



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Business English	Code	710G03028		
Study programme	Grao en Xestión Industrial da Moda				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Third	Obligatory	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Fraga Vaamonde, Maria Pilar	E-mail	pilar.fraga@udc.es		
Lecturers	Fraga Vaamonde, Maria Pilar	E-mail	pilar.fraga@udc.es		
Web	humanidades.udc.es/estudos/gim/gim-informaci%C3%B3n				
General description	English for professional purposes, with special focus on the field of fashion.				

## Study programme competences

Code	Study programme competences
A3	To develop competencies for interpersonal relations and interaction with external and internal stakeholders (customers, suppliers, media, partners?)
A12	To have the basic knowledge of English necessary for international business relations (demonstrating a B1 level at minimum)
B1	That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study
B2	That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study
B3	That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm
B4	That students may convey information, ideas, problems and solution to the public, both specialized and not
B5	That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy
B6	Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings
B8	Capacity to plan, organize and manage resources and operations
B9	Capacity to analyse, diagnose and take decisions
C2	Mastering oral and written expression in a foreign language.

## Learning outcomes

Learning outcomes	Study programme competences		
To know specific vocabulary relating to the range of professional interests of the degree	A12	B1 B2 B4 B5	C2
To know and to master the use of specific grammatical structures, appropriate to the level of knowledge of the language, and those that are particularly relevant for their professional practice in particular.	A12	B1 B5	C2
To be able to understand oral and written texts in English, about topics related to their professional practice, identifying their main ideas, their line of argument, and relevant specific information.	A12	B1 B3 B5 B9	C2
To be able to communicate effectively, both orally and by writing, in commercial settings.	A3 A12	B2 B4	C2



To participate actively in discussions in professional settings, explaining and defending their point of view using appropriate language.	A3 A12	B1 B2 B3 B4 B5 B9	C2
To be able to prepare (in writing) and present (orally) in English a group project about a topic related to their degree, organising group work adequately, and using bibliographic resources, databases and IT tools related to their degree.	A3 A12	B1 B2 B3 B4 B5 B6 B8 B9	C2

Contents	
Topic	Sub-topic
<p>1) Grammar 2) Vocabulary 3) Reading 4) Listening 5) Speaking 6) Writing</p> <p>We will analyse technical English texts related to their academic degree (working in fashion, garments, fashion trends, types of fabric, garment construction, production, packaging, promotion, events, retail, marketing, business?), focusing on the study of ESP grammar structures, technical vocabulary (meaning, pronunciation, use of vocabulary in context, etc) and the use of English as the main working language in the fashion and retail industry.</p> <p>In the grammar section, we will pay particular attention to:</p> <ul style="list-style-type: none"> <li>- Word order</li> <li>- Auxiliary verbs</li> <li>- Verb tenses</li> <li>- Still, yet and already</li> <li>- For, during and since</li> <li>- Imperative</li> <li>- Passive</li> <li>- Have sth. done</li> <li>- Conditionals</li> <li>- Relative clauses</li> <li>- Nouns</li> <li>- Adjectives</li> <li>- Linking words</li> </ul>	



Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A12 B1 B5 C2	10	20	30
Summary	A12 B1 B2 B3 B4 B5 C2	10	20	30
Workbook	A12 B1 B2 B3 B4 B5 C2	0	24	24
Laboratory practice	A3 A12 B1 B2 B3 B4 B5 B6 C2	18	36	54
Supervised projects	A3 A12 B1 B2 B3 B4 B5 B6 B8 B9 C2	4	0	4
Objective test	A12 B1 B2 B3 B4 B8 B9 C2	4	0	4
Personalized attention		4	0	4

(\*)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	Oral presentation designed to transmit knowledge and encourage learning.
Summary	Synthesis of main points of text as ideal way of focusing attention and aiding comprehension of content. Also useful for revision and exam preparation.
Workbook	Compilation of printed texts and written documents, collected and edited as tool to consolidate knowledge of course content.
Laboratory practice	Practice-based learning method involving activities such as demonstrations, exercises, experiments and research.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.
Objective test	Students will sit a final practical test to evaluate what they have learned.

Personalized attention	
Methodologies	Description
Supervised projects	Students will attend a series of tutorials to check on the general development of the course and specifically, on the supervised project.

Assessment			
Methodologies	Competencies	Description	Qualification
Objective test	A12 B1 B2 B3 B4 B8 B9 C2	Written test	60
Supervised projects	A3 A12 B1 B2 B3 B4 B5 B6 B8 B9 C2	Project supervised throughout the academic term.	10
Laboratory practice	A3 A12 B1 B2 B3 B4 B5 B6 C2	English practice	30

Assessment comments



- Deadlines are strict: missed or late assignments will not be collected, nor graded.
- In order to pass the course a minimum of 5 out of 10 in the final mark is required.
- End of term exam: x/6. The student must achieve a minimum score of 2 out of 6 in the exam to add the class assignment marks (x/4) to it. Likewise, a total minimum score of 1,5 out of 4 in the class assignments is required to add the exam marks (x/6) to it. Otherwise, the student will be given a final score of 4.8 (x/10) and will have to sit for the "second chance exam" in July.
- July opportunity ("second chance exam"):  
x/10. Those students who are absent from or fail the official examination session will have to sit for the "second chance exam" in July, where a minimum of 5 out of 10 is required in order to pass the course. This exam will include all the assignments done during the term.
- Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.
- Those students who do not sit the exam (x/6 in May; x/10 in July and December) will be given a grade of NP (absent).
- 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.
- ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone: 981 167000, ext. 5622, or via email: [adi@udc.es](mailto:adi@udc.es)

## Sources of information

Basic	
	<ul style="list-style-type: none"><li>- Alcaraz Varó, Enrique (1999). Diccionario de términos económicos, financieros y comerciales. Barcelona: Ariel</li><li>- Mackenzie, Ian (2002). English for business studies a course for business studies and economics students. Cambridge : Cambridge University Press</li><li>- McCarthy, Michael &amp; Felicity O'Dell (1994). English vocabulary in use upper-intermediate &amp; advanced. Cambridge : Cambridge University Press</li><li>- Prodromou, Luke (2001). Grammar and vocabulary for first certificate. Harlow : Longman</li><li>- Spratt, Mary &amp; Bob Obee (2002). First certificate direct student's book . Cambridge : Cambridge University Press</li><li>Eastwood, J. 1994: Oxford Practice Grammar (with answers). Oxford: O.U.P. Hewings, Martin 2006: Advanced Grammar in Use. Cambridge: C.U.P. Jones, L. 2005: Making Progress to First Certificate (Self-study Student's Book). Cambridge: C.U.P. McCarthy, M.; O'Dell, F. 1994: English Vocabulary in Use. Cambridge: C.U.P. Murphy, Raymond 2004: English Grammar in Use (with answers). Cambridge: C.U.P. Ryan, Rosanna 2018: The Fashion English Bible. Vaughan Systems Sánchez Benedito, F. 1991: Gramática Inglesa. Madrid: Alhambra Longman. Swan, Michael 1995: Practical English Usage. Oxford: O.U.P. Thomson, A.J. and A.V. Martinet 1993: A Practical English Grammar. Oxford: O.U.P. Ward, Mary E. 2012: English for the Fashion Industry. Oxford: O.U.P. Vince, Michael 1998: Intermediate Language Practice. Oxford: Heinemann. 1995: International Dictionary of English. Cambridge: C.U.P. 1995: Word Selector, Inglés-Español. Cambridge: C.U.P. 1996: Diccionario Oxford Avanzado para estudiantes de Inglés. Oxford: O.U.P. 2005: Cambridge Advanced Learner's Dictionary. Cambridge: C.U.P. 2006: Diccionario Cambridge KLETT Compact Español-Inglés, English-Spanish. Cambridge: C.U.P.</li></ul>



Complementary	- () . .  
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## 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

It goes

without saying that my classes will promote values of respect and equality.

(\*)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.