



Teaching Guide

Identifying Data					2014/15
Subject (*)	Lingua Inglesa 3	Code	613G03015		
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Second	Obligatoria	6	
Language	English				
Prerequisites					
Department	Filoloxía Inglesa				
Coordinador	Floyd Moore, Alan	E-mail	alan.floyd@udc.es		
Lecturers	Floyd Moore, Alan	E-mail	alan.floyd@udc.es		
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General description	Esta materia amplía e profundiza os coñecementos da lingua inglesa, cubrindo parte parte das competencias na formación básica na descrición e uso da lingua inglesa, consolidando as competencias de B2 e cubrindo unha parte das competencias de C1, nas catro habilidades básicas.				

Study programme competences

Code	Study programme competences
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.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A18	Dominar a gramática da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
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.
B8	Apreciar a diversidade.
B10	Comportarse con ética e responsabilidade social como cidadán/a e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.

Learning outcomes

Subject competencies (Learning outcomes)	Study programme competences		
Students should be able to hold a conversation on general everyday matters with native speakers without difficulty. They should be able to master a fairly wide range of styles and domains in reading comprehension and their own written English.	A6 A9 A20	B4 B10	C2 C4
They should be able to understand the gist of most oral or written texts in English, being able to follow complex arguments and identify the main conclusions drawn.	A6 A9 A20	B4 B10	C2 C4
Students should be able to follow radio and television discourse on current affairs and other matters of interest, including a certain amount of colloquial language and idiomatic expressions.	A6 A9 A20	B1 B2 B4 B10	C2 C4



Students should be able to take part in debates about everyday general matters of interest and defend their point of view using appropriate language.	A6 A9 A20	B4 B10	C2 C4
Students should be able to clearly express an argument concerning matters dealt with in the course of the programme and others, explaining clearly and highlighting the main points so that these can be followed without difficulty. They should be able to answer questions on these matters and use Powerpoint (or equivalent) as a means to back up their presentation.	A6 A9 A20	B1 B2 B4 B6 B10	C2 C4
Students should express themselves in written English, clearly, fluently and in a well-organised, coherent way, using connectors and other devices appropriately. They should be able to use linguistic vocabulary and structures that express hedging and modality: degrees of certainty / uncertainty, belief / doubt, probability / improbability, using appropriate paragraphing and punctuation consistently.	A6 A9 A18 A20	B4 B8 B10	C2 C4
Students should express themselves in a creative, original and imaginative way in oral and written texts in the English language.	A6 A9 A15 A20	B3 B4 B10	C2 C4

Contents	
Topic	Sub-topic
(See Step 8 on Sources of Information for the textbook from which the following topics are taken) 1. Let's talk: Communication and friendship, an introduction to methods of presentation of oneself. A consideration of the family in traditional and modern settings	a. Make a good impression. b. Friends: the new family? c. Favourite sayings d. Grammar: Review of verb forms, cleft constructions, what vs which, explaining and paraphrasing, homophones.
2. Exceptional people; Memorable places; Spoilt for choice.	a. Intensifying adverbs b. adjective word order c. describing places
3. Being confident A happy, healthy life It's the way you say it.	a. Connotation; positive and negative character adjectives b. Phrasal verbs: health c. Euphemisms
4. Society and the media Cities and technology Making a splash	a. News collocations b. Near synonyms c. Newspaper language
5. Behind the glamour The young ones Priorities	a. Word building b. Verb + infinitives / verb + -ing; c. Work expressions

Planning			
Methodologies / tests	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	2	0	2
Guest lecture / keynote speech	10	15	25
Directed discussion	8	12	20
Speaking test	0	6	6
Seminar	13	15	28
Objective test	0	25	25
Oral presentation	1	10	11
Student portfolio	2	30	32
Personalized attention	1	0	1



(*)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 sessions, where activities aim to obtain information about students' level of competence, in order to advance in agreement with their expectations and requirements.
Guest lecture / keynote speech	Lecture mode, accompanied by audiovisual materials, with the aim of increasing students' knowledge of the English language and the topics covered.
Directed discussion	Discussion in pairs and small groups, monitored by the teacher, in which students' skills are put into practice, whereby informal, spontaneous conversations and debates can take place.
Speaking test	A test in which communicative competence is assessed, within the context of an individual or pair interview which takes place with one or both of the teachers.
Seminar	Practical sessions where the four basic communicative skills are developed, with regard to topics contained in the programme or others that may arise.
Objective test	Written examination. This allows teachers to assess the knowledge and linguistic skills acquired, developed and improved during the course. This may include several types of questions: essays, multiple choice, gap-filling, transformation and other exercises, and a listening test. It will be almost exclusively based on materials covered in the course of the classes.
Oral presentation	This is a presentation in front of the class (medium size DI class) involving a topic for argument or controversy chosen by the student her/himself. Students should come to some conclusion after considering and explaining the main points. They should use PowerPoint or similar to back up their arguments.
Student portfolio	Students should keep, register and arrange materials, which are the result of lectures and other activities, with their own comments and grades assigned to them, so that they can follow their own development. It should include their compositions together with the comments and corrections made by teachers. Also any other research and work carried out by themselves independently.

Personalized attention	
Methodologies	Description
Student portfolio	<p>Teachers will assess five compositions during the course (two for the teacher in charge of the course and three for the language assistant). Students should take into account the corrections and comments made and apply them in future work done. They may (and should) consult with teachers concerning errors and necessary improvements to be made, and make use of self-study time to apply corrections made.</p> <p>All students should make use of teachers' office hours, which are there for the purpose of individual monitoring of progress.</p>

Assessment		
Methodologies	Description	Qualification
Speaking test	All students will perform a speaking test at the end of the four-month period, individually or in pairs, in which they must display communicative competence in the English language. Students will be assessed on their ability to make themselves understood, their coherence, fluency, pronunciation and also their lexical and grammatical complexity and correctness.	10
Seminar	Students will be assessed according to their attendance and participation (10%) and their performance in class activities throughout the course (5%).	15
Objective test	An objective test based on materials covered in class, further reading and assignments required by both teachers. Includes various sorts of exercises, a composition and a listening test.	40
Student portfolio	Five compositions will be assessed. Each one will be about 250 words in length and the characteristics of each will be explained by the teachers involved.	20



Oral presentation	Students will talk about a topic chosen by her/himself, where there is an element of controversy involved. It should be based on a text where a point of view is expressed, and the student should include and argue his/her own point of view on the topic. This test is individual, cannot be done in pairs or groups, and should be performed without notes. They should make use of a PowerPoint or other presentation, but this should only be consulted, not read in its entirety.	15
Others		

Assessment comments

IMPORTANT: In order to pass this subject, a minimum of 5 out of 10 is required. A score of 4 out of ten is the minimum required in the written examination. Those students who do not attend the written exams will be given a grade of NP (absent). **JULY ASSESSMENT:** Students who are absent from or who fail in the January / February examination will have to sit the "second opportunity" exam session in July, where the criteria for assessment will be the following: Speaking test 10%, Objective test 40%, Oral presentation 25% student portfolio 25%. Those who have passed part of the subject will NOT be required to repeat that part in July. **SPECIAL DISPENSATIONS:** Those who have a special dispensation for part-time study according to the norms established by the University of A Coruña, will be required to fulfil the same requirements as those of the July session.

Sources of information

Basic	- Cunningham, Gillie, Jan Bell and Theresa Clementson (2013). Face2face Advanced (Student's book) and DVD Rom.. Cambridge, CUP. ISBN 978-1-107-67934-4
Complementary	- Quirk, R. and Greenbaum, S. (1985). A University Grammar of English. London, Longman - Vince, Michael (2009). Advanced Language Practice. English Grammar and Vocabulary. (WITH KEY) MacMillan Publishers - Mann, M. (2008). Destination C1&C2: grammar and vocabulary. MacMillan - Tims, Nicholas et al. (2014). Face2face Advanced Workbook. Cambridge, UK: CUP ISBN 1107690587 - Side, Richard and Guy Wellman (2000). Grammar and Vocabulary for CAE and CPE. London: Longman - Swan, M. & C. Walter (1997). How English Works. Oxford: O.U.P. - Jones, Leo (2001). New Cambridge Advanced English. Cambridge, CUP. - Swan, M. (1996). Practical English Usage. Oxford: O.U.P.

Recommendations

Subjects that it is recommended to have taken before

Lingua Inglesa IV/613211404
Lingua Inglesa V/613211405
Lingua Inglesa VI/613211601

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Lingua Inglesa I/613211103
Lingua Inglesa II/613211104

Other comments

(*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.