



## Teaching Guide

Identifying Data					2015/16
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				
Teaching method	Face-to-face				
Prerequisites					
Department	Filoloxía Inglesa				
Coordinador	Floyd Moore, Alan	E-mail	alan.floyd@udc.es		
Lecturers	Floyd Moore, Alan	E-mail	alan.floyd@udc.es		
Web	www.udc.es				
General description	This subjects broadens and deepens students' knowledge of English, while consolidating their competence in this language up to B2 level and including C1 in part, in the four basic language skills.				

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
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.
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.
B8	Apreciar a diversidade.
B10	Comportarse con ética e responsabilidade social como cidadán/á 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

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.	A1 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 B5 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. Where we live	a. a. So who needs people? b. Madrid, my home sweet home.
2. The art of conversation.	a. Two million followers? b. Facial expressions.
3. Ages and stages.	a. Learning how children think. b. I wish I'd known that before.
4. No gain without pain.	a. A motivating business b. Secret to success.
5. The feel-good factor.	a. Happiness: It's a state of mind; b. Films that make you feel good.
6. Living with the past.	a. Searching for a king; b. My hoarder mum and me.
7. The hard sell.	a. It's all about technique; b. Windows of opportunity.
8. Passing through.	a. Travelling for a living; b. Volunteering for work abroad.
9. Reading the mind.	a. Why can't we tickle ourselves?; b. How the Internet is altering your mind.
10. Things to come.	a. The musical future; b. We've seen it all before.
11. A perfect match.	a. A working life; b. Does your personality really fit?
12. Soundtracks.	a. How we taste different colours; b. Music and sound.
13. Face value.	a. What's so funny about that?; b. Playing a part.



14. Brilliant ideas.	a. Tony's toys; b. Jonah Lehrer, the prodigy who lights up the brain.
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	C2	2	0	2
Guest lecture / keynote speech	A6 C2	10	15	25
Directed discussion	A6 A20 B4 B5 C2	8	12	20
Speaking test	A6 A9 A15 A18	0	6	6
Seminar	B3 B6 B8	13	15	28
Objective test	B1 B2 B10 C2 C4	0	25	25
Oral presentation	A6 A9 B2 B4 B8 C2	1	10	11
Student portfolio	A1 A6 A9 C2	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	Teachers (both the teacher in charge of the course and the language assistant) will assess compositions during the course. Students should take into account the corrections and comments made and apply them in future work done. They should consult with teachers concerning errors and necessary improvements to be made, and make use of self-study time to apply corrections made.  All students should make use of teachers' office hours, which are there for the purpose of individual monitoring of progress.



## Assessment

Methodologies	Competencies	Description	Qualification
Speaking test	A6 A9 A15 A18	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	B3 B6 B8	Students will be assessed according to their attendance and participation (10%) and their performance in class activities throughout the course (5%).	15
Objective test	B1 B2 B10 C2 C4	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	A1 A6 A9 C2	Written compositions will be assessed. The characteristics of each will be explained by the teachers involved.	20
Oral presentation	A6 A9 B2 B4 B8 C2	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 December / January 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

- Lynda Edwards and Jacky Newbrook (2014). Gold Advanced Exam Maximizer (without key) . Harlow, UK; Pearson (Price: about 24?)

Os alumnos deben adquirir o libro de texto e traelo a clase de maneira habitual. · O?Connell, Sue. 1992. Focus on Advanced English. London, Nelson.· Quirk, R. and Greenbaum, S. 1985. A University Grammar of English. London, Longman.· · 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.· Swan, M. 1996. Practical English Usage. Oxford: O.U.P. · Thomson, A.J. & A.V. Martinet. 1993. A Practical English Grammar. Oxford: O.U.P. (4th edition; this grammar is supplemented with two exercise books with answer key). · Tims, Nicholas . 2009. Face2face Advanced Workbook. Cambridge, CUP.·Vince, Michael. 2009. Advanced Language Practice. English Grammar and Vocabulary. MacMillan Publishers. (WITH KEY)Para a realización do "Project" é fundamental que o estudantado informe a profesora ao longo do trimestre dos avances que vai facendo o grupo. As profesoras corruxarán ao longo do curso catro redaccións de cada alumno/a. Os estudantes deberán ter en conta o seus erros ou carencias e comentalos coas profesoras antes de reescribir os traballos para incluílos no portafolios. Asemade, poderán facer todo tipo de consultas ou peticións de orientación sobre o material de autoaprendizaxe que queiran manexar e incluír no portafolios.Ao menos dúas veces ao cuadrimestre todos o alumnado debería facer unha titoría coa(s) profesora(s), ben en persoa nas horas de titoría, ben por correo electrónico ou plataforma virtual. Nesa titoría farase un seguimento individualizado de cada alumno e alumna e os seus progresos.Para a realización do "Project" é fundamental que o estudantado informe a profesora ao longo do trimestre dos avances que vai facendo o grupo. As profesoras corruxarán ao longo do curso catro redaccións de cada alumno/a. 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<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Sally Burgess and Amanda Thomas (2014). Gold Advanced Coursebook. Harlow, UK; Pearson</li> <li>- Tims, Nicholas et al. ( 2014). Face2face Advanced Workbook. Cambridge, UK: CUP ISBN 1107690587</li> <li>- Jones, Leo (2001). New Cambridge Advanced English. Cambridge, CUP.</li> <li>- Mann, M. (2008). Destination C1&amp;C2: grammar and vocabulary. MacMillan</li> <li>- Quirk, R. and Greenbaum, S. (1985). A University Grammar of English. London, Longman</li> <li>- Side, Richard and Guy Wellman (2000). Grammar and Vocabulary for CAE and CPE. London: Longman</li> <li>- Swan, M. (1996). Practical English Usage. Oxford: O.U.P.</li> <li>- Vince, Michael (2009). Advanced Language Practice. English Grammar and Vocabulary. (WITH KEY) MacMillan Publishers</li> </ul> <p>Estes 8 libros son para referencia e estudo soamente. · Allsop, J. &amp; P. Watcyn-Jones. 1990. Test Your Phrasal Verbs. London: Penguin.· Allsop, J. &amp; P. Watcyn-Jones. 1990. Test Your Prepositions. London: Penguin.·</p> <p>Beaumont, D. &amp; C. Granger. 1991. Heinemann English Grammar. Oxford: Heinemann.· Collie, J. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Listening 3 (and 4). Cambridge: C.U.P.· Collie, J. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3 (and 4). Cambridge: C.U.P.· Greenall, S. &amp; D. Pye. 1993. Cambridge Skills for Fluency: Reading 3 (and 4). Cambridge: C.U.P.· Greenall, S. &amp; M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P.· Hewings, M. 1999 English Grammar in Use. Advanced. 1985. Cambridge: C.U.P. Cambridge: C.U.P.· Jones, Leo. 2001. New Cambridge Advanced English. Cambridge, CUP. · Littlejohn, A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P.· McCarthy, M. &amp; F. O'Dell. 1996. English Vocabulary in Use.(Advanced) Cambridge: C.U.P. · O'Connell, Sue. 1992. Focus on Advanced English. London, Nelson. · Quirk, R. and Greenbaum, S. 1985. A University Grammar of English. London, Longman.· · Side, Richard and Guy Wellman. 2000. Grammar and Vocabulary for CAE and CPE. London: Longman. · Swan, M. &amp; C. Walter. 1997. How English Works. Oxford: O.U.P.· Swan, M. 1996. Practical English Usage. Oxford: O.U.P. · Thomson, A.J. &amp; A.V. Martinet. 1993. A Practical English Grammar. Oxford: O.U.P. (4th edition; this grammar is supplemented with two exercise books with answer key). · Tims, Nicholas . 2009. Face2face Advanced Workbook. Cambridge, CUP.·Vince, Michael. 2009. Advanced Language Practice. English Grammar and Vocabulary. MacMillan Publishers. (WITH KEY)</p>
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### Recommendations

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

Lingua Inglesa I/613211103

Lingua Inglesa II/613211104

#### Subjects that are recommended to be taken simultaneously

#### Subjects that continue the syllabus

Lingua Inglesa IV/613211404

Lingua Inglesa V/613211405

Lingua Inglesa VI/613211601

#### 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.