



## Teaching Guide

Teaching Guide				
Identifying Data				2018/19
Subject (*)	Lingua Inglesa 4		Code	613G03019
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Cabarcos Traseira, Maria Jesus		E-mail	maria.jesus.cabarcos@udc.es
Lecturers	Cabarcos Traseira, Maria Jesus Martingano Prieto, Lucas Andrés		E-mail	maria.jesus.cabarcos@udc.es lucas.martingano@udc.es
Web	www.udc.es			
General description	This course extends the basic training in the description of the English language and the theory and practice of English. The overall goal is to reach CEF level C1.			

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A4	Ter un dominio instrumental avanzado oral e escrito da lingua galega.
A5	Ter un dominio instrumental avanzado oral e escrito da lingua española.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
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.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A12	Coñecer os principios teóricos básicos da tradución directa e inversa e ser capaz de poñelos en práctica.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A21	Coñecer a evolución histórica externa e interna da lingua inglesa.
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.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
B9	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
B10	Comportarse con ética e responsabilidade social como cidadán/a e profesional.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
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.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.



C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes		Study programme competences	
Reading skills: Be able to understand varied authentic texts from newspapers, magazines, fiction/non-fiction, promotional or commercial sources.	A1	B3	C2
	A2	B4	C3
	A6	B5	C4
	A8	B6	C5
	A11	B7	C6
	A15	B8	C7
		B10	
Writing skills: Be capable of composing various types of texts, such as letters, articles, longer essays, informative texts, proposals, complaints, reports, reviews.	A4	B1	C2
	A6	B3	C3
	A9	B4	C4
	A10	B5	C5
	A11	B6	C6
	A12	B7	C7
		B8	
Listening skills: Be capable of listening to and understanding different kinds of authentic discourse; monologues, announcements, radio and TV broadcasts, speeches, talks, anecdotes, interacting speakers, interviews, discussions.	A2	B8	C1
	A6	B9	C2
	A10	B10	C3
	A11		C7
Speaking skills: Be able to interact with native and non-native speakers; give information, express and justify opinions, make appropriate comments, agree/disagree with proposals, compare, describe and speculate. Students should show that they can communicate effectively, by giving full and extended responses to stimuli.	A5	B4	C2
	A6	B5	C4
	A15	B6	C5
	A21	B8	C7
		B10	C8
Use of English: Be familiar with a wide range of general vocabulary, common phrases and collocations, shades of meaning, phrasal verbs, linking mechanisms, grammatical transformations.	A6	B4	C2
	A8	B5	C4
		B7	C5
		B8	C6
			C7
Grammar: Demonstrate an understanding of and proficiency in English grammar appropriate to a C1 level of English.	A6	B3	
	A8		

Contents	
Topic	Sub-topic
The main textbook for the course is the same one used in the previous semester in English Language 3, i.e. Gold Advanced Coursebook.	English Language 4 will begin in Unit 9.
Writing	Style and register; formal and informal language; punctuation; the paragraph; connecting words and expressions; cover letters; the essay: types (e.g. argumentative, descriptive, etc.) and main parts (title, introduction with thesis statement, body, conclusion, in-text quotations and the list of works cited); MLA.



Reading	Understanding a text: different levels (from grammar and vocabulary to interpretation and analysis) and different text types.
Speaking	Participating in debates, expressing opinions and arguments, structuring and delivering presentations, job interviews.
Listening	The listening exercises will be related to the vocabulary, discussion topics and grammar seen in class.
Grammar	<p>Review and consolidation of different categories, among others, verbs (modal verbs, multi-word verbs, etc.); nouns, pronouns, articles and determinants, adjectives and adverbs, prepositions and conjunctions, linking adverbials, and cohesive devices.</p> <p>Consolidation and expansion of grammatical structures: passive voice; indirect style; participle clauses; conditional sentences; relative structures; adverbial subordinates; cleft sentences; clauses with "whoever", "whatever", etc.</p>
Vocabulary	<p>Vocabulary expansion, with special attention to idiomatic and fixed expressions.</p> <p>Themes: describing compatibility and emotion, finding work and describing professional skills, expressing opinions and debating on current issues and events (diversity; the environment; human rights; cinema, music and literature, among others).</p>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A5 A6 A10 A11 A15 A21 B1 C7 C8	25	25	50
Seminar	A8 A12 B4 B7	16	16	32
Supervised projects	B6 B9 C2 C3 C6	4	8	12
Oral presentation	B10 C1	0	5	5
Workshop	B5 B8 C4	16	16	32
Speaking test	A6 A8 B3	0.5	4.5	5
Mixed objective/subjective test	A1 A2 A4 A9 B3 C5	2	10	12
Personalized attention		2	0	2
(*)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	(LARGE GROUPS): Classes consist of both theoretical and practical lessons with particular attention to grammar, use of English and reading comprehension.
Seminar	(GROUPS A, B, C and D): 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.
Supervised projects	Various writing assignments.
Oral presentation	This aims at allowing students to work collaboratiely and creatively to improve their own language proficiency (particularly their oral skills). It is not a mandatory assignment (as the other sections in the assesment are). For all these reasons, only under extreme and adequately justified reasons will individual projects be considered.
Workshop	<p>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.</p> <p>Various writing tasks may also take place in these small groups.</p>



Speaking test	A brief conversation or interview with professors.
Mixed objective/subjective test	Written examination. It allows professors to assess knowledge and abilities 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.

## Personalized attention

Methodologies	Description
Supervised projects	We are available and happy to meet our students during the scheduled office hours and by appointment.

## Assessment

Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A1 A2 A4 A9 B3 C5	The exam will include the following sections: Grammar and Use of English (20%), Listening (15%) and Reading Comprehension (15%).	50
Oral presentation	B10 C1	This consists of a video project, between 3 and 8 people, presenting a commercial or infomercial to sell a product or method. Under no circumstances will the students read from any kind of notes, and they will have to prepare the script, record the video and upload it. The rest of the guidelines will be explained in due time.	10
Supervised projects	B6 B9 C2 C3 C6	Two or more writing assignments mostly done in class (e.g., cv and cover or motivation letter, argumentative essay, summaries, etc.). The dates for these assignments will be announced ahead of time.	20
Speaking test	A6 A8 B3	A brief conversation or interview with professors that will be scheduled in the official final exams period. Students will sign up for a specific time slot.  Students who participate actively, meaningfully and consistently in the oral activities carried out in class (thus allowing their teachers to assess their oral proficiency across the semester), and who have obtained a minimum of 5 out of 10 in continuous assessment, will not need to take this speaking test.	20
Others			

## Assessment comments

- ? Students are given the chance to complete voluntary work to add up to an extra +0.5 to their final grade. They may participate in a talent show or contribute to writing and / or researching activities. More information will be given in class and via Moodle.
- ? The second opportunity of assessment (in July) will consist of the same sections and will have the same grade distribution as in the first opportunity. The only change is that the writing tasks (supervised projects) completed throughout the semester will be substituted by a writing assignment to be completed on the date of the official final exam.
- Students will need to complete whichever part(s) they have not passed in the first opportunity.
- ? A grade of "Non Presentado" (Absent) will be obtained by not attending the exam and/or by completing less than 50% of the coursework.
- ? Once all the different components have been added, a 5 out of 10 must be obtained in order to pass the subject. However, the subject will not be passed unless a minimum of 4 out of 10 obtained in the Speaking Test, in the Written exam and in the Supervised projects section.
- ? Students officially enrolled part-time who have been granted an official dispensation from attending classes will need to contact the teachers at the beginning of the semester and they will be assessed according to the criteria applied in the July opportunity.
- ? Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.
- ? Instructors may use the plagiarism-detection service "Turnitin" to check students' work. Plagiarism in any activity will translate into a grade of "0" in this activity.
- ? Every assignment has to be turned in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.

## Sources of information



<b>Basic</b>	<p>Burgess, Sally, and Thomas, Amanda. Gold Advanced Coursebook. Pearson ELT: Harlow, UK, 2014. (O alumnado deberá traer o libro a clase, no formato no que o atopen, de xeito regular). Hai audios adicionais de nivel similar a disposición do alumnado (opcionais) en Exam Maximiser:</p> <p><a href="http://www.english.com/goldadvanced/goldadvanced.html?page=maximiser">http://www.english.com/goldadvanced/goldadvanced.html?page=maximiser</a></p>
<b>Complementary</b>	<p>&lt;i&gt;Collins COBUILD Advanced Dictionary of English&lt;/i&gt;. Collins ELT, 2012.&lt;i&gt;Collins COBUILD Students? Dictionary plus Grammar (Book &amp; CD)&lt;/i&gt;. Collins ELT, 2005.Cunningham, Gillie, Jan Bell, and Theresa Clementson. &lt;i&gt;Face2face Advanced&lt;/i&gt;. &lt;i&gt;Student?s Book and DVD Rom&lt;/i&gt;. Cambridge University Press, 2013.Downes, Colm. &lt;i&gt;Cambridge English for Job Hunting&lt;/i&gt;. Cambridge University Press, 2008.Edwards, Lynda and Jacky Newbrook.&lt;i&gt; Gold Advanced. Maximiser with key&lt;/i&gt;. Pearson, 2014.Hewings, Martin. &lt;i&gt;Advanced Grammar in Use: a Self-study Reference and Practice Book for Advanced Learners of English; with Answers and CD-ROM&lt;/i&gt;. Cambridge University Press, 2013.---. &lt;i&gt;Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs.&lt;/i&gt; Cambridge University Press, 2009.Hopkins, Diana, and Pauline Cullens. &lt;i&gt;Cambridge Grammar for IELTS with Answers: a Self-study Grammar Reference and Practice&lt;/i&gt;. Cambridge University Press, 2007.Jones, Leo. &lt;i&gt;New Cambridge Advanced English&lt;/i&gt;. Cambridge University Press, 2001.Mann, M. &lt;i&gt;Destination C1 &amp; C2: Grammar and Vocabulary&lt;/i&gt;. MacMillan, 2008.&lt;i&gt;OED. Oxford English Dictionary&lt;/i&gt;. Oxford University Press, 2017, <a href="http://www.oed.com">www.oed.com</a>. Accessed 10 July 2018.Quirk, R. and Greenbaum, S.&lt;i&gt; A University Grammar of English&lt;/i&gt;. Longman, 1985.Swan, Michael. &lt;i&gt;Practical English Usage&lt;/i&gt;. Oxford University Press, 1996.&lt;i&gt;The Purdue OWL Family of Sites&lt;/i&gt;. The Writing Lab and OWL at Purdue and Purdue University, 2008, <a href="http://owl.english.purdue.edu/owl">owl.english.purdue.edu/owl</a>. Accessed 10 July 2018.Tims, Nicholas et al. &lt;i&gt;Face2face Advanced Workbook&lt;/i&gt;. Cambridge University Press, 2014.Vince, Michael. &lt;i&gt;Advanced Language Practice: English Grammar and Vocabulary&lt;/i&gt;. Macmillan, 2009. (WITH KEY) Collins COBUILD Advanced Dictionary of English. Collins ELT, 2012.Collins COBUILD Students? Dictionary plus Grammar (Book &amp; CD). Collins ELT, 2005.Cunningham, Gillie, Jan Bell, and Theresa Clementson. Face2face Advanced. Student?s Book and DVD Rom. Cambridge University Press, 2013.Downes, Colm. Cambridge English for Job Hunting. Cambridge University Press, 2008.Edwards, Lynda and Jacky Newbrook. Gold Advanced. Maximiser with key. Pearson, 2014.Hewings, Martin. Advanced Grammar in Use: a Self-study Reference and Practice Book for Advanced Learners of English; with Answers and CD-ROM. Cambridge University Press, 2013.---. Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs. Cambridge University Press, 2009.Hopkins, Diana, and Pauline Cullens. Cambridge Grammar for IELTS with Answers: a Self-study Grammar Reference and Practice. Cambridge University Press, 2007.Jones, Leo. New Cambridge Advanced English. Cambridge University Press, 2001.Mann, M. Destination C1 &amp; C2: Grammar and Vocabulary. MacMillan, 2008.OED. Oxford English Dictionary. Oxford University Press, 2017, <a href="http://www.oed.com">www.oed.com</a>. Accessed 10 July 2018.Quirk, R. and Greenbaum, S. A University Grammar of English. Longman, 1985.Swan, Michael. Practical English Usage. Oxford University Press, 1996.The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue University, 2008, <a href="http://owl.english.purdue.edu/owl">owl.english.purdue.edu/owl</a>. Accessed 10 July 2018.Tims, Nicholas et al. Face2face Advanced Workbook. Cambridge University Press, 2014.Vince, Michael. Advanced Language Practice: English Grammar and Vocabulary. Macmillan, 2009. (WITH KEY)</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.