

		Teaching Guide		
	Identifying	g Data		2017/18
Subject (*)	Lingua Inglesa 1		Code	613G02003
Study programme	Grao en Galego e Portugués: Estu	udos Lingüísticos e Literarios		
		Descriptors		
Cycle	Period	Year	Туре	Credits
Graduate	1st four-month period	First	FB	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Lezcano Gonzalez, Emma E-m		emma.lezcano@	Dudc.es
Lecturers	Boyce , Michael Anthony		michael.boyce@	0udc.es
	Lezcano Gonzalez, Emma		emma.lezcano@	Dudc.es
	Martingano Prieto, Lucas Andrés		lucas.martingan	o@udc.es
Web				
General description	Description and use of the English	language at an upper-interm	ediate 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,	A6	B4	C2
sadness, interest, indifference.			
To understand the main points of oral or written texts about everyday or current issues and about personal topics, being able	A6	B4	C2
to separate those ideas from specific details.			
To understand the description of events, feelings and wishes in personal letters or in texts related to the semantic fields	A6	B3	C2
included in the contents of the course.			
To locate relevant information in long texts or to gather information from different parts of a text or several texts, with the aim of	A6	B5	C2
solving a specific problem; to identify the main conclusions in clearly signalled argumentative text, being able to recognise the	A15	B6	
line of argument of the issue presented.			
To produce in a coherent and elaborate way experiences, wishes, opinions, projects, reactions, etc.	A6	B4	C2
	A9		
	A15		
To comment on and discuss other people?s opinions, contrasting alternatives and points of view, evaluating what to do,	A6	B4	C2
where to go or what to choose.	A9		
	A15		



To present a topic about the vocabulary contents of the course (or other related topics), well enough to be followed without	A6	B1	C2
difficulty. To give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting	A9	B3	
details, being able to answer the questions raised by the members of the audience.	A15	B5	
		B6	
To write straightforward connected texts on a range of familiar subjects within his field of interest and to describe experiences	A6	B3	C2
or impressions as well as formulating specific requests in a simple way.	A9	B4	
	A15	B6	

Contents				
Торіс	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			

	Plannin	g		
Methodologies / tests	Competencies /	Teaching hours	Student?s personal	Total hours
	Results	(in-person & virtual)	work 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	3	15	18
	C2			
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 /	Professor lectures, supported by A/V technologies, and including questions and discussions that help students to acquire		
keynote speech	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	Written examination. It allows professors to assess knowledge, skills, abilities, attitudes, and intelligences developed by
objective/subjective	students during the semester. The objective test may include several types of questions: multiple choice, brief answers,
test	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	The instructors will correct and mark several pieces of writing (a maximum of 4 per student). Students should pay attention to	
Supervised projects	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	Methodologies Competencies / Description		Qualification
	Results		
Workbook	A6 B1 B3 B6 C2	A minimum of two stories in English will be provided for students to read. Students will	15
		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.	
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	10
		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.	
Mixed	A6 A9 A15 B1 B3 B6	Students will have to take two Use of English tests during the semester. These tests	30
objective/subjective	C2	will assess students' class work (10%). In January, on the official date, students will be	
test		expected to sit for the Use of English final part of the exam (20%).	
Seminar	A6 A9 A15 B3 B4 B5	A minimum of two listening comprehension tasks will assess the listening	15
		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.	



Student portfolio	A6 A9 A15 B3 B6	Students will have to submit at least three writing tasks during the semester.	20
		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.	
Supervised projects	A6 B3 B5 B6 C2	The assessment of the project (10% of the final grade) will be based on the oral	10
		presentation, the written part and the group work during the semester.	

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. & amp; P. Watcyn-Jones (1990). Test Your Phrasal Verbs London: Penguin.
	- Allsop, J. & amp; P. Watcyn-Jones. (1990). Test Your Prepositions London: Penguin.
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	- Brook-Hart, G. (2008). Complete First Certificate Cambridge: C.U.P.
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	Publishers.
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	& D. Pye. 1993. Cambridge Skills for Fluency: Reading 3. Cambridge: C.U.P. Greenall, S. & M. Swan.
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	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.
Complementary	
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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.