



Teaching Guide

| Identifying Data | | | | | 2017/18 |
|---------------------|--|--------|--|---------|---------|
| Subject (*) | Use of English 2 | Code | 613G03037 | | |
| Study programme | Grao en Inglés: Estudos Lingüísticos e Literarios | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | Fourth | Obligatoria | 6 | |
| Language | English | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Letras | | | | |
| Coordinador | Cancelo Lopez, Pablo | E-mail | pablo.cancelo2@udc.es | | |
| Lecturers | Cancelo Lopez, Pablo Keane, Sean | E-mail | pablo.cancelo2@udc.es sean.keane@udc.es | | |
| Web | | | | | |
| General description | Further study of the use of English. Production and analysis of spoken and written material from different contexts. | | | | |

Study programme competences

| Code | Study programme competences |
|------|---|
| A2 | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual. |
| 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. |
| A10 | Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións. |
| A15 | Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica. |
| A17 | Coñecer a historia e a cultura das comunidades anglófonas. |
| A18 | Dominar a gramática da lingua inglesa. |
| A20 | Coñecer a variación lingüística da lingua inglesa. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| B2 | Manexar ferramentas, programas e aplicacións informáticas específicas. |
| 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. |
| B7 | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico. |
| B10 | Comportarse con ética e responsabilidade social como cidadán/a e profesional. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C5 | Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |

Learning outcomes

| Learning outcomes | Study programme competences | | |
|--|-----------------------------|----|----|
| Students will learn how to describe a person in terms of physical appearance, personality life and lifestyle. They will be able to give details of a person's height/build, age, facial features, hair, clothing moving from the most general aspects to the most specific details. They will also describe a person's personality and behaviour, life, lifestyle and beliefs. | A6 | B5 | C2 |
| | A9 | B6 | C3 |
| | A10 | | |
| | A17 | | |
| | A18 | | |
| | A20 | | |



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|--|--------------------------------------|--|----------------------|
| Students will be able to describe places/buildings which include factual information such as age, size, colour, materials, etc., details relating to senses (sight, hearing, smell, touch, taste) to suggest mood and atmosphere, give opinions and impressions of the place or building. Use descriptive vocabulary, correct grammar and narrative techniques which will make the description more interesting. | A6 A10 A15 A18 A20 | B1 B4 B6 B7 | C2 C3 C7 |
| At the end of the course, students should be able understand and make descriptions of objects giving accurate information concerning size, weight, shape, pattern and decoration, and material. | A6 A10 A15 A18 A20 | B1 B2 B3 B4 B5 B6 B7 | C2 C3 C7 |
| By the end of this lesson, students will be able to understand and write a descriptive composition about events such as festivals, celebrations, mentioning the time, type of event, date, place and reason for its celebration, preparations for the event and the event itself as well as people's feelings or comments on the event. | A6 A10 A15 A18 A20 | B2 B6 B7 | C2 C3 C7 |
| By the end of the lesson students should be able to understand and produce a narrative presenting a connected series of events, either imaginary or based on your own experience, in a vivid descriptive style, including the thoughts, reactions and feelings of the characters, the setting of the scene, and a vivid of the place in order to capture the reader's attention. | A6 A10 A15 A18 A20 | B2 B6 B7 | C2 C3 C7 |
| By the end of this lesson, students will be able to understand and write for and against essays presenting both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples or reasons. The writer's opinion should be presented as well. | A6 A10 A15 A18 A20 | B2 B3 B5 B7 B10 | C2 C3 C5 C7 |
| At the end of this lesson students should be able to understand and write opinion essays, presenting a writer's personal opinion concerning a topic, clearly stated and supported by reasons and examples, as well as presenting the opposing viewpoint on the subject. | A6 A10 A15 A18 A20 | B2 B6 B7 | C2 C3 C7 |
| By the end of this lesson, students should be able to write essays suggesting solutions to problems in which the problem is associated with a particular issue or situation which is analysed and possible solutions are put forward together with any expected results and consequences. | A2 A6 A10 A15 A18 A20 | B2 B6 B7 B10 | C2 C3 |

| Contents | |
|--------------------|---|
| Topic | Sub-topic |
| Describing people. | Describe physical appearance, personality and behaviour, lifestyle and beliefs Use of the simple present tense for the description of people. Use of adequate vocabulary. Organization of information is a key element that should be taken into account. |



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|--|--|
| Describing places /buildings | Name/location/population of the place, reason for choosing a place. Place: surroundings Building: surroundings, detailed description of exterior, interior. Use relative pronouns to make more complex sentences for the description of places and buildings. |
| Describing objects | size, weight, age, shape, pattern, colour, origin, material, special characteristics, reason for being special Use of appropriate adjectives and collocations, formal and informal linguistic styles for the description of a tourist article or a family postcard. |
| Describing festivals/events/ceremonies | Set the scene Preparations Description of actual event Explanation and reason Feelings, comments and thoughts |
| Narratives | Set the scene Main body Final paragraph. Use of direct and indirect speech for creating situations and dialogues in stories. |
| Discursive essays | For and against Opinion Solutions to problems Care should be taken to organize the information so that it flows logically and reasonably to the reader. The organization of the argumentation should be done in such a way that it look more convincing for the reader. |

Planning

| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
|---------------------------------|--|----------------------|-------------------------------|-------------|
| Guest lecture / keynote speech | A6 A10 A15 A17 A18 A20 B2 B3 B4 B5 B6 B7 B10 C2 C3 C5 C7 | 21 | 26.25 | 47.25 |
| Supervised projects | A2 A6 A10 A15 A18 A20 B1 B2 B6 B7 C2 C3 C7 | 14 | 17.5 | 31.5 |
| Directed discussion | A6 A10 A15 A18 A20 B2 B6 B7 C2 C3 | 7 | 5.25 | 12.25 |
| Long answer / essay questions | A2 A6 A9 A10 A15 | 8 | 10 | 18 |
| Mixed objective/subjective test | A6 A9 A10 A15 A18 A20 C2 | 2 | 36 | 38 |
| Personalized attention | | 3 | 0 | 3 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| Methodologies | Description |
|---------------|-------------|
|---------------|-------------|



| | |
|---------------------------------|---|
| Guest lecture / keynote speech | In these whole group sessions , there will be explanations, examples and advice on how to take best advantage of the material; a basic text book will be used (absolutely essential for class work and private study); there will also be other written texts and audiovisual examples. |
| Supervised projects | Written tasks on different topics related to those dealt with in class; descriptions, narratives, essays, etc. |
| Directed discussion | Development of competence in presenting oral arguments; role-playing, fluency; team work. |
| Long answer / essay questions | |
| Mixed objective/subjective test | Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences. |

Personalized attention

| Methodologies | Description |
|--|--|
| Directed discussion Supervised projects | <p>Preparation, and comments on work done.</p> <p>Individual and group interaction to improve performance.</p> <p>Both the lecturer and the assistant are available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, we can also be reached via e-mail.</p> <p>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.</p> |

Assessment

| Methodologies | Competencies | Description | Qualification |
|---------------------------------|--|---|---------------|
| Long answer / essay questions | A2 A6 A9 A10 A15 | The essay test will consist of a proposal to write different types of text of the types treated and practiced in both theoretical and practical classes. The organization of the information, the vocabulary used and also the final style will be taken into account for the final assessment. | 40 |
| Mixed objective/subjective test | A6 A9 A10 A15 A18 A20 C2 | Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences. | 35 |
| Supervised projects | A2 A6 A10 A15 A18 A20 B1 B2 B6 B7 C2 C3 C7 | Written tasks on different topics related to what has been dealt with in class; summaries and presentations; academic writing techniques. | 25 |

Assessment comments



Deadlines for handing in the supervised projects will be given. You must hand in BOTH tasks required for marks to be added to the rest of the marks. Work handed in late, without adequate justification, will be penalized. You will be required to sign in at every session (whole group, interactive and tutorial groups). Regular attendance is an indication of your interest in the subject, apart from being necessary for progress. Mixed objective/subjective test: (exam on written exercises) the date is fixed by the Faculty for 2016-17 with the first opportunity at the end of the semester. This date is NOT negotiable. Students should, therefore, make sure they are present, especially if they travel during the Christmas holidays. This applies to all students, both local UDC ones and visiting Erasmus students. The second opportunity, in July, according to the dates approved by the Faculty, will consist of repeating the part(s) of the assessment not already passed, maintaining the same percentages. If the "supervised projects" (assignments) part is failed, students must present TWO NEW pieces of work. Details will be posted on Moodle, with deadlines during the second semester and before the exam period begins. The second opportunity oral exam will take place in JUNE, before the date of the written exam. The July opportunity is not intended as a way of improving marks in sections already passed; it is only for resitting the parts which a student has failed. A minimum mark of 5 out of 10 is necessary in each part of the assessment in order to pass this subject. Deadlines for work and oral exam dates must be adhered to; any circumstance impeding fulfilling these norms must be justified via written documents. Students will obtain a "no presentado" (absent from assessment) if they do not attend the exams (proba mixta and proba oral) and if they do not hand in any work. 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.

If you fail the first opportunity and do not attend the second opportunity, your mark will be SUSPENSO (FAIL). For more details, see Recommendations section.

Sources of information

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|----------------------|--|
| Basic | - Virginia Evans (2000). Successful Writing Proficiency. Express Publishing Este libro é de uso obrigatorio nas aulas de Docencia Expositiva. Trátase do mesmo libro usado en Lingua Inglesa e os seus Usos-1. No presente curso utilizaranse novos capítulos deste libro (véxanse --Contidos--). |
| Complementary | - Mansfield, F. & C. Nuttall (2007). Proficiency Practice Tests. With Key. London: Thomson ELT Libro de practicas de writing en clase Libro de practicas de writing en clase |

Recommendations

Subjects that it is recommended to have taken before

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Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments



We recommend attending and participating in class, so as to be up to date with your studies; we also ask you to carry out the tasks within the specified time limits. You will be asked to sign in to every class, because this is an indicator of your level of interest and implication in the subject. The only e-mail address we will use is the official UDC one, so check it regularly. Please write to us from this UDC address to avoid your mail being lost or eliminated as spam. Other announcements will appear on Moodle, so check regularly. Attending class allows you to understand the subject better, to acquire individual and collective competence, continuous learning, direct interaction with other students, and the possibility of participating more actively in the teaching-learning methodology. May we remind you that UDC is not a distance-learning university, but one in which students are expected to be present. Consequently, it is compulsory to attend classes in each subject. In certain cases, officially approved by the University, students may opt out of the obligation to attend classes. Otherwise, you are expected to attend and your absences will be duly noted.

The dates of oral exams will be announced sufficiently in advance, and will be posted on Moodle. You are advised to keep an eye on this virtual teaching platform.

If you do not attend the oral exam in the first opportunity, on the date announced, you will lose this opportunity for this part of the assessment. Therefore, you will only have left the second opportunity, in July. If you experience difficulty in attending the oral exam, you should notify the teacher as soon as possible. Note that exam dates at UDC are not negotiable; if you are an Erasmus student in Coruña, you are obliged to follow the UDC academic calendar, not the calendar of your home university. We cannot programme different dates to suit individual students.

(*)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.