



## Teaching Guide

Teaching Guide				
Identifying Data				2017/18
Subject (*)	English Language 2		Code	613G01008
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	FB	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Llanos Tojeiro, Ángela	E-mail	angela.llanos@udc.es	
Lecturers	Galán Rodríguez, Noelia María Harrison , Johanne Llanos Tojeiro, Ángela	E-mail	noelia.galan@udc.es j.harrison@udc.es angela.llanos@udc.es	
Web	campusvirtual.udc.es/moodle/			
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 develop most of the competences of B2.			

## Study programme competences / results

Code	Study programme competences / results
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## Learning outcomes

Learning outcomes	Study programme competences / results		
Seguir con facilidade unha conversa sobre asuntos cotiáns ou de carácter xeral, participar espontaneamente e ser capaces de relacionarse con falantes nativos cun grao suficiente de fluidez e naturalidade.	A6	B4	C2
Entender as ideas principais dun discurso extenso oral ou escrito, seguir liñas argumentais complexas e identificar as conclusións sempre que o tema sexa relativamente coñecido.	A6	B4	C2
Comprender casi todas as noticias da televisión, programas sobre temas actuais ou películas sempre que se fale un nivel de lingua estándar.	A6	B3	C2
Tomar parte activa en debates desenvolvidos en situación cotiáns explicando e defendendo puntos de vista.	A6 A15	B1 B3	C2
Expoñer un tema coñecido sobre os campos semánticos traballados ou 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 A15	B5	C2
Escribir textos ben enlazados e gramaticalmente correctos sobre temas diversos, transmitindo información ou propoñendo motivos que apoien ou refuten un punto de vista concreto.	A6 A9 A15	B3 B4 B5 B6	C3
Redactar o curriculum vitae, cartas solicitando traballo ou informes sinxelos con corrección.	A6 A9 A15	B3 B4 B6	C2
Amosar creatividade e imaxinación nos traballos elaborados en lingua inglesa.	A6	B3	C2

## Contents

Topic	Sub-topic
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1. Grammar	1.1. Modal verbs 1.2. Relative clauses 1.3. Conditional sentences 1.4. Reported speech 1.5. Adverbial clauses 1.6. Prepositions and conjunctions 1.7. Multi-word verbs 1.8. Word formation 1.9. Idioms
2. Vocabulary	2.1. Work and money 2.2. The arts and entertainment 2.3. The media 2.4. Health and fitness 2.5. Science and technology 2.6. The law and crime

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Introductory activities	A9	2	0	2
Guest lecture / keynote speech	A6	10	15	25
Seminar	C3	13	14	27
Directed discussion	B5 C2	7	3	10
Supervised projects	B1	4	15	19
Objective test	A15 C2	0	11	11
Speaking test	A15 B4	0	6	6
Student portfolio	B3	2	18	20
Workbook	A6	0	10	10
Collaborative learning	B6	4	15	19
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.
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.



Objective 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.
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.
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.
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.
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
Supervised projects Student portfolio	<p>Students will have to report to their teachers about the progress of their class projects.</p> <p>Each student will get up to 4 essays marked by the teachers. Students should become aware of their lacks and errors and comment them with the teachers before rewriting their essays. They can get support and orientation about the autonomous learning materials they may need to use.</p>

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Seminar	C3	Two in-class 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 on the official date in the evaluation period.	15
Supervised projects	B1	The assessment of the project (10% of the final grade) will be based on the written part, the oral presentation and the group work during the semester.	10
Objective test	A15 C2	Students will have to take two objective tests (Use of English) during the semester. These tests will assess students' class work (10%). In the official final test in June, they will have to take a part of grammar and vocabulary (remaining 20%).	30
Speaking test	A15 B4	<p>All 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.</p> <p>If a student obtains at least a 6 out of 10 in the continual assessment in class, he/she will not have to take the final speaking test.</p>	10



Student portfolio	B3	Students will have to write at least three 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%). Students will have to submit several small tasks throughout the semester (5%).	20
Workbook	A6	At least two short stories in English will be provided for students to read. Students will have to write short written answers about these readings. On the final exam, students will be expected to write short answers about a text that will be provided by the professors during the exam.	15

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 following parts of the course (exam, writing task, oral test). The project (10%) and the small activities proposed by the teachers (5%) are not obligatory but highly recommended.

#### Deadlines

for assignments are strict. Late arrivals will be penalised (25% off final mark), unless they are duly justified. Plagiarized work 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 the writing assignments or in the speaking test (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: Exam (50%), writing tasks (15%), activities (15%) project (10%), oral interview (10%).

#### 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).

#### July opportunity: Those

students who do not take or fail the official exam or get less than a 4 in each of the parts (even if the average is over 5) will have to take the "second opportunity exam session" in July, where students can retake those parts they have failed according to the following distribution: listening comprehension (15%), writing tasks (15%), reading comprehension (15%), speaking/interview (10%), project (10%), and written text (35%). These requirements also apply to the December opportunity.

**Academic Exemption:** Students who have enrolled part-time and been granted exemption, as specified in the university regulations, will be assessed in December or July, according to the criteria applied in the July opportunity.

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## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Carter, R. et al (2011). English Grammar Today. CUP</li> <li>- Simon, P. (2016). The Grammaring Guide to English Grammar . My E-Book Publishing House</li> <li>- Swan, M. (1996). Practical English Use. OUP</li> <li>- Thomas, B. et al (2015). Grammar and Vocabulary for First with answers. CUP</li> <li>- Woolard, G. (2004). Key Words for Fluency. Thomson ELT</li> </ul> <p>&lt;b&gt;Recommended Websites for autonomous learning:&lt;br /&gt;&lt;/b&gt;?</p> <p><a href="http://dictionary.cambridge.org/grammar/british-grammar/">http://dictionary.cambridge.org/grammar/british-grammar/</a> (based on English Grammar Today)?</p> <p><a href="http://www.grammaring.com/the-grammaring-guide-to-english-grammar">http://www.grammaring.com/the-grammaring-guide-to-english-grammar</a> (based on The Grammaring Guide to English Grammar)? <a href="https://www.engvid.com/">https://www.engvid.com/</a> (free English video lessons on grammar, vocabulary, speaking and pronunciation, listening and writing)? <a href="https://www.ted.com/topics">https://www.ted.com/topics</a></p> <p>Recommended Websites for autonomous learning:?</p> <p><a href="http://dictionary.cambridge.org/grammar/british-grammar/">http://dictionary.cambridge.org/grammar/british-grammar/</a> (based on English Grammar Today)?</p> <p><a href="http://www.grammaring.com/the-grammaring-guide-to-english-grammar">http://www.grammaring.com/the-grammaring-guide-to-english-grammar</a> (based on The Grammaring Guide to English Grammar)? <a href="https://www.engvid.com/">https://www.engvid.com/</a> (free English video lessons on grammar, vocabulary, speaking and pronunciation, listening and writing)? <a href="https://www.ted.com/topics">https://www.ted.com/topics</a></p>
<b>Complementary</b>	<p>. 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.· Beaumont, D. &amp; C. Granger. 1991. Heinemann English Grammar. Oxford: Heinemann.· 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.</p>

## 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.