



## Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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	Basic training	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es	
Lecturers	Dixon , Keah Amy Lezcano Gonzalez, Emma	E-mail	keah.dixon@udc.es emma.lezcano@udc.es	
Web				
General description	Description and use of the English language at an upper-intermediate level (B2.1)			

## Study programme competences

Code	Study programme competences
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		
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	B1	C2
	A9	B3	
	A15	B5	
		B6	
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	B3	C2
	A9	B4	
	A15	B6	

Contents	
Topic	Sub-topic
1. Grammar	1.1. Question formation 1.2. Use of determiners, quantifiers and nouns 1.3. Use of adjectives and adverbs 1.4. Use of tense and aspect 1.5. Use of the passive voice 1.6. Use of 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
3. Writing	3.1. Elements of writing 3.1.1. Punctuation 3.1.2. Capitalisation 3.1.3. Spelling 3.1.4. Sentence structure 3.2. Paragraph Writing 3.2.1. Paragraph structure 3.2.2. Types of paragraphs 3.2.3. Coherence and cohesion 3.3. Summary and Note-taking 3.3.1. Note-taking 3.3.2. Paraphrasing 3.3.3. Summarising 3.4. Email writing 3.4.1 Degrees of formality 3.4.2. Formal/Informal emails

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	A9 B4 B4	2	0	2
Guest lecture / keynote speech	A6 A15 B1 B3 C2	26	15	41
Seminar	A6 A9 A15 B3 B4 B5	12	12	24
Directed discussion	A6 A9 A15 A6 B4 B5 C2 C2	7	3	10
Workbook	A6 B1 B3 B6 C2	2	8	10
Student portfolio	A6 A9 A15 B3 B6	5	15	20
Supervised projects	A6 B3 B5 B6 C2	0	7	7
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	0	15	15



Oral presentation	A6 A9 A15 B3 B5 B4	4	4	8
Collaborative learning	B3 B4 B6	2	10	12
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	Lecture classes, supported by A/V technologies, including questions and discussions that help students to acquire general knowledge and specific contents.
Seminar	Practical classes aimed at developing speaking, writing, reading and listening skills using a topic from the course contents or others that may be of general interest. Students will participate in these seminars every week, so that they are able to practise 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.
Workbook	This includes all the reading material students required for out of class preparation for reading comprehension activities, as well as other readings in English students use in other subjects or in other situations. Students are strongly encouraged to read as much and as often as possible.
Student portfolio	It will include a glossary developed by the students individually (throughout the course) and a number of small practical tasks that will be carried out in the classroom with or without prior notice.
Supervised projects	Students will prepare a group project about a specific topic. Further details will be provided at the beginning of the course . The aim of this activity is to foster students' autonomous and collaborative learning.
Mixed objective/subjective test	Objective/subjective practical test consisting of different types of questions: multiple choice, short answer, association, gap-fill and other activities.
Oral presentation	Oral presentation of a topic to be specified at the beginning of the course following the instructions of the lecturer.
Collaborative learning	Working in small groups in class and using ICT to pool abilities and information, promote peer learning, and optimise learning outcomes for all group members.

Personalized attention	
Methodologies	Description
Supervised projects	Students should inform the lecturer throughout the semester regarding the progress of their project.

Assessment			
Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	All students are required to sit the mixed test in January on the date announced in the official exam timetable. The exam will consist of the following sections: Grammar and Vocabulary (20%), Listening Comprehension (10%), Reading Comprehension (15%) and Writing (15%).	60
Oral presentation	A6 A9 A15 B3 B5 B4	All students are required to do an oral presentation on a topic that will be specified by the lecturer at the beginning of the semester. They will also be expected to answer some questions.	10
Student portfolio	A6 A9 A15 B3 B6	The portfolio will consist of a glossary (10%) and different practical activities set by the lecturer during the semester (10%).	20
Supervised projects	A6 B3 B5 B6 C2	The project (10%) will consist of a video, written questions and evidence of group work during the semester.	10



## Assessment comments

### IMPORTANT

In order to pass this course a minimum of 5 out of 10 in the final mark is required. A mark of 4 out of 10 is the minimum required in each of the following parts of the subject: exam and oral presentation.

Any academic dishonesty (plagiarism, cheating in exams, unacceptable use of AI, etc.) will be penalised with the mark of 0 (SUSPENSO) in both the first and the second opportunities, in accordance with the provisions of the "Regulamento disciplinar do estudantado da UDC" (article 11 4b). To detect plagiarism, the application Turnitin could be used. This application recognises papers previously turned in by other people (or the student him/herself) at this university or other universities.

Deadlines for assignments are strict. Late arrivals (up to 5 days) will be penalised (25% off the final mark), unless they are duly justified.

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, voluntary participation in forums 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 done the portfolio, the project or the oral presentation.

July opportunity: Students who fail to attend or pass the official examination session in January or those with less than a 4 in the portfolio or in the oral presentation (even if the overall average is superior to 5) will be required to take the "second opportunity exam session" in July, where students can retake the parts they have failed, according to the following distribution of percentages: 1) Mixed test (60%), 2) Activities equivalent to those in the student Portfolio (20%), 3) Supervised Project (10%) and 4) Oral Interview (10%).

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

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.

This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidade de Atención á Diversidade (ADI) at the beginning of each academic semester in the timeframe officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: [pat.filologia@udc.gal](mailto:pat.filologia@udc.gal) ).

Gender equality: I will incorporate a gender perspective into this subject. This will include, among other measures, the use of non-sexist language, the selection of books and articles written by men and by women, as well as encouraging participation from all students in class, regardless of their gender. I will also try to identify and address sexist prejudices and attitudes and will actively work towards the modification of this environment and the promotion of values of respect and equality. In the event of gender discrimination, appropriate actions will be implemented to rectify such cases.

## Sources of information



<b>Basic</b>	<ul style="list-style-type: none"> <li>- Allsop, J. &amp; P. Watcyn-Jones (1990). Test Your Phrasal Verbs. . London: Penguin.</li> <li>- Allsop, J. &amp; P. Watcyn-Jones. (1990). Test Your Prepositions.. London: Penguin.</li> <li>- Beaumont, D. &amp; C. Granger. (1991). Heinemann English Grammar. Oxford: Heinemann.</li> <li>- Brook-Hart, G. &amp; Vanessa Jakeman (2008). Complete First Certificate.. Cambridge: C.U.P.</li> <li>- Carter, R. et al. (2011). English Grammar Today. Cambridge: C.U.P</li> <li>- Mann, M. &amp; S. Taylore-Knowles. (2006). Destination B2. Grammar and Vocabulary.. MacMillan Publishers. (WITH KEY)</li> <li>- McCarthy, M. &amp; F. O'Dell (2002). English Vocabulary in Use. Cambridge: C.U.P</li> <li>- Murphy, R (1990). English Grammar in Use.. Cambridge: C.U.P.</li> <li>- Prodromou, L. (1999). Grammar and Vocabulary for First Certificate.. Harlow: Longman</li> <li>- Simon, P. (2016). The Grammaring Guide to English Grammar.. My E-Book Pulishing House</li> <li>- Swan, M. (1996). Practical English Usage. Oxford: OUP</li> <li>- Thomson, A.J. &amp; A.V. Martinet. (1993). A Practical English Grammar.. Oxford: OUP</li> <li>- Thomas, Barbara, Hashemi, Louise. &amp; Laura Matthews (2015). Grammar and Vocabulary for First (with answers). Cambridge University Press</li> <li>- Vince, Michael. (2009). First Certificate Language Practice. English Grammar and Vocabulary. . MacMillan Publishers.</li> <li>- Yates, Jean (2011). The Ins and Outs of Prepositions. Hauppauge, NY: Barron's</li> </ul> <p>Outros libros de interese-</p> <ul style="list-style-type: none"> <li>·Collie, Joanne. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Listening 3. Cambridge: C.U.P.</li> <li>· Collie, Joanne. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3. Cambridge: C.U.P.</li> <li>· Greenall, S. &amp; Diana Pye. 1993. Cambridge Skills for Fluency: Reading 3. Cambridge: C.U.P.</li> <li>· Greenall, S. &amp; M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P.</li> <li>Hashemi, Louise. &amp; Barbara Thomas. 2003. Cambridge Grammar for First Certificate. Cambridge: C.U.P.</li> <li>· Littlejohn, Allison. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P.</li> <li>· Redston, C. &amp; Gilly Cunningham. 2007. Face2Face Upper-intermediate. Cambridge: Cambridge University Press.</li> <li>· Swan, M. &amp; Catherine Walter. 1997. How English Works. Oxford: O.U.P.</li> </ul>
<b>Complementary</b>	

## 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.