business; academic work; education



4. Vocabulary about people and relationships	Fields: Positive and negative aspects; problems; feelings; appearance and character; birth and death.
5. Vocabulary related to leisure and lifestyle.	Fields: performance and plastic arts; literature; food; travel and tourism
6. Vocabulary related to the environment	Fields: Landscapes, climate; metaphors; vegetation; animals; conservation
7. Vocabulary related to society and institutions	Fields: Police, the law; politics; history; poverty; war and peace; economics; languages; festivals.
8. Vocabulary related to the media	Fields: newspapers; Internet; adverts; news.
9. Functional vocabulary	Permission and prohibition; complaints; apologies; compliments; promises; reminiscences; agreement and disagreement; academic writing; style and format; vague language expressions.
10. Idioms and phrasal verbs (verb+ preposition/particle)	Strategies for understanding and learning these elements.

Planning			
Methodologies / tests	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	5	0	5
Diagramming	10	20	30
Guest lecture / keynote speech	20	41	61
Mixed objective/subjective test	2	14	16
Supervised projects	2	16	18
Speaking test	2	16	18
Personalized attention	2	0	2

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Introductory activities	Introductory aspects of learning vocabulary; types of meaning; dictionary use (different types); collocation; metaphor; register; connotations
Diagramming	The use of diagrams and outlines for understanding and assimilating the finer points of new vocabulary.
Guest lecture / keynote speech	In the large group sessions, the teacher gives explanations and guidance on how to make the most of the material presented.
Mixed objective/subjective test	Completion of different types of written exercises; distinguishing between usage and meanings; explanation of differences; transformation of phrases/sentences.
Supervised projects	Written essays on varied topics related to class work.
Speaking test	Individual interview; comprehension questions; testing of oral skills

Personalized attention	
Methodologies	Description
Speaking test	Suggestions are given, so that students learn to how to express different functions in English (arguments, agreeing/disagreeing, asking for clarification, etc).

Assessment		
Methodologies	Description	Qualification



Supervised projects	Redaccións sobre distintos temas relacionados co traballo de clase.	20
Mixed objective/subjective test	Completion of different types of written exercises; distinguishing between usage and meanings; explanation of differences; transformation of phrases/sentences.	50
Speaking test	Individual interview; comprehension questions; testing of oral skills	30

### Assessment comments

Deadlines for "trabajos tutelados" (essays): 25-10-2013; 22-11-2013; and 20-12-2013

All 3 pieces of work must be handed in on time for them to be taken into consideration with the rest of the marks in the first opportunity for assessment.

If you do not attend at least 80% of the interactive classes

(reading/writing skills), your work will not be accepted for assessment.

You will be required to sign in at every session (whole group, interactive and tutorial groups).

The deadlines/dates for the handing in of work and for the oral exams must be adhered to. Any circumstance which prevents a student from fulfilling his/her obligations must be justified in writing, with adequate documentary proof.

Prueba mixta: on the date approved by Xunta de Facultade for the academic year 2013-14 (first opportunity at the end of the semester). This exam date is not negotiable. Students should, therefore, make sure they are present, especially if they travel during the Christmas holidays. This applies to all students, both local UDC ones and visiting Erasmus students. Prueba oral: between 3 and 20 December 2013. Specific dates and times will be announced on Moodle. A 5 out of 10 is necessary in each section of the assessment in order to pass this subject.

The second opportunity in July, according to the date fixed in the academic calendar, will be based on the repetition of the parts(s) not already passed, maintaining the same percentages.

The July opportunity is not intended as a way of improving marks in sections already passed; it is only for resitting the parts which a student has failed.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

This is an obligatory subject corresponding to the third year of the degree, and as such, its timetables and requirements have preference over subjects corresponding to the fourth year and in which a student may also be registered. Clearly, a third-year student's first obligation should be to attend third-year subjects and fulfil the tasks set. Students will obtain a "no presentado" (absent from assessment) if they do not attend the exams (proba mixta and proba oral) and if they do not hand in any work.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Cambridge University Press. ISBN-13: 978-0521156899 (2010). Cambridge Certificate in Advanced English 4 . Cambridge: CUP</li> <li>- McCarthy, M. &amp; Felicity O'Dell. ISBN-13: 978-0521677462 (2006). English Vocabulary in Use Advanced with Answers and CD-ROM. Cambridge: CUP</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- O'Dell, Felicity &amp; M. McCarthy. ISBN-13: 978-0521707800 (2008). English Collocations in Use: Advanced . Cambridge: CUP</li> <li>- O'Dell, Felicity &amp; M. McCarthy. ISBN-13: 978-0521744294 (2010). English Idioms in Use Advanced with Answers. Cambridge: CUP</li> <li>- McCarthy, M. &amp; Felicity O'Dell. ISBN-13: 978-0521684187 (2007). English Phrasal Verbs in Use: Advanced. Cambridge: CUP</li> </ul>

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously



## Subjects that continue the syllabus

Lingua Inglesa 1/613G03003  
Lingua Inglesa 2/613G03008  
Lingua Inglesa 3/613G03015  
Lingua Inglesa 4/613G03019

## Other comments

Both of the text books indicated in Bibliografía Básica&nbsp;in Fontes de Información are essential for class work and private study. Students are strongly advised to buy the books, and not photocopy them.

Tasks should be fulfilled within the time limits and following the guidelines.

The dates for the oral exams will be announced in good time and will be posted on Moodle. Failing to attend the oral exam session, or the&nbsp;written exam&nbsp;means losing the first opportunity for these sections of the assessment. In this case, therefore, a student will only have the chance of the second (July) opportunity for resits. The July exam dates cannot be brought forward to suit individual students' travel plans. The UDC academic calendar is the one to be followed.

Attending class allows you to understand the subject better, to acquire individual and collective competence, continuous learning, direct interaction with other students, and the possibility of participating more actively in the teaching-learning methodology. May we remind you that UDC is not a distance-learning university, but one in which students are expected to be present. Consequently, it is compulsory to attend at least 80% of the classes in each subject. In certain cases, officially approved by the University, students may opt out of the obligation to attend classes. Otherwise, you are expected to attend and your absences will be duly noted.

Note that exam dates at UDC are not negotiable; if you are an Erasmus student in Coruña, you are obliged to follow the UDC academic calendar, not the one of your home university..

**(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.**