UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2017/18
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	Letras			
Coordinador	Lezcano Gonzalez, Emma		E-mail	emma.lezcano@udc.es
Lecturers	Boyce , Michael Anthony		E-mail	michael.boyce@udc.es
	Lezcano Gonzalez, Emma			emma.lezcano@udc.es
	Martingano Prieto, Lucas Andrés			lucas.martingano@udc.es
Web				
General description	Description and use of the English language at an upper-intermediate level (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		
To take part in every day or general conversations spontaneously in familiar contexts and express surprise, happiness, sadness, interest, indifference.	A6	B4	C2
To understand the main points of oral or written texts about everyday or current issues and about personal topics, being able to separate those ideas from specific details.	A6	B4	C2
To understand the description of events, feelings and wishes in personal letters or in texts related to the semantic fields included in the contents of the course.	A6	B3	C2
To locate relevant information in long texts or to gather information from different parts of a text or several texts, with the aim of solving a specific problem; to identify the main conclusions in clearly signalled argumentative text, being able to recognise the line of argument of the issue presented.	A6 A15	B5 B6	C2
To produce in a coherent and elaborate way experiences, wishes, opinions, projects, reactions, etc.	A6 A9 A15	B4	C2
To comment on and discuss other people?s opinions, contrasting alternatives and points of view, evaluating what to do, where to go or what to choose.	A6 A9 A15	B4	C2

To present a topic about the vocabulary contents of the course (or other related topics), well enough to be followed without difficulty. To give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting details, being able to answer the questions raised by the members of the audience.	A6 A9 A15	B1 B3 B5 B6	C2
To write straightforward connected texts on a range of familiar subjects within his field of interest and to describe experiences or impressions as well as formulating specific requests in a simple way.	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. Infinitives, gerunds and participles
	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

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 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	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. 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.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Workbook	A6 B1 B3 B6 C2	A minimum of two stories in English will be provided for students to read. Students will have to answer some questions about these texts. They will also do at least one general reading comprehension task in the reading section of the official exam.	15
Speaking test	A6 A9 A15 B4 B5 C2	Students will take an oral exam at the end of the semester. In that test, they will have to prove their 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 (10%). In January, on the official date, students will be expected to sit for the Use of English final part of the exam (20%).	30
Seminar	A6 A9 A15 B3 B4 B5	A minimum of two listening comprehension tasks will assess the listening competences developed by students in the course seminars (15% of the final score). They will be done in the listening section of the official exam in the evaluation period.	15

Student portfolio	A6 A9 A15 B3 B6	Students will have to submit 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% of final mark). Students will also be expected to do some small activities throughout the course which will amount to 5% of the final mark.	20
Supervised projects	A6 B3 B5 B6 C2	The assessment of the project (10% of the final grade) will be based on the oral presentation, the written part and the group work during the semester.	10

Assessment comments

IMPORTANTIn 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. 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 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.

Sources of information

Basic	- Allsop, J. & P. Watcyn-Jones (1990). Test Your Phrasal Verbs. . London: Penguin.
	- Allsop, J. & P. Watcyn-Jones. (1990). Test Your Prepositions.. London: Penguin.
	- Beaumont, D. & C. Granger. (1991). Heinemann English Grammar. Oxford: Heinemann.
	- Brook-Hart, G. (2008). Complete First Certificate.. Cambridge: C.U.P.
	- Carter, R. et al. (2011). English Grammar Today. Cambridge: C.U.P
	- Mann, M. & S. Taylore-Knowles. (2006). Destination B2. Grammar and Vocabulary.. MacMillan Publishers. (WITH KEY)
	- McCarthy, M. & F. O?Dell (2002). English Vocabulary in Use. Cambridge: C.U.P
	- Murphy, R (1990). English Grammar in Use.. Cambridge: C.U.P.
	- Simon, P. (2016). The Grammaring Guide to English Grammar.. My E-Book Pulishing House
	- Swan, M. (1996). Practical English Usage. Oxford: OUP
	- Thomson, A.J. & A.V. Martinet. (1993). A Practical English Grammar.. Oxford: OUP
	- Thomas, B, Hashemi, L. & L. Matthews (2015). Grammar and Vocabulary for First (with answers). Cambridge University Press
	- Vince, Michael. (2009). First Certificate Language Practice. English Grammar and Vocabulary. . MacMillan Publishers.
	Outros libros de interés· Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Listening 3. Cambridge: C.U.P.· Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3. Cambridge: C.U.P.· Greenall, S. & D. Pye. 1993. Cambridge Skills for Fluency: Reading 3. Cambridge: C.U.P.· Greenall, S. & M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P· Hashemi, L. & 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. & F. O?Dell. 2002. English Vocabulary in Use. Cambridge: C.U.P.· Redston, C. & G. Cunningham. 2007. Face2Face Upper-intermediate. Cambridge: Cambridge University Press.· Swan, M. & C. Walter. 1997. How English Works. Oxford: O.U.P.
Complementary	

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