Teaching Guide				
Identifying Data				2019/20
Subject (*)	Lingua Inglesa 2		Code	613G03008
Study programme	Grao en Inglés: 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	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es	
Lecturers	Doolittle Kratofil, Timothy Brian Lezcano Gonzalez, Emma Lyons , Aoileann Judith Vázquez Novo, Vanesa	E-mail	t.doolittle@udc.es emma.lezcano@udc.es aoileann.lyons@udc.es vanesa.vazquez.novo@udc.es	
Web	campusvirtual.udc.es			
General description	Description and use of English at upper-intermediate level (B2.2). 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.			

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		
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 A9 A15	B4 B5	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 A15	B5	C2
Comprender casi todas as noticias da televisión, programas sobre temas actuales ou películas sempre que se fale un nivel de lingua estándar.	A6 A15	B5	C2
Tomar parte activa en debates desenvolvidos en situación cotiáns explicando e defendendo puntos de vista.	A6 A9 A15	B4 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	B1 B3 B4 B6	C2
Escribir textos ben enlazados e gramaticalmente correctos sobre temas diversos, transmitindo información ou propoñendo motivos que apoien ou refuten un punto de vista concreto.	A6 A9 A15	B1 B3 B4 B5 B6	
Redactar o curriculum vitae, cartas solicitando traballo ou informes sinxelos con corrección.	A6 A9 A15	B3 B4 B5 B6	C2
Amosar creatividade e imaxinación nos traballos elaborados en lingua inglesa.	A6 A9	B3 B4	C2

Contents	
Topic	**Sub-topic**
1. Grammar	1.1. The future 1.2. Relative clauses 1.3. Reported speech 1.4. Modal verbs 1.5. Conditional sentences 1.6. Idioms
2. Vocabulary	2.1. Work and money 2.2. Health and fitness 2.3. Science and technology 2.4. The media 2.5. The arts and entertainment 2.6. The law and crime

Planning

Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A9 B4 C2	2	0	2
Guest lecture / keynote speech	A6 A15 B3	10	15	25
Seminar	B1 B5 B6	13	15	28
Directed discussion	B4 B5 C2	7	3	10
Supervised projects	A6 B1 B3 B5 B6 C2 C3	0	15	15
Speaking test	A6 A9 A15 B4 B5 C2	0	6	6
Student portfolio	A6 A9 A15 B3 B6	2	18	20
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	3	15	18
Workbook	A6 B1 B3 B6 C2	0	10	10
Collaborative learning	B3 B4 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 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 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.
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.
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 use additional printed or audiovisual material as a prompt to conversation.
Student portfolio	The portfolio will consist of different writing tasks set by the lecturer during the semester.
Mixed objective/subjective test	Objective/subjective test consisting of different types of questions: multiple choice, short answer, association, gap-fill and other activities.
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.
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 Student portfolio	Students should inform the lecturer throughout the semester regarding the progress of their project.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Seminar	B1 B5 B6	Regular attendance and active participation in seminars (interactive groups) will count for 5% of the overall mark.	5
Supervised projects	A6 B1 B3 B5 B6 C2 C3	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
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
Student portfolio	A6 A9 A15 B3 B6	The portfolio will consist of different writing tasks set by the lecturer during the semester.	20
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. The exam will consist of: Grammar and Vocabulary, Listening Comprehension and Reading Comprehension.	50

Assessment comments

IMPORTANTIn 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, writing tasks, speaking. The project (10%) is not compulsory but it highly recommended.
Deadlines for assignments are strict. Late submissions will be penalised (25% off final mark), unless they are duly justified.
Assignments including plagiarized material will be marked with 0. For the detection of plagiarism, all lecturers now have access to the application Turnitin, which recognises papers submitted previously 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 activities carried out by the students during the course, may be awarded a maximum additional 5% on top of the final mark. This may include voluntary assignments, alternative readings or any other activity proposed and accepted by students and teachers.
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: Students who fail to attend or pass the official examination session in May/June or those with less than a 4 in the writing assignments or in the speaking test (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: Exam (50%), writing tasks (20%), project (10%), oral interview (20%).
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 discapacity 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.

Sources of information	
Basic	- Carte, R et al. (2011). English Grammar Today. CUP - Simon, P. (2016). The Grammaring Guide to English Grammar. My E-Book Publishing House - Swan, M. (1996). Practical English Use. OUP - Thomas B. et al (2015). Grammar and Vocabulary for First with answers. CUP - Woolard, G (1996). Key Words for Fluency. Thomson ELT Recommended Websites for autonomous learning: ? http://dictionary.cambridge.org/grammar/british-grammar/ (baseado no English Grammar Today)? http://www.grammaring.com/the-grammaring-guide-to-english-grammar (baseado no The Grammaring Guide to English Grammar)? https://www.engvid.com/ (free English video lessons on grammar, vocabulary, speaking and pronunciation, listening and writing) ? https://www.ted.com/topicsRecommended Websites for autonomous learning:? http://dictionary.cambridge.org/grammar/british-grammar/ (baseado no English Grammar Today)? http://www.grammaring.com/the-grammaring-guide-to-english-grammar (baseado no The Grammaring Guide to English Grammar)? https://www.engvid.com/ (free English video lessons on grammar, vocabulary, speaking and pronunciation, listening and writing) ? https://www.ted.com/topics
Complementary	. 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.· 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.

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.