



Teaching Guide				
Identifying Data				2016/17
Subject (*)	Lingua Inglesa 1	Code	613G02003	
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	FB	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es	
Lecturers	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es	
Web				
General description	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	
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.
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	
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 A15	B5 B6 C2



Expoñer e cohesionar de forma máis ou menos elaborada experiencias, desexos, opinións, proxectos, reaccións etc.	A6 A9 A15	B4	C2
Comentar as opinións doutras persoas, comparando e contrastando alternativas, avaliando que facer, a onde ir, ou que elixir.	A6 A9 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 A9 A15	B1 B3 B5 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 A9 A15	B3 B4 B6	C2

Contents	
Topic	Sub-topic
1. Grammar	1.1. Question formation 1.2. Determiners, quantifiers and nouns 1.3. Adjectives and adverbs 1.4. Time and tense 1.5. The passive voice 1.6. Modal verbs 1.7. Multi-word verbs and idioms
2. Vocabulary	2.1. Education and learning 2.2. Personality, character and appearance 2.3. Travel and movement 2.4. Hobbies, sports and pastimes 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	Ordinary class hours	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 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 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
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Methodologies	Competencies	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, according

to the following distribution of percentages: Listening comprehension

(15%), writing tasks (15%), project (10%), reading comprehension (15%),

oral interview (10%) and mixed test (35%).

#### 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.

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

#### ADI

is a university office specialised in attending to members of the university with special needs due to discapacity 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>	<ul style="list-style-type: none"> <li>- Mann, M. &amp; S. Taylore-Knowles. (2006). Destination B2. Grammar and Vocabulary.. MacMillan Publishers. (WITH KEY)</li> <li>- Allsop, J. &amp; P. Watcyn-Jones (1990). Test Your Phrasal Verbs. . London: Penguin.</li> <li>- Allsop, J. &amp; P. Watcyn-Jones. (1990). Test Your Prepositions.. London: Penguin.</li> <li>- Beaumont, D. &amp; C. Granger. (1991). Heinemann English Grammar. Oxford: Heinemann.</li> <li>- Brook-Hart, G. (2008). Complete First Certificate.. Cambridge: C.U.P.</li> <li>- Murphy, R (1990). English Grammar in Use.. Cambridge: C.U.P.</li> <li>- Swan, M. (1996). Practical English Usage. Oxford: OUP</li> <li>- Thomson, A.J. &amp; A.V. Martinet. (1993). A Practical English Grammar.. Oxford: OUP</li> <li>- Thomas, B, Hashemi, L. &amp; L. Matthews (2015). Grammar and Vocabulary for First (with answers). Cambridge University Press</li> <li>- Vince, Michael. (2009). First Certificate Language Practice. English Grammar and Vocabulary. . MacMillan Publishers.</li> </ul> <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.