



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Lingua Inglesa 2	Code	613G02008		
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	First	Basic training	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Amenedo Costa, Mónica María	E-mail	monica.amenedo@udc.es		
Lecturers	Amenedo Costa, Mónica María	E-mail	monica.amenedo@udc.es		
Web	campusvirtual.udc.es/moodle/				
General description	<p>Description and use of English at upper-intermediate level (B2.2).</p> <p>Students are recommended (though not officially required) to have passed English Language 1 or have a B2.1 level in English before taking English Language 2.</p>				

## 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.
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.

## Learning outcomes

Learning outcomes	Study programme competences / results		
Seguir con facilidade unha conversa sobre asuntos cotiáns ou de carácter xeral, participar espontaneamente e ser capaces de relacionarse con falantes nativos cun grao suficiente de fluidez e naturalidade.	A6	B4	C2
Entender as ideas principais dun discurso extenso oral ou escrito, seguir liñas argumentais complexas e identificar as conclusións sempre que o tema sexa relativamente coñecido.	A6	B4	C2
Comprender casi todas as noticias da televisión, programas sobre temas actuais ou películas sempre que se fale un nivel de lingua estándar.	A6	B3 B4	C2
Redactar o curriculum vitae, cartas solicitando traballo ou informes sinxelos con corrección.	A6 A15	B1 B3	C2
Tomar parte activa en debates desenvolvidos en situación cotiáns explicando e defendendo puntos de vista.	A6 A15	B3 B5	C2



Expoñer un tema coñecido sobre os campos semánticos traballados ou outros relacionados para que poida ser seguido sen dificultades, explicar os puntos significativos con razoable precisión e ser capaz de contestar as preguntas que xorden.	A6 A9 A15	B3 B4 B5 B6	C3
Escribir textos ben enlazados e gramaticalmente correctos sobre temas diversos, transmitindo información ou propondo motivos que apoién ou refuten un punto de vista concreto.	A6 A9 A15	B3 B4 B6	C2
Amosar creatividade e imaxinación nos traballos elaborados en lingua inglesa.	A6	B3	C2

Contents	
Topic	Sub-topic
1. Grammar	1.1. Use of relative clauses 1.2. Use of reported speech 1.3. Use of modal verbs 1.4. Use of conditional sentences 1.5. Use of idioms
2. Vocabulary	2.1. Health and fitness 2.2. The arts and entertainment 2.3. Shopping and money 2.4. Education 2.5. Science and technology
3. Writing	3.1. The Writing Process 3.1.1. Elements of writing 3.1.2. Outlining and Editing 3.2. From Paragraph to Essay 3.2.1. Essay structure 3.2.2. Coherence and cohesion 3.3. Exploring the Essay 3.3.1. Types of Essays 3.3.2. Descriptive Essay 3.3.3. Comparison Essay 3.3.4. Argument Essay

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A9 B4 C3	4	0	4
Guest lecture / keynote speech	A6 A15 B3	28	14	42
Seminar	B1 B5 B6	2	3	5
Directed discussion	B4 B5 C2	10	0	10
Speaking test	A6 A9 A15 B4 B5 C2	4	10	14
Workbook	A6	2	20	22
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	3	22	25
Practical test:	A6 A9 A15 B3 B6	5	16	21
Collaborative learning	B3 B4 B6	2	4	6
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
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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 favour 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 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	Brief conversation or interview with lecturer (individually or in pairs). Students will also be required to read a text aloud and improvise situations suggested by the examiners. Examiners may use additional printed or audiovisual material as a prompt to conversation.
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.
Mixed objective/subjective test	It consists of different types of questions: multiple choice, short answer, association, gap-fill and other activities.
Practical test:	Practical tasks set by the lecturer during the semester.
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
Practical test:	Practical advice and appropriate sources will be offered to students.  The lecturer is available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, I can also be reached via e-mail.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Practical test:	A6 A9 A15 B3 B6	O alumnado realizará diferentes tarefas prácticas ao longo do semestre.	25
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	All students are required to sit the mixed test in May/June on the date announced in the official exam timetable.	60
Speaking test	A6 A9 A15 B4 B5 C2	Students who fail to obtain at least 5 out of 10 in class continuous assessment of speaking skills will be required to take an oral exam at the end of the semester to demonstrate their communicative competence in English.	15

### Assessment comments



In order to pass this subject, a mark of 5 out of 10 is the minimum required in each section of the assesment (speaking, mixed test and practical test). Late submissions will not be accepted unless duly justified. Students who do not attend the official exam will be given an absent mark if they have not handed in 50% of the continuous assessment activities.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accordance with article 11, section 4b, of the "Regulamento disciplinar do estudantado da UDC":

Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con suspenso (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederá a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.

July Exam Period:

Students will not need to re-sit the parts they have previously passed. They can retake the parts they have failed, according to the following distribution of percentages: oral presentation (15%), mixed test (60%) and an assignment equivalent to the practical tasks (25%).

December Exam:

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 (approved by the Consello Social on 4 May 2017), will notify the instructor in the first week of classes and, if that proves impossible, within seven days from the date of acknowledgement. They will carry out the required practical work individually and hand it in before the deadline. Late submissions will not be accepted unless duly justified. The final mark will be the weighted average grade of the assessed work carried out during the course and the exam that takes place on the date fixed in the academic calendar. In order to pass this subject, a mark of 5 out of 10 is the minimum required in each section of the assesment. Students will also be required to take the second opportunity in July if they fail to pass the first opportunity. They will have to re-sit the parts of the assessment they failed and will not need to re-sit the parts they have previously passed.

Attention to Diversity:

This module can be adapted for 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/faculty

Gender equality:

A gender perspective will be incorporated 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. In addition, sexist prejudices and attitudes will be addressed and efforts will be directed 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.



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Carter, R. et al (2011). English Grammar Today. CUP</li> <li>- Brook-Hart, G. (2008). Complete First Certificate. CUP</li> <li>- Mann, M.&amp;S. Taylore-Knowles (2006). Destination B2. MacMillan Publishers</li> <li>- McCarthy, M &amp; F. O'Dell (2002). English Vocabulary in Use. CUP</li> <li>- Murphy, R (1990). English Grammar in Use. CUP</li> <li>- Simon, P. (2016). The Grammaring Guide to English Grammar . My E-Book Publishing House</li> <li>- Swan, Michael (1996). Practical English Usage.. OUP</li> <li>- Thomas B., et al. (2015). Grammar and Vocabulary for First. . CUP</li> <li>- Thomson, A.J. &amp; Martinet, A.V (1993). A Practical English Grammar. OUP</li> <li>- Vince, M (2009). First Certificate Language Practice.. MacMillan Publishers</li> <li>- Woolard, G (2004). Key Words for Fluency. Thomson ELT</li> </ul> <p>&lt;b&gt;Recommended Websites for autonomous learning:&lt;/b&gt;  <a href="http://dictionary.cambridge.org/grammar/british-grammar/">http://dictionary.cambridge.org/grammar/british-grammar/</a> (based on English Grammar Today)?  <a href="http://www.grammaring.com/the-grammaring-guide-to-english-grammar">http://www.grammaring.com/the-grammaring-guide-to-english-grammar</a> (based on The Grammaring Guide to English Grammar)? <a href="https://www.engvid.com/">https://www.engvid.com/</a> (free English video lessons on grammar, vocabulary, speaking and pronunciation, listening and writing) ? <a href="https://www.ted.com/topics">https://www.ted.com/topics</a></p>
<p><b>Complementary</b></p>	<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>. Collie, J. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Listening 3. Cambridge: C.U.P.</li> <li>. Collie, J. &amp; S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3. Cambridge: C.U.P.</li> <li>. Greenall, S. &amp; D. 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, L. &amp; B. Thomas. 2003. Cambridge Grammar for First Certificate. Cambridge: C.U.P.</li> </ul>

<b>Recommendations</b>
<b>Subjects that it is recommended to have taken before</b>
<b>Subjects that are recommended to be taken simultaneously</b>
<b>Subjects that continue the syllabus</b>
<b>Other comments</b>

(\*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.