



## Teaching Guide

Identifying Data					2013/14
<b>Subject (*)</b>	Lingua Inglesa e os seus Usos 2	<b>Code</b>	613G03037		
<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	Fourth	Obligatoria	6	
<b>Language</b>	English				
<b>Prerequisites</b>					
<b>Department</b>	Filoxía Inglesa				
<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
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A19	Coñecer a situación sociolingüística da lingua inglesa.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
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.
B8	Apreciar a diversidade.
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 consolidating knowledge acquired in both parts of Lengua Inglesa y sus Usos (1/2).	A6	B3	C2
Students will be able to handle metaphors adequately, both in comprehension and use.	A10	B4	
Knowledge of the use of more specialized vocabulary will be added to the general vocabulary already acquired.	A11	B5	
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.	A15	B6	
By now, students should be competent in all four language skills, in addition to having the necessary theoretical knowledge enabling them to explain the use of English. Their level should be post C1, approximating and aspiring to C2.	A19	B7	
		B8	

## Contents

Topic	Sub-topic



<p>1. Metaphors related to plants and trees</p> <p>The environment</p> <p>Service encounters</p> <p>(See text book mentioned in section 8, sources of information)</p>	<p>Metaphors based on plants; verbs related to growth; collocations; Service encounters on Internet.</p>
<p>2. Authorities, customs, police.</p> <p>History</p> <p>Poverty</p>	<p>Vocabulary related to immigration, traffic police, etc.</p> <p>Vocabluary for dealing with history; collocations;</p> <p>Vocabulary about poverty and lack of means</p>
<p>3. British politics</p> <p>Language of Law</p> <p>War and peace</p>	<p>words related to how a state functions.</p> <p>words for crimes; adjectives specifically for legal contexts;</p> <p>legal words in common use</p> <p>Attitudes towards war and peace; metaphors of conflict</p>
<p>4. Economics and finance</p> <p>Personal finance</p> <p>The media: the printed word</p>	<p>Vocabulary for dealing with international aid, trade, economic difficulties</p> <p>Expressing personal economic circumstances.</p> <p>Sections in the press; types of printed material in circulation</p>
<p>5. The media: Internet and e-mails</p> <p>Advertising</p> <p>The news</p>	<p>Special vocabulary for Internet.</p> <p>Language of advertising.</p> <p>Gathering and spreading news; journalism; types of publications</p>
<p>6. Newspaper headlines</p> <p>Metaphors of sport</p> <p>Space: expanse and confinement</p>	<p>Characteristics of headlines; eye-catching vocabulary</p> <p>Vocabulary and metaphors from sport, diet and health</p> <p>Expressing concepts of space; metaphors for ample or limited space</p>
<p>7. Time</p> <p>Motion</p> <p>Manner</p>	<p>Sequence and duration</p> <p>Colloquial expressions of time; sayings related to passage of time</p> <p>Nuances of speed and movement; verbs/adjectives with non-literal meaning</p>
<p>8. Sound</p> <p>Weight and density</p> <p>Colour: range and intensity</p>	<p>From silence to noice; specific verbs for certain noises, set phrases about sounds</p> <p>Synonyms for heavy; literal uses of weighing; words to express density</p> <p>Specific colours, related metaphors; exotic associations of words for colours</p>
<p>9. Speed</p> <p>Cause and effect</p> <p>Comparison and contrast</p>	<p>Expression of different ways of moving quickly/slowly; metaphors of speed</p> <p>Verbs expressing cause/effect, collocations</p> <p>How to express similarity and contrast</p>
<p>10. Difficulties, dilemmas, hitches</p> <p>Modality</p> <p>Complaints and protests</p>	<p>Nouns and adjectives relating to difficulties and dilemmas</p> <p>Modal verbs and the expression of facts, opinions and wishes; probability; advice, obligation</p> <p>Formal and informal complaints</p>
<p>11. Apologising, forgiving and reconciliation.</p> <p>Promises, bets</p> <p>Speech: style and articulation</p>	<p>Collocations; apologies in legal contexts; peace settlement (lit/fig);</p> <p>Formal / colloquial promises;</p> <p>Expressions about betting</p> <p>Volume: from quiet to loud; describing ways of speaking; speech and articulation problems</p>
<p>12. Vague language expression</p> <p>Types of idioms</p> <p>Phrasal verbs (I)</p>	<p>Vague expressions for numbers; making actions /ideas less precise (informal)</p> <p>Idioms: Verb and object, prepositional phrase, compounds and other types of phrasal verbs</p> <p>Understanding and learning phrasal verbs; diagrams</p>
<p>13. Phrasal verbs (II)</p> <p>Phrasal verbs (III)</p> <p>British English/US English</p>	<p>Other less known phrasal verbs; new combinations</p> <p>Phrasal verbs with two particles/prepositions</p> <p>Contrast between British and American usage.</p>
<p>14. Language and gender</p> <p>The language of age and social class</p>	<p>Gender awareness; non-sexist variations</p> <p>Implicit references denoting social class, background, age.</p>



## Planning

Methodologies / tests	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	21	26.25	47.25
Supervised projects	14	17.5	31.5
Speaking test	2	16	18
Directed discussion	7	5.25	12.25
Mixed objective/subjective test	2	36	38
Personalized attention	3	0	3

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

## Methodologies

Methodologies	Description
Guest lecture / keynote speech	In these whole group sessions , there will be explanations, examples and advice on how to take best advantage of the material; a basic text book will be used (absolutely essential for class work and private study); there will also be other written texts and audiovisual examples.
Supervised projects	Written tasks on different topics related to those dealt with in class; summaries, short articles, letters, academic style, including textual references.
Speaking test	Individual interview, or in pairs; comprehension questions; demonstration of communicative competence
Directed discussion	Development of competence in presenting oral arguments; role-playing, fluency; team work.
Mixed objective/subjective test	Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences.

## Personalized attention

Methodologies	Description
Directed discussion	Preparation and comments; suggestions on work done.
Supervised projects	Individual and group interaction to improve performance.

## Assessment

Methodologies	Description	Qualification
Speaking test	Individual interview, or in pairs; comprehension questions; demonstration of communicative competence	25
Mixed objective/subjective test	Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences.	50
Supervised projects	Written tasks on different topics related to what has been dealt with in class; summaries and presentations; academic writing techniques.	25

## Assessment comments



Deadlines for handing in the --trabajos tutelados-- (written tasks) are 25th October , 22nd November and 20th December 2013. You must hand in all the work required for&nbsp;marks to be added to the rest of the marks. 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.

Proba mixta: (exam on written exercises) the date is fixed by the Faculty for 2013-14, with the first opportunity at the end of the semester. This date is NOT negotiable.

The second opportunity, in July, according to the dates approved by the Faculty, will consist of repeating the part(s) of the assessment not already passed.

The July opportunity is not intended as a chance to improve the passes already achieved; it is only for repeating the part(s) a student has failed or decided not to do in the first opportunity.

In order to pass this subject, students must achieve at least a 5 out of 10 points on EACH part of the assessment.

The dates for handing in tasks and for the oral exam must be adhered to; any circumstance which prevents a student from complying with this norm must be justified in writing and via appropriate documentary evidence.

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.

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.

For more details, see Recommendations section.&nbsp;

## Sources of information

<b>Basic</b>	- McCarthy, M. and F. O'Dell. (2002). English Vocabulary in Use. Advanced. ISBN. 978-0-521-67746-2. Cambridge: CUP
<b>Complementary</b>	- Cory, H. (1999). Advanced Writing with English in Use.. Oxford: OUP - Mansfield, F. & C. Nuttall (2007). Proficiency Practice Tests. With Key. London: Thomson ELT

## Recommendations

### Subjects that it is recommended to have taken before

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

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## Other comments

We recommend attending and participating in class, so as to be up to date with your studies; we also ask you to carry out the tasks within the specified time limits.&nbsp;

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

The dates of oral exams will be announced sufficiently in advance, and will be posted on Moodle. You are advised to keep an eye on this virtual teaching platform.

If you do not attend the oral exam in the first opportunity, on the date announced, you will lose&nbsp;this opportunity for this part of the assessment. Therefore, you will only have left the second opportunity, in July.If you experience difficulty in attending the oral exam, you should notify the teacher as soon as possible.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 calendar of your home university. We cannot programme different dates to suit individual students.&nbsp;



(\*)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.