



Teaching Guide

| Teaching Guide | | | | |
|---------------------|---|--------|-------------------------|-----------|
| Identifying Data | | | | 2018/19 |
| Subject (*) | English Language 1 | | Code | 613G01003 |
| Study programme | Grao en Español: 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 | Lezcano Gonzalez, Emma | E-mail | emma.lezcano@udc.es | |
| | Martingano Prieto, Lucas Andrés | | lucas.martingano@udc.es | |
| Web | | | | |
| General description | Description and use of the English language at an upper-intermediate level (B2) | | | |

Study programme competences

| Code | Study programme competences |
|------|-----------------------------|
|------|-----------------------------|

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 A15 | 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 A15 | B4 B5 | 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 A15 | B4 | 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 | B1 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 | B1 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 A9 A15 | B1 B3 B5 B6 | C2 |
| 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 A9 A15 | B1 B3 B4 B5 B6 | C2 |

Contents



| Topic | Sub-topic |
|---------------|--|
| 1. Grammar | 1.1. Question formation 1.2. Determiners, quantifiers and nouns 1.3. Adjectives and adverbs 1.4. Time and tense 1.5. The passive voice 1.6. Modal verbs 1.7. 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 |

| Planning | | | | |
|---------------------------------|--------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Introductory activities | A9 B4 | 2 | 0 | 2 |
| Guest lecture / keynote speech | A6 A15 B3 B4 B5 C2 | 10 | 15 | 25 |
| Seminar | A6 A9 A15 B3 B4 B5 | 13 | 15 | 28 |
| Directed discussion | A6 A9 A15 B4 B5 C2 | 7 | 3 | 10 |
| Speaking test | A6 A9 A15 B4 B5 C2 | 0 | 6 | 6 |
| Workbook | A6 B1 B3 B5 B6 C2 | 0 | 10 | 10 |
| Supervised projects | A6 B3 B5 B6 C2 | 0 | 15 | 15 |
| Student portfolio | A6 A9 A15 B6 B3 | 2 | 18 | 20 |
| Mixed objective/subjective test | A6 A9 A15 B1 B3 B6 | 3 | 15 | 18 |
| Collaborative learning | B1 B6 | 0 | 15 | 15 |
| 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 | Professor lectures, supported by A/V technologies, and including questions and discussions that help students to acquire general knowledge and specific contents. |
| Seminar | 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. |
| 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. |
| Speaking test | A brief conversation or interview with professors (individually or in pairs). Students will improvise situations suggested by the professors, and they will be allowed to use A/V materials during the test. |
| Workbook | It includes all the reading material students will have to use as out of class preparation for the reading comprehension activities, as well as all other readings in English students use in other subjects or in other situations: journals, newspapers, magazines, internet, etc. Professors strongly encourage students to read as much as possible. |
| Supervised projects | Students will work on a group project about a specific topic that will be detailed during the Introductory Activities session. The aim of this activity is to foster students' autonomous and collaborative learning. Each group's project will be presented in class, and a written/digital copy will be handed in to the professors. |



| | |
|---------------------------------|--|
| Student portfolio | É unha carpeta ou arquivador ordenado por seccións, debidamente identificadas ou etiquetadas, que contén os rexistros ou materiais produto das actividades de aprendizaxe realizadas polo alumno ou alumna nun período de tempo, cos comentarios e cualificacións asignadas polo profesorado, o que lle permite visualizar o progreso do alumnado. Na nosa materia o portafolios incluirá principalmente tarefas de redacción. |
| Mixed objective/subjective test | Written examination. It allows professors to assess knowledge, skills, abilities, attitudes, and intelligences 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. |
| Collaborative learning | The production of a collaborative project will promote peer learning. Students are required to work in small groups, sharing abilities and information. Professors' supervision will help individual students optimize their learning. |

Personalized attention

| Methodologies | Description |
|---------------------|--|
| Supervised projects | Throughout the semester, students should inform the lecturer about their progress on the projects. |

Assessment

| Methodologies | Competencies | Description | Qualification |
|---------------------------------|--------------------|--|---------------|
| Speaking test | A6 A9 A15 B4 B5 C2 | Students will take an oral exam at the end of the semester. In that test, they will have to prove their communicative competence in English. If a student obtains at least a 5 out of 10 in the continuous assessment in class, he/she will not have to take the final speaking test. | 15 |
| Mixed objective/subjective test | A6 A9 A15 B1 B3 B6 | In January, on the official date, all the students will be expected to sit for the mixed test, which will include the following sections: Grammar and Vocabulary, Listening Comprehension and Reading Comprehension. | 50 |
| Seminar | A6 A9 A15 B3 B4 B5 | Active participation and attendance to seminars (interactive groups) will be awarded 5% of the overall mark. | 5 |
| Supervised projects | A6 B3 B5 B6 C2 | The assessment of the project (10% of the final grade) will be based on the oral presentation, the written part and the group work during the semester. | 10 |
| Student portfolio | A6 A9 A15 B6 B3 | Students will have to submit several writing tasks during the semester. | 20 |

Assessment comments



IMPORTANT In order to pass this course a minimum of 5 out of 10 in the final mark is required. A score of 4 out of 10 is the minimum required in each of the following parts of the course (exam, writing task, oral test). Doing the project (10%) is not mandatory but is highly recommended. Deadlines for assignments are strict. Late arrivals will be penalised (25% off final mark), unless they are duly justified. Pieces of work including plagiarized material will be marked with 0. 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. Active participation in the different class activities, as well as all the 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 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 handed in more than 50% of the continuous assessment activities. July opportunity: Those students who are absent from or fail the official examination session or those with less than a 4 in the writing assignments or in the speaking test (even if the average is superior to 5) will have to sit for the "second opportunity exam session" in July, where students can retake those parts they have failed, according to the following distribution of percentages: Exam (50%), writing tasks (20%), project (10%), oral interview (15%), extra activity replacing attendance (5%). 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. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July 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 talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es. **IMPORTANT**

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IMPORTANTE: Para superar a

materia, a suma das distintas probas, project e demais actividades avaliáveis deberá ser 5 sobre

10, tendo en conta que a cualificación

mínima das probas obxectivas de Use of English e das probas que avalían as catro destrezas deberá ser de 4 puntos sobre 10. Os alumnos que acaden máis dun 5 nas probas prácticas de "Use of English" feitas ao longo do cuadrimestre estarán exentos do exame de "Use of English" na proba obxectiva de xaneiro.

Aplicarase unha penalización do 25% sobre a cualificación

final de traballos e actividades se estes son entregados fóra de prazo sen causa xustificada. Os alumnos/as que non se presenten o día das probas obxectivas de xuño ou xullo acadarán a cualificación de NP, se non entregaron máis do 50% de actividades durante o curso.

A participación dinámica nas diferentes



tarefas da clase, así como todo o material de "extra-credit" que o alumnado realice ao longo do cuatrimestre, poderá supoñer ata un 5% extra na nota final. Isto inclúe traballos voluntarios, lecturas alternativas ou calquera outra actividade proposta polo profesorado, ou proposta polo alumnado e aceptada polo profesorado.

AVALIACIÓN XULLO: Os/as estudantes que en xaneiro non superen a materia ou aqueles/aquelas que non presenten alomenos o 50% das redaccións terán que ir á oportunidade de xullo, na que o alumnado terá que demostrar ter acadadas as competencias da materia nos porcentaxes totais establecidos mediante a superación de probas nas distintas destrezas, redaccións substitutorias das feitas na aula, lectura dunha narración breve distinta á proposta durante o cuatrimestre, e unha entrevista oral individualizada coa profesora.

Alumnado con dispensa: O alumnado matriculado a tempo parcial e que teña concedida unha dispensa académica deberá porse en contacto co profesorado da materia a principio de curso para planificar, en cada situación concreta e individual, os axustes necesarios na avaliación, no tocante as porcentaxes de "discusión dirixida", "lecturas" e "seminario" .



Sources of information

| | |
|----------------------|--|
| Basic | <ul style="list-style-type: none"> - Carter, R. et al. (2011). English Grammar Today. Cambridge: C.U.P. - McCarthy, M. & F. O'Dell (2002). English Vocabulary in Use. Cambridge: C.U.P. - Simon, P. (2016). The Grammaring Guide to English Grammar.. My E-Book Publishing House - Swan, M. (1996). Practical English Usage. . Oxford: O.U.P. - Thomas, B, Hashemi, L. & L. Matthews (2015). Grammar and Vocabulary for First (with answers). Cambridge: C.U.P. - Vince, M. (2009). First Certificate Language Practice. English Grammar and Vocabulary.. MacMillan Publishers. - (). . <p>Outros libros de interés:- Allsop, J. & P. Watcyn-Jones. 1990. Test Your Phrasal Verbs. London: Penguin.- Allsop, J. & P. Watcyn-Jones. 1990. Test Your Prepositions. London: Penguin.- Beaumont, D. & C. Granger. 1991. Heinemann English Grammar. Oxford: Heinemann.- Brook-Hart, G. 2008. Complete First Certificate. Cambridge: C.U.P.- Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Listening 3. Cambridge: C.U.P.- Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3. Cambridge: C.U.P.- Greenall, S. & D. Pye. 1993. Cambridge Skills for Fluency: Reading 3. Cambridge: C.U.P.- Greenall, S. & M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P.- Hashemi, L. & B. Thomas. 2003. Cambridge Grammar for First Certificate. Cambridge: C.U.P.- Littlejohn, A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P.- McCarthy, M. & F. O'Dell. 2002. English Vocabulary in Use. Cambridge: C.U.P.- Murphy, R. 1990. English Grammar in Use. Intermediate. 1985. Cambridge: C.U.P.- Prodromou, L. 1999. Grammar and Vocabulary for First Certificate. Harlow: Longman.- Redston, C. & G. Cunningham. 2007. Face2Face Upper-intermediate. Cambridge: Cambridge University Press.- Swan, M. & C. Walter. 1997. How English Works. Oxford: O.U.P.- Swan, M. 1996. Practical English Usage. Oxford: O.U.P. - Thomson, A.J. & A.V. Martinet. 1993. A Practical English Grammar. Oxford: O.U.P. (4th edition; this grammar is supplemented with two exercise books with answer key).</p> |
| Complementary | |

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.