



## Teaching Guide

| Identifying Data           |   |               |  |                | 2015/16 |
|----------------------------|---|---------------|--|----------------|---------|
| <b>Subject (*)</b>         | Lingua Inglesa 1  | <b>Code</b>   | 613G02003                                  |                |         |
| <b>Study programme</b>     | Grao en Galego e Portugués: 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   | First         | FB   | 6              |         |
| <b>Language</b>            | English   |               |  |                |         |
| <b>Teaching method</b>     | Face-to-face  |               |  |                |         |
| <b>Prerequisites</b>       |   |               |  |                |         |
| <b>Department</b>          | Filoloxía Inglesa   |               |  |                |         |
| <b>Coordinador</b>         | Lezcano Gonzalez, Emma  | <b>E-mail</b> | emma.lezcano@udc.es                        |                |         |
| <b>Lecturers</b>           | Herrero Villapalos, Rosa<br>Lezcano Gonzalez, Emma  | <b>E-mail</b> | r.villapalos@udc.es<br>emma.lezcano@udc.es |                |         |
| <b>Web</b>                 |   |               |  |                |         |
| <b>General description</b> | The aim of this course is to revise and consolidate the main structures and functions of the English language at an upper-intermediate level (B2). Students will be trained in the four language skills (listening, speaking, reading and writing), and in the uses of grammar. Time will also be devoted to the vocabulary component of verbal communication. The course will require active collaboration from the students both inside and outside class. Students are expected to consolidate their B1 level competences and develop part of the competences of B2. |               |  |                |         |

## Study programme competences / results

| Code | Study programme competences / results  |
|------|--|
| 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.                                     |
| B1   | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.               |
| 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. |
| C2   | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.                            |

## Learning outcomes

| Learning outcomes   | Study programme competences / results |          |    |
|---|---------------------------------------|----------|----|
| Seguir unha conversa sobre asuntos cotiáns ou de carácter xeral, participar espontaneamente e ser capaces de expresar sorpresa, felicidade, tristeza, interese, indiferenza etc.  | A6                                    | B4       | C2 |
| Entender as ideas principais dun discurso oral ou escrito sobre asuntos cotiáns, de actualidade, ou sobre temas persoais, separándoas dos detalles específicos.   | A6                                    | B4       | C2 |
| Comprender a descrición de acontecementos, de sentimentos e de desexos en cartas persoais e en textos relacionados cos campos semánticos do programa.   | A6                                    | B3       | C2 |
| Localizar información relevante en textos longos ou obter información de distintas partes do texto ou de varios textos para resolver un problema específico, así como identificar as conclusións en textos de argumentación claros e recoñecer a liña desa argumentación. | A6<br>A15                             | B5<br>B6 | C2 |



|   |                 |                      |    |
|---|-----------------|----------------------|----|
| Expoñer e cohesionar de forma máis ou menos elaborada experiencias, desexos, opinións, proxectos, reaccións etc.  | A6<br>A9<br>A15 | B4                   | C2 |
| Comentar as opinións doutras persoas, comparando e contrastando alternativas, avaliando que facer, a onde ir, ou que elixir.  | A6<br>A9<br>A15 | B4                   | C2 |
| Presentar un tema coñecido sobre os campos semánticos traballados o outros relacionados para que poida ser seguido sen dificultades, explicar os puntos significativos con razoable precisión e ser capaz de contestar as preguntas que xorden. | A6<br>A9<br>A15 | B1<br>B3<br>B5<br>B6 | C2 |
| Escribir textos ben enlazados e gramaticalmente correctos sobre temas que son coñecidos ou de interese persoal e describir experiencias e impresións así como formular peticións ou solicitudes concretas de xeito sinxelo.                     | A6<br>A9<br>A15 | B3<br>B4<br>B6       | C2 |

| Contents                   |  |
|----------------------------|--|
| Topic                      | Sub-topic  |
| 1. Grammar                 | 1.1. Question formation<br>1.2. Determiners, quantifiers and nouns<br>1.3. Adjectives and adverbs<br>1.4. Time and tense<br>1.5. The passive voice<br>1.6. Modal verbs<br>1.7. Multi-word verbs and idioms   |
| 2. Vocabulary              | 2.1. Education and learning<br>2.2. Personality, character and appearance<br>2.3. Travel and movement<br>2.4. Hobbies, sports and pastimes<br>2.5. Food and drink  |
| 3. Reading comprehension   | Reading comprehension passages from different sources will be used together with other supplementary authentic materials to present some of the topics, to consolidate the students' vocabulary and as a basis for some of the exercises, inside and outside the classroom.            |
| 4. Writing                 | Students will have to hand in several pieces of writing based on the topics in 1 or 2 above. The guidelines for each writing assignment will be duly given in the classroom.   |
| 5. Listening comprehension | This part will focus on listening and audiovisual comprehension exercises, from textbooks or authentic sources, which will be done in the classroom or outside the classroom, as part of the self-learning process.  |
| 6. Speaking                | Speaking will be mainly practised in small groups by means of class discussions or different speaking activities proposed by the teachers or the students. Apart from that, English will be used as a vehicle of communication between the teachers and the students in the classroom. |

| Planning                       |                        |                                      |                               |             |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities        | A9 B4                  | 2                                    | 0                             | 2           |
| Guest lecture / keynote speech | A6 A15 B1 B3 C2        | 10                                   | 15                            | 25          |
| Seminar                        | A6 A9 A15 B3 B4 B5     | 13                                   | 15                            | 28          |



|                                 |                          |   |    |    |
|---------------------------------|--------------------------|---|----|----|
| Directed discussion             | A6 A9 A15 B4 B5 C2       | 7 | 3  | 10 |
| Speaking test                   | A6 A9 A15 B4 B5 C2       | 0 | 6  | 6  |
| Workbook                        | A6 B1 B3 B6 C2           | 0 | 10 | 10 |
| Student portfolio               | A6 A9 A15 B3 B6          | 2 | 18 | 20 |
| Supervised projects             | A6 B3 B5 B6 C2           | 0 | 15 | 15 |
| Mixed objective/subjective test | A6 A9 A15 B1 B3 B6<br>C2 | 3 | 15 | 18 |
| Collaborative learning          | B3 B4 B6                 | 0 | 15 | 15 |
| 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         | Initial contact with the course contents. Different activities will be conducted to obtain relevant information from/about the students' level of competence in English. This information will be used to articulate the different teaching strategies to favor a comprehensive and effective learning.  |
| Guest lecture / keynote speech  | Professor lectures, supported by A/V technologies, and including questions and discussions that help students to acquire general knowledge and specific contents.  |
| Seminar                         | Practical classes conceived to develop speaking, writing, reading and listening skills using a topic from the course contents or others that might be of general interest. Students will participate in these seminars every week, so that they are able to practice all skills uninterruptedly.   |
| Directed discussion             | Oral activities in small groups, monitored by Teaching Assistants, in which students' speaking skills are put into practice. Informal, spontaneous, and natural conversations and debates are to be expected in these sessions.  |
| Speaking test                   | A brief conversation or interview with professors (individually or in pairs). Students will improvise situations suggested by the professors, and they will be allowed to use A/V materials during the test.   |
| Workbook                        | It includes all the reading material students will have to use as out of class preparation for the reading comprehension activities, as well as all other readings in English students use in other subjects or in other situations: journals, newspapers, magazines, internet, etc. Professors strongly encourage students to read as much as possible. |
| Student portfolio               | This is a filing folder to store and arrange the materials produced by each student over the semester. It will allow them to visualize their progress. It should include essays, extra credit work, etc.   |
| Supervised projects             | Students will work on a group project about a specific topic that will be detailed during the Introductory Activities session. The aim of this activity is to foster students' autonomous and collaborative learning. Each group's project will be presented in class, and a written/digital copy will be handed in to the professors.                   |
| Mixed objective/subjective test | Written examination. It allows professors to assess knowledge, skills, abilities, attitudes, and intelligences developed by students during the semester. The objective test may include several types of questions: multiple choice, brief answers, association, gap-filling, and other activities and tests.   |
| Collaborative learning          | The production of a collaborative project will promote peer learning. Students are required to work in small groups, sharing abilities and information. Professors' supervision will help individual students optimize their learning.   |

| Personalized attention                   |  |
|--|--|
| Methodologies                            | Description  |
| Student portfolio<br>Supervised projects | <p>The instructors will correct and mark several pieces of writing (a maximum of 4 per student). Students should pay attention to their grammatical, lexical or stylistic mistakes and rewrite the tasks when required. Do not hesitate to ask for help if you need to solve doubts or need advice about self-study material or tools.</p> <p>Throughout the semester, students should inform the lecturer about their progress on the projects and on the course in general, either during office hours or by e-mail.</p> |

| Assessment |
|------------|
|------------|



| Methodologies                   | Competencies / Results | Description   | Qualification |
|---------------------------------|------------------------|---|---------------|
| Workbook                        | A6 B1 B3 B6 C2         | A minimum of two short stories in English will be provided for students to read. Students will have to answer some questions about these readings. Also, in the last few weeks of the semester OR on the official date in the evaluation period, there will be a reading test. In this exam, students will be expected to write short answers about a text that will be provided by the professors during the exam. | 15            |
| Speaking test                   | A6 A9 A15 B4 B5 C2     | Students will take an oral exam at the end of the semester or during the assessment period. In that test, he/she will have to prove his/her communicative competence in English. If a student obtains at least a 6 out of 10 in the continuous assessment in class, he/she will not have to take the final speaking test.   | 10            |
| Mixed objective/subjective test | A6 A9 A15 B1 B3 B6 C2  | Students will have to take two Use of English tests during the semester. These tests will assess students' class work. If students do not obtain a 5, they will have to retake the Use of English final test in January.  | 30            |
| Seminar                         | A6 A9 A15 B3 B4 B5     | A minimum of two listening comprehension tests will assess the listening competences developed by students in the course seminars (15% of the final score). They will be done either throughout the course OR on the official date in the evaluation period. Attendance and active participation in all sections could add up to a 5% to the final score.   | 20            |
| Student portfolio               | A6 A9 A15 B3 B6        | Students will have to write at least two writing tasks during the semester. Professors will pay particular attention not only to the linguistic quality of these compositions, but also to their originality, creativity, transversality, and personal involvement.   | 15            |
| Supervised projects             | A6 B3 B5 B6 C2         | The assessment of the project (10% of the final grade) will be based on the oral presentation, written part, and the group work during the semester.  | 10            |

#### Assessment comments



**IMPORTANT:** In order to pass this course a minimum of 5 out of 10 in the final mark is required. A score of 4 out of 10 is the minimum required in each of the parts of the course (reading/listening/speaking/writing/Use of English). Those students who get more than 5 in the two Use of English tests which will be done throughout the course will not have to sit for the official exam in January.

#### Deadlines

for assignments are strict. Late arrivals will be penalised (25% off final mark), unless they are duly justified. Pieces of work including plagiarized material will be marked with 0.

#### Active

participation in the different class activities, as well as all the extra-credit material carried out by the students during the course, could be awarded up to an extra 5% of the final mark. This can include voluntary work, alternative readings or any other activity proposed and accepted by students and teachers.

#### The

students who do not attend the official exam will be given a grade of NP (absent) if they have not handed in more than 50% of the continuous assessment activities.

#### July opportunity:

Those students who are absent from or fail the official examination session or those with less than a 4 in each of the parts (even if the average is superior to 5) will have to sit for the "second opportunity exam session" in July, where students can retake those parts they have failed. Details for the second opportunity requirements will be posted on Moodle before the exam period begins.

#### 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.

#### ADI

is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: [adi@udc.es](mailto:adi@udc.es)



|                      |  |
|----------------------|--|
| <b>Basic</b>         | <p>- Mann, M. &amp; S. Taylore-Knowles. (2006). Destination B2. Grammar and Vocabulary.. MacMillan Publishers. (WITH KEY)</p> <p>- Allsop, J. &amp; P. Watcyn-Jones (1990). Test Your Phrasal Verbs. . London: Penguin.</p> <p>- 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.</p> <p>- Brook-Hart, G. (2008). Complete First Certificate.. Cambridge: C.U.P.</p> <p>- Murphy, R (1990). English Grammar in Use.. Cambridge: C.U.P.</p> <p>- Swan, M. (1996). Practical English Usage. Oxford: OUP</p> <p>- Thomson, A.J. &amp; A.V. Martinet. (1993). A Practical English Grammar.. Oxford: OUP</p> <p>- Vince, Michael. (2009). First Certificate Language Practice. English Grammar and Vocabulary. . MacMillan Publishers.</p> <p>Outros libros de interés- Collie, J. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Listening 3. Cambridge: C.U.P.- Collie, J. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3. Cambridge: C.U.P.- Greenall, S. &amp; D. Pye. 1993. Cambridge Skills for Fluency: Reading 3. Cambridge: C.U.P.- Greenall, S. &amp; M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P.- Hashemi, L. &amp; B. Thomas. 2003. Cambridge Grammar for First Certificate. Cambridge: C.U.P.- Littlejohn, A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P.- McCarthy, M. &amp; F. O'Dell. 2002. English Vocabulary in Use. Cambridge: C.U.P.- Redston, C. &amp; G. Cunningham. 2007. Face2Face Upper-intermediate. Cambridge: Cambridge University Press.- Swan, M. &amp; C. Walter. 1997. How English Works. Oxford: O.U.P.</p> |
| <b>Complementary</b> |  |

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

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.