		Teaching Guide			
	ldentifying l	Data		2017/18	
Subject (*)	Use of English 2		Code	613G03037	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
		Descriptors			
Cycle	Period	Year	Туре	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 E-ma		pablo.cancelo2	@udc.es	
	Keane , Sean		sean.keane@u	dc.es	
Web		1	1		
Seneral 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.
В3	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/á 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	y progra	amme
	cor	mpeten	ces
Students will learn how to describe a person in terms of physical appearance, personality life and lifestyle. They will be able to	A6	B5	C2
give details of a person's height/build, age, facial features, hair, clothing moving from the most general aspects to the most		В6	C3
specific details. They will also describe a person's personality and behaviour, life, lifestyle and beliefs.	A10		
	A17		
	A18		
	A20		

details relating to senses (sight, hearing, smell, touch, taste) to suggest mood and atmosphere, give opinions and impressions. A10 B4 C3 A15 B6 C7 more interesting. A20 A20 A15 B6 C7 A20 A15 B7 A20 B7 A20 A15 B7 A20 B7 A20 A15 B7 A20 B7 A20 B7 A20 A15 B7 A20 B7 A				
of the place or building. Use descriptive vocabulary, correct grammar and narrative techniques which will make the description A15 B6 C7 A20 A18 B7 A20	Students will be able to describe places/buildings which include factual information such as age, size, colour, materials, etc.,	A6	B1	C2
more interesting. At the end of the course, students should be able understand and make descriptions of objects giving accurate information Af B B1 C2 concerning size, weight, shape, pattern and decoration, and material. A10 B2 C3 A15 B3 C7 A18 B4 A20 B5 B6 B7 By the end of this lesson, students will be able to understand and write a descriptive composition about events such as A6 B2 C2 testivals, celebrations, mentioning the time, type of event, date, place and reason for its celebration, preparations for the event A10 B6 C3 A15 B7 C7 A18 B4 A20 B5 B7 By the end of this lesson, students will be able to understand and write a descriptive composition about events such as A6 B2 C2 testivals, celebrations, mentioning the time, type of event, date, place and reason for its celebration, preparations for the event A10 B6 C3 A18 B4 A20 B7 C7 A18 B4 C7 A18 B4 C2 Extentivals, celebrations, mentioning the time, type of event, date, place and reason for its celebration, preparations for the event A10 B6 C3 A11 B7 C7 A12 B7 C7 A13 B7 C7 A14 B7 A20 B7 C7 A15 B7 C7 A16 B7 C7 A17 A18 B7 C7 A18 B4 A20 B7 C7 A20 B7 A1 B7 A20 B7 A20 B7 A3 B7 C7 A20 B7 A4 the end of this lesson, students will be able to understand and write for and against essays presenting both sides of an A6 B2 C2 B7 A10 B3 A20 B7 C7 A20 B7 A1 B7 A20 B7 C7 A20 B7 A1 B7 A20 B7 C7 A20 B7 A1 B7 A20 B7 C7 A20 B7 A20 B7 A3 B7 C7 A20 B7 A4 the end of this lesson students should be supported by justifications, examples or reasons. The writer's opinion should be A16 B5 C3 A20 B7 A31 B7 A20 B7 A32 B7 A33 B7 A34 B7 A35 B7 A36 B7 A37 A38 B4 A38 A20 B7 A38 B7 A38 B7 A38 B7 A39 B7 A30 B7 A30 B7 A30 B7 A31	details relating to senses (sight, hearing, smell, touch, taste) to suggest mood and atmosphere, give opinions and impressions	A10	B4	C3
At the end of the course, students should be able understand and make descriptions of objects giving accurate information A6 B1 C2 A10 B2 C3 A15 B3 C7 A18 B4 A20 B5 B6 B7 By the end of this lesson, students will be able to understand and write a descriptive composition about events such as and the event itself as well as people's feelings or comments on the event. A15 B7 C7 A18 B4 A20 B5 B6 B7 B7 B7 B7 B9 the end of this lesson students will be able to understand and write a descriptive composition about events such as and the event itself as well as people's feelings or comments on the event. A16 B7 C7 A17 A18 B4 A20 B5 B6 B7 C7 A18 B4 A20 B5 B7 C7 A18 B4 A20 B5 B6 B7 C7 A18 B4 A20 B5 B7 C7 A18 B4 A20 B9 the end of the lesson students should be able to understand and produce a narrative presenting a connected series of A6 B2 C2 events, either imaginary or based on your own experience, in a vivid descriptive style, including the thoughts, reactions and A10 B6 C3 Refelings of the characters, the setting of the scene, and a vivid of the place in order to capture the reader's attention. A15 B7 A18 B4 A20 B9 the end of this lesson, students will be able to understand and write for and against essays presenting both sides of an A6 B2 C2 B8 susue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of A10 B3 C3 B9 the end of this lesson, students should be supported by justifications, examples or reasons. The writer's opinion should be A15 B5 C5 A18 B7 C7 A18 B7 C7 A18 B7 C7 A18 B7 C7 A18 B7 A20 B10 B10 B10 B10 B10 B10 B10 B	of the place or building. Use descriptive vocabulary, correct grammar and narrative techniques which will make the description	A15	В6	C7
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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 all to graph as a presented as well. At the end of this lesson students should be able to understand and write opinion essays, presenting a writer's personal and appropriate by reasons and examples, as well as presenting the opposing are viewpoint on the subject. 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 analised and possible solutions are put forward together with any expected results and consequences. A6 B2 C2 A7 B10 A6 B2 C2 A7 B10 B7 C7 A18 A20 B7 C7 A18 A20 B7 C3 B8 C4 B8 C3		A18		
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particular question. Each point should be supported by justifications, examples or reasons. The writer's opinion should be A15 B5 C5 presented as well. A18 B7 C7 A20 B10 A20 B10 A20 B10 A21 B2 C2 opinion concerning a topic, clearly stated and supported by reasons and examples, as well as presenting the opposing viewpoint on the subject. A23 B2 C3 A24 B2 C4 A24 B2 C5 A25 B2 C5 A26 B2 C5 A27 A27 A28 B2 C5 A28 B2 A28 B2 C5 A28 B2 A28 B2 C5 A28 B2 A28	By the end of this lesson, students will be able to understand and write for and against essays presenting both sides of an	A6	B2	C2
presented as well. At the end of this lesson students should be able to understand and write opinion essays, presenting a writer's personal At the end of this lesson students should be able to understand and write opinion essays, presenting a writer's personal A6 B2 C2 opinion concerning a topic, clearly stated and supported by reasons and examples, as well as presenting the opposing A10 B6 C3 A15 B7 C7 A18 A20 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 analised and possible solutions are put forward together with any apricular issue or situation which is analised and possible solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together with any approach and be able to write essays suggesting solutions are put forward together	issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a	A10	В3	C3
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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 analised and possible solutions are put forward together with any expected results and consequences. A18 A20 B2 C2 A56 B6 C3 A17 A18 A18 A18 A18 A18 A20 B2 A18 A20 B2 A31 B32 A33 B43 B44 A35 B45 A45 B47 A45 B48	opinion concerning a topic, clearly stated and supported by reasons and examples, as well as presenting the opposing	A10	B6	C3
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 analised and possible solutions are put forward together with any expected results and consequences. A10 B7 A15 B10 A18	viewpoint on the subject.	A15	В7	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 analised and possible solutions are put forward together with any expected results and consequences. A10 B7 A15 B10 A18		A18		
associated with a particular issue or situation which is analised and possible solutions are put forward together with any A6 B6 C3 expected results and consequences. A10 B7 A15 B10 A18		A20		
expected results and consequences. A10 B7 A15 B10 A18	By the end of this lesson, students should be able to write essays suggesting solutions to problems in which the problem is	A2	B2	C2
A15 B10 A18	associated with a particular issue or situation which is analised and possible solutions are put forward together with any	A6	В6	C3
A18	expected results and consequences.	A10	В7	
		A15	B10	
420		A18		
A20		A20		

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 adecuate	
	vocabulary.	
	Organization of information is a key element that should be taken into account.	

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.
size, weight, age, shape, pattern, colour, origin, material, special charactericsts,
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.
Set the scene
Preparations
Description of actual event
Explanation and reason
Feelings, comments and thoughts
Set the scene
Main body
Final paragraph.
Use of direct and indirect speech for creating situations and dialogues in stories.
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	Student?s personal	Total hours
		hours	work hours	
Guest lecture / keynote speech	A6 A10 A15 A17 A18	21	26.25	47.25
	A20 B2 B3 B4 B5 B6			
	B7 B10 C2 C3 C5 C7			
Supervised projects	A2 A6 A10 A15 A18	14	17.5	31.5
	A20 B1 B2 B6 B7 C2			
	C3 C7			
Directed discussion	A6 A10 A15 A18 A20	7	5.25	12.25
	B2 B6 B7 C2 C3			
Long answer / essay questions	A2 A6 A9 A10 A15	8	10	18
Mixed objective/subjective test	A6 A9 A10 A15 A18	2	36	38
	A20 C2			
Personalized attention		3	0	3

Methodologies	
Methodologies	Description

Guest lecture /	In these whole group sessions , there will be explanations, examples and advice on how to take best adavntage of the
keynote speech	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	Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences.
objective/subjective	
test	

	Personalized attention
Methodologies	Description
Directed discussion	Preparation, and comments on work done.
Supervised projects	
	Individual and group interaction to improve performance.
	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.
	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.

Assessment			
Methodologies	Competencies	Description	Qualification
Long answer / essay	A2 A6 A9 A10 A15	The essay test will consist of a proposal to write different types of text of the types	40
questions		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.	
Mixed	A6 A9 A10 A15 A18	Completion of different types of exercises; distinguishing between different usage and	35
objective/subjective	A20 C2	meaning; transformation of sentences.	
test			
Supervised projects	A2 A6 A10 A15 A18	Written tasks on different topics related to what has been dealt with in class;	25
	A20 B1 B2 B6 B7 C2	summaries and presentations; academic writing techniques.	
	C3 C7		

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		
- 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 (véxanseContidos).		
Complementary	- Mansfield, F. & Druttall (2007). Proficiency Practice Tests. With Key. London: Thomson ELT		
	Libro de practicas de writing en claseLibro de practicas de writing en clase		

Recommendations
Subjects that it is recommended to have taken before
Use of English 1/613G03020
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 possiblity 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 complusory 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.