



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Lingua Inglesa 3		Code	613G03015	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Second	Obligatory	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Puente Castelo, Luís Miguel	E-mail	luis.pcastelo@udc.es		
Lecturers	Fowlie , James Alexander Puente Castelo, Luís Miguel	E-mail	james.fowlie@udc.es luis.pcastelo@udc.es		
Web	www.udc.es				
General description	This subjects broadens and deepens students' knowledge of English, while consolidating their competence in this language up to B2 level and including C1 in part, in the four basic language skills.				

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
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.
A19	Coñecer a situación sociolingüística 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.
B8	Apreciar a diversidade.
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.
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.

## Learning outcomes

Learning outcomes	Study programme competences		
Students should express themselves in a creative, original and imaginative way in oral and written texts in the English language.	A6 A9 A15	B1 B3 B4 B5 B6	C2



Students should be able to clearly express their opinion about different topics and texts, explaining clearly and highlighting the main points of their argument, debating in an adequate way, trying to convince others of their points and answering questions and doubts that may arise.	A1 A6 A9 A10 A15 A17 A18 A19	B1 B2 B3 B4 B5 B7 B8 B10	C2 C4
Students should be able to follow radio and television discourse on current affairs and other matters of interest, including a certain amount of colloquial language and idiomatic expressions.	A6 A19 A20	B3 B4 B8 B10	C2 C4
Students should be able to take part in oral debates about everyday general matters of interest and defend their point of view using appropriate language.	A1 A6 A9	B3 B4 B5 B10	C2
Students should express themselves in written English, clearly, fluently and in a well-organised, coherent way, using connectors and other devices appropriately. They should be able to use vocabulary and structures that express modality: degrees of certainty/uncertainty, belief/doubt, probability/improbability, using appropriate paragraphing and punctuation consistently.	A1 A6 A9 A18 A19 A20	B1 B2 B3 B4 B5 B6 B10	C2 C4
Students should be able to understand the gist of advanced oral or written texts in English, be able to follow complex arguments and identify the main conclusions drawn, given a certain knowledge of the topic.	A1 A6 A17 A19	B4	C2 C4

Contents	
Topic	Sub-topic
1. Grammar	1.1. Uses of it 1.2. Wish and other unreal constructions 1.2. Expression of emphasis: Cleft and semicleft sentences, inversion, extraposition... 1.4. Adverbials 1.5. Word classes and word formation
2. Vocabulary	2.1. The city and the village 2.2. The places where we live 2.3. Politics & regulations 2.4. The environment 2.5. Diversity & discrimination
3. Writing	3.1. Expressing one's opinion and convincing others 3.1.1. Reports 3.1.2. Reviews 3.2. Letters 3.2.1. Formal & informal letters 3.2.2. Complaint letters

**Planning**



Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Introductory activities	C2	2	0	2
Guest lecture / keynote speech	A6 A15 A17 A18 A19 A20 B3 B8 B10 C2 C4	22	16	38
Student portfolio	A1 A6 A9 A10 A15 A17 A18 A19 A20 B1 B2 B3 B4 B5 B6 B7 B8 B10 C2 C4	5	17	22
Seminar	A1 A6 A10 A17 A18 A20 B6 C2	15	15	30
Directed discussion	A1 A6 A9 A17 A19 A20 B4 B5 B7 B8 B10 C4 C2	14	0	14
Speaking test	A9 A6 B4 B7 B8 B10 C2	1	8	9
Objective test	A6 A15 A18 B6 B3 C2	0	34	34
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	Introductory sessions, where activities aim to obtain information about students' level of competence, in order to advance in agreement with their expectations and requirements.
Guest lecture / keynote speech	Exposition of theoretical contents and practice, accompanied by audiovisual materials, with the aim of increasing students' knowledge of the English language and the topics covered.
Student portfolio	Set of written tasks assigned during the term,
Seminar	Practical sessions where the basic communicative skills are developed, with special attention paid to speaking, listening and reading.
Directed discussion	Discussion in pairs and small groups, monitored by the teacher, in which students' skills are put into practice, whereby informal, spontaneous conversations and debates can take place.
Speaking test	All students will perform an oral presentation at the end of the four-month period, in which they must display communicative competence in the English language. Students will choose to do their presentations either in-class or as a vlog.
Objective test	Written examination. This allows teachers to assess the knowledge and linguistic skills acquired, developed and improved during the course. This may include several types of questions and will be based on materials covered in the course of the classes.

Personalized attention	
Methodologies	Description
Seminar	<p>The teacher will assess compositions during the course.</p> <p>Students should take into account the corrections and comments made and apply them in future work done. They should consult with teachers concerning errors and necessary improvements to be made, and make use of self-study time to apply corrections made.</p>



Assessment			
Methodologies	Competencies	Description	Qualification
Objective test	A6 A15 A18 B6 B3 C2	An objective test based on materials covered in class. Includes various sorts of exercises. Out of this 60% of the marks, 40% corresponds to a written exam on grammar and vocabulary, 10% corresponds to a listening comprehension test and 10% to a reading comprehension test.	60
Seminar	A1 A6 A10 A17 A18 A20 B6 C2	In seminars, students will have their coursework on listening and reading assessed.	10
Student portfolio	A1 A6 A9 A10 A15 A17 A18 A19 A20 B1 B2 B3 B4 B5 B6 B7 B8 B10 C2 C4	Written compositions will be assessed. The characteristics of each will be explained by the teacher involved.	15
Speaking test	A9 A6 B4 B7 B8 B10 C2	All students will perform an oral task at the end of the four-month period, in which they must display communicative competence in the English language. Students will be assessed on their ability to make themselves understood, their coherence, fluency, pronunciation and also their lexical and grammatical complexity and correctness. Students will choose to do their presentations either in-class or as a vlog.	15
Others			

#### Assessment comments

Passing the subject: To pass the subject, students must fulfil these two conditions:

A) Final average of the whole subject over 50%

B) Having more than 40% in each of the parts of these subject: "proba oral", "proba obxectiva" and "portafolios do alumno".

If students do not fulfil any of these conditions, they will have to go to the second opportunity in July.

Submitting tasks: Late submissions with no justification will be applied a 25% penalty. Plagiarised tasks will be given a 0 automatically. Plagiarism detection tools can be used. Any fault against academic integrity (plagiarism, copying a task or an exam...) will be penalised, according to the Regulamento Disciplinar do Estudantado da UdC, articles 10.3.f and 11.4.b, with a Qualification of Fail (Suspenso) for both opportunities in the Course.

Non

Presentado (NP) Qualification: To be able to obtain the Non Presentado (NP) qualification, students must not have sit the Objective test or the Speaking test.

JULY OPPORTUNITY: Students not able to pass the subject in the first opportunity must sit the second opportunity in July. The proportion of each assessment item will be the same, although tasks for the Portfolio and Seminars will be changed for new, specific ones. Those parts of the subject that students have already passed (more than 50% of the marks) in the first opportunity cannot be repeated for July. DISPENSA ACADÉMICA: Students will an officially recognised "dispensa académica" will be assessed following the instructions for the July opportunity, maintaining the same proportion for the assessment items and adapting the tasks so that they can be completed asynchronously. Students in this situation must contact the teachers as soon as they become aware of it.

#### Sources of information



<b>Basic</b>	<ul style="list-style-type: none"> <li>- Edwards, Lynda &amp; Jacky Newbrook (2014). Gold Advanced. Maximiser with key.. Harlow: Pearson</li> <li>- Jones, Leo (2001). New Cambridge Advanced English. Cambridge: CUP</li> <li>- Burgess, Sally &amp; Amanda Thomas (2014). Gold Advanced Coursebook. Harlow: Pearson</li> <li>- Mann, Malcolm (2008). Destination C1 and C2: grammar and vocabulary. London: MacMillan</li> <li>- Quirk, Randolph &amp; Sidney Greenbaum (1985). A University Grammar of English. London: Longman</li> <li>- Swan, Michael (1996). Practical English Usage. Oxford: OUP</li> <li>- Tims, Nicholas et al. (2014). Face2face Advanced Workbook. Cambridge: CUP</li> <li>- Vince, Michael (2009). Advanced Language Practice. English Grammar and Vocabulary. London: MacMillan</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Greenall, Simon &amp; Michael Swan (1986). Effective Reading. Cambridge: CUP</li> <li>- Collie, Joanne &amp; Stephen Slater (1992). Cambridge Skills for Fluency: Listening 3 (and 4). Cambridge: CUP</li> <li>- Side, Richard &amp; Guy Wellman (2000). Grammar and Vocabulary for CAE and CPE. London: Longman</li> <li>- Swan, Michael &amp; Catherine Walter (1997). How English Works. Oxford: OUP</li> <li>- Allsop, Jake &amp; Peter Watcyn-Jones (1990). Test Your Phrasal Verbs. London: Penguin</li> <li>- Allsop, Jake &amp; Peter Watcyn-Jones (1990). Test Your Prepositions. London: Penguin</li> <li>- Greenall, Simon &amp; Diana Pye (1993). Cambridge Skills for Fluency: Reading 3 (and 4). Cambridge: CUP</li> <li>- Hewings, Martin (1999). English Grammar in Use. Advanced.. Cambridge: CUP</li> <li>- Littlejohn, Andrew (1993). Cambridge Skills for Fluency: Writing 3. Cambridge: CUP</li> <li>- O'Connell, Sue (1992). Focus on Advanced English. London: Nelson</li> <li>- McCarthy, Michael &amp; Felicity O'Dell (1996). English Vocabulary in Use.(Advanced). Cambridge: CUP</li> <li>- Collie, Joanne &amp; Stephen Slater (1992). Cambridge Skills for Fluency: Speaking 3 (and 4). Cambridge: CUP</li> <li>- Thomson, Audrey Jean &amp; Agnes V. Martinet (1993). A Practical English Grammar. Oxford: OUP</li> <li>- Beaumont, Digby &amp; Colin Granger (1991). Heinemann English Grammar. Oxford: Heinemann</li> </ul>

### Recommendations

#### Subjects that it is recommended to have taken before

English Language 1/613G01003

English Language 2/613G01008

#### Subjects that are recommended to be taken simultaneously

#### Subjects that continue the syllabus

English Language 4/613G01019

#### Other comments

Measures in favour of diversity  
The subject could be adapted for students requiring the adoption of specific measures in favour of diversity, according to the instructions of the Unidade de Atención á Diversidade (<https://www.udc.es/cufie/ADI/>), with which you can contact during the periods established by this Unit. You can also count with the advice from the ADI tutor&nbsp;(pat.filoloxia@udc.gal).  
Measures in favour of equality  
In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

(\*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.