



## Teaching Guide

Identifying Data					2019/20
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	Floyd Moore, Alan	E-mail	alan.floyd@udc.es		
Lecturers	Floyd Moore, Alan Fowlie, James Alexander	E-mail	alan.floyd@udc.es james.fowlie@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 / results

Code	Study programme competences / results
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
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.
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 / results		
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 linguistic vocabulary and structures that express hedging and modality: degrees of certainty / uncertainty, belief / doubt, probability / improbability, using appropriate paragraphing and punctuation consistently.	A9	B3	C2
Students should be able to take part in debates about everyday general matters of interest and defend their point of view using appropriate language.		B4 B5	C2
Students should be able to clearly express an argument concerning matters dealt with in the course of the programme and others, explaining clearly and highlighting the main points so that these can be followed without difficulty. They should be able to answer questions on these matters and use Powerpoint (or equivalent) as a means to back up their presentation.	A15	B3 B6	C4
They 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.	A1 A15	B1	
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.	A1	B3 B5	



Students should express themselves in a creative, original and imaginative way in oral and written texts in the English language.	A9 A15	B4 B5	C2 C4
Students should be able to hold a conversation on general everyday matters with native speakers without difficulty. They should be able to master a fairly wide range of styles and domains in reading comprehension and their own written English.	A15	B4	C2 C4

Contents	
Topic	Sub-topic
<p>(The themes are chosen with the aim of preparing the student to face a good number of real communicative situations. See Step 8 on Sources of Information for the textbook from which the following topics are taken)</p> <p>1. Where we live Grammar: emphasis with inversion, verbal tenses (present and perfect past, present and simple and continuous past) Practical Functions: to describe, inform. Audition: aural skills about the city and its people, to level C1. Written Composition: reports. Vocabulary: The lexicon related with the city and its people, to level C1.</p>	<p>a. London taxi-drivers b. Dream homes c. Plan of a home</p>
<p>2. The art of conversation. Grammar: relative clauses (defining and non-defining); Practical functions: offering advice and asking for information. Audition: Aural skills about facial expressions and at C1 level. Written composition: proposals. Vocabulary: vocabulary about introducing oneself and conversation at C1 level.</p>	<p>a. How to have a conversation. b. The texting champion. c. Speaking, communication and the Internet.</p>
<p>3. Ages and stages. Vocabulary: Vocabulary concerned with education at C1 level. (count and non-count nouns) Grammar: passive voice, collocations and phrases with ?wish?. Practice in oral English: discussion about advertising; Style and register: Language appropriate for each task; register and style transfer.</p>	<p>a. Obsession with Vampires. b. What diaries can and cannot do for you. c. Where and why people live longer.</p>
<p>4. No gain without pain. Grammar: ?-ing? and infinitive, doubling of consonants in ?-ed? and ?-ing? forms. Written composition: descriptions, arguments. Phonology: Intonation and stress at required level. Doubling of consonants after vowels depending on their pronunciation. Oral practice: debating and discussing about motivation.</p>	<p>a. High Achievers b. Failed Products. c. Why Pefectionism isn't Perfect.</p>
<p>5. The feel-good factor. Grammar: conditionals and hypothesis; conditionals: advanced features; ?wish?, ?would rather / sooner?, ?it?s time?. Practical functions: descriptions; Vocabulary: Lexical items related to happiness atl C1 level.</p>	<p>a. The Price of Happiness. b. Feel-good films. c. The Happiness App. d. Work and Happiness.</p>
<p>6. Living with the past. Grammar: comparisons (by far, far more, far less, etc); adverbs, adverb phrases and conjunctions. Written composition: reviews of television series.</p>	<p>a. Family Genealogies. b. Hoarding. c. Archeology.</p>



<p>7. The hard sell. Grammar: conditionals and hypothesis (advanced features). Audition: Aural skills concerning sales techniques at C1 level. Style and register: Correct language to perform each task; transfer of register and style (narratives and advertising).</p>	<p>a. The importance of Brand names. b. The Fifth Taste. c. Using Scents in Marketing.</p>
<p>8. Passing through. Oral English practice: Travelling and volunteer work. Grammar: ?modal verbs?. Written composition: brochures. Exercises: transformations. Phonology: Intonation and stress at level required. Vocabulary: Vocabulary related with travel at C1 level.</p>	<p>a. Travelling for a living; b. Volunteering for work abroad. c. Expats in New York. d. Souvenir Hunting. e. Travel Guidebooks.</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A15 A1 B4	2	0	2
Guest lecture / keynote speech	B3 B5 C2	10	15	25
Directed discussion	C2 C4	8	12	20
Speaking test	B4 C2	0	6	6
Seminar	B4 B6 C4	13	15	28
Objective test	A9 B1	0	25	25
Oral presentation	A9 B4 C2	1	10	11
Student portfolio	B6 C2	2	30	32
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	Lecture mode, accompanied by audiovisual materials, with the aim of increasing students' knowledge of the English language and the topics covered.
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	A test in which communicative competence is assessed, within the context of an individual or pair interview which takes place with one or both of the teachers.
Seminar	Practical sessions where the four basic communicative skills are developed, with regard to topics contained in the programme or others that may arise.
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: essays, multiple choice, gap-filling, transformation and other exercises, and a listening test. It will be almost exclusively based on materials covered in the course of the classes.
Oral presentation	This is a presentation in front of the class (medium size DI class) involving a topic for argument or controversy chosen by the student her/himself. Students should come to some conclusion after considering and explaining the main points. They should use PowerPoint or similar to back up their arguments.
Student portfolio	Students should keep, register and arrange materials, which are the result of lectures and other activities, with their own comments and grades assigned to them, so that they can follow their own development. It should include their compositions together with the comments and corrections made by teachers. Also any other research and work carried out by themselves independently.

<b>Personalized attention</b>
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Methodologies	Description
Student portfolio	<p>Both teachers will assess compositions during the course.</p> <p>Those set by Alan Floyd will take place in class time (Intermediate sized classes).</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> <p>All students should make use of teachers' office hours, which are there for the purpose of individual monitoring of progress.</p>

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Student portfolio	B6 C2	Written compositions will be assessed. The characteristics of each will be explained by the teachers involved.	20
Objective test	A9 B1	An objective test based on materials covered in class, further reading and assignments required by both teachers. Includes various sorts of exercises, a composition and a listening test.	35
Seminar	B4 B6 C4	Students will be assessed according to their attendance (5%) and participation (5%) = 10%.	10
Oral presentation	A9 B4 C2	Students will talk about a topic chosen by her/himself, where there is an element of controversy involved. It should be based on a text, taken from a magazine, newspaper, website, etc, where a point of view is expressed, and the student should include and argue his/her own point of view on the topic. This test is individual, cannot be done in pairs or groups, and should be performed without notes. They should make use of a PowerPoint or other presentation, but this should only be consulted, not read in its entirety. Details can be found in the course programme available on Moodle.	20
Speaking test	B4 C2	All students will perform a speaking test at the end of the four-month period, individually or in pairs, 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.	15
Others			

Assessment comments
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Teachers have access to the software "Turnitin", useful for detecting plagiarism in work realised outside the classroom.

**IMPORTANT:** In order to pass this subject, a minimum of 5 out of 10 is required. A score of 4 out of ten is the minimum required in the written examination. Those students who do not attend the written exams will be given a grade of NP (absent).

**JULY ASSESSMENT:** Students who are absent from or who fail in the first opportunity examination will have to sit the "second opportunity"

exam session in July, where the criteria for assessment will be the following:

Speaking test (10%), Objective test (40%), Oral presentation (15%) student portfolio (20%). Oral summary of a short story (15%), chosen by the teacher,

from the "Collected Short Stories of Roald Dahl Vol 2" (15%). The story for the

2019/2020 course is "Lamb to the Slaughter". You can find these stories on any

of the following links

<https://epdf.pub/the-collected-short-stories-of-roald-dahl-volume-2.html>[http://ebooks.rahnuma.org/1508584978-Roald.Dahl\\_The-Collected-Short%20Stories-Volume2.pdf.html](http://ebooks.rahnuma.org/1508584978-Roald.Dahl_The-Collected-Short%20Stories-Volume2.pdf.html)

[https://royallib.com/read/Dahl\\_Roald/The\\_Collected\\_Short\\_Stories\\_of\\_Roald\\_Dahl\\_Volume\\_2.html#0](https://royallib.com/read/Dahl_Roald/The_Collected_Short_Stories_of_Roald_Dahl_Volume_2.html#0)Those students who have passed part of the subject in the first opportunity session will NOT be required to repeat that part in July.

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity. **SPECIAL**

**DISPENSATIONS:** Those who have a special dispensation for part-time study according to the norms established by the University of A Coruña, will be required to fulfil the same requirements as those of the July session.

## Sources of information



## Basic

- Burgess, Sally, and Thomas, Amanda (2014). Gold Advanced Coursebook. . Harlow, UK. Pearson ELT.

Os alumnos deben traer o libro de texto a clase de maneira habitual. Tamén poden practicar a audición (listening comprehension) ao mesmo nivel do Gold Advanced Exam Maximiser (que sin embergantes non estudiaremos en clase, pero que está na biblioteca da facultade de Filoloxía):<http://www.english.com/goldadvanced/goldadvanced.html?page=maximiser> · O?Connell, Sue. 1992. Focus on Advanced English. London, Nelson. · Quirk, R. and Greenbaum, S. 1985. A University Grammar of English. London, Longman. · Side, Richard and Guy Wellman. 2000. Grammar and Vocabulary for CAE and CPE. London: Longman. · 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). · Tims, Nicholas . 2009. Face2face Advanced Workbook. Cambridge, CUP. Vince, Michael. 2009. Advanced Language Practice. English Grammar and Vocabulary. MacMillan Publishers. (WITH KEY)

Para a realización do "Project" é fundamental que o estudantado informe a profesora ao longo do trimestre dos avances que vai facendo o grupo. As profesoras corrixirán ao longo do curso catro redaccións de cada alumno/a. Os estudantes deberán ter en conta o seus erros ou carencias e comentalos coas profesoras antes de reescribir os traballos para incluílos no portafolios. Asemade, poderán facer todo tipo de consultas ou peticións de orientación sobre o material de autoaprendizaxe que queiran manexar e incluír no portafolios. Ao menos dúas veces ao cuadrimestre todos o alumnado debería facer unha titoría coa(s) profesora(s), ben en persoa nas horas de titoría, ben por correo electrónico ou plataforma virtual. Nesa titoría farase un seguimento individualizado de cada alumno e alumna e os seus progresos. Para a realización do "Project" é fundamental que o estudantado informe a profesora ao longo do trimestre dos avances que vai facendo o grupo. As profesoras corrixirán ao longo do curso catro redaccións de cada alumno/a. Os estudantes deberán ter en conta o seus erros ou carencias e comentalos coas profesoras antes de reescribir os traballos para incluílos no portafolios. Asemade, poderán facer todo tipo de consultas ou peticións de orientación sobre o material de autoaprendizaxe que queiran manexar e incluír no portafolios. Ao menos dúas veces ao cuadrimestre todos o alumnado debería facer unha titoría coa(s) profesora(s), ben en persoa nas horas de titoría, ben por correo electrónico ou plataforma virtual. Nesa titoría farase un seguimento individualizado de cada alumno e alumna e os seus progresos.

· 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 (and 4). Cambridge: C.U.P. · Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3 (and 4). Cambridge: C.U.P. · Greenall, S. & D. Pye. 1993. Cambridge Skills for Fluency: Reading 3 (and 4). Cambridge: C.U.P. · Greenall, S. & M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P. · Hewings. M. 1999 English Grammar in Use. Advanced. 1985. Cambridge: C.U.P. Cambridge: C.U.P. · Jones, Leo. 2001. New Cambridge Advanced English. Cambridge, CUP. · Littlejohn, A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P. · McCarthy, M. & F. O?Dell. 1996. English Vocabulary in Use.(Advanced) Cambridge: C.U.P. · O?Connell, Sue. 1992. Focus on Advanced English. London, Nelson. · Quirk, R. and Greenbaum, S. 1985. A University Grammar of English. London, Longman. · Side, Richard and Guy Wellman. 2000. Grammar and Vocabulary for CAE and CPE. London: Longman. · 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). · Tims, Nicholas . 2009. Face2face Advanced Workbook. Cambridge, CUP. Vince, Michael. 2009. Advanced Language Practice. English Grammar and Vocabulary. MacMillan Publishers. (WITH KEY) · 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 (and 4). Cambridge: C.U.P. · Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3 (and 4). Cambridge: C.U.P. · Greenall, S. & D. Pye. 1993. Cambridge Skills for Fluency: Reading 3 (and 4). Cambridge: C.U.P. · Greenall, S. & M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P. · Hewings. M. 1999 English Grammar in Use. Advanced. 1985. Cambridge: C.U.P. Cambridge: C.U.P. · Jones, Leo. 2001. New Cambridge Advanced English. Cambridge, CUP. · Littlejohn, A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P. · McCarthy, M. & F. O?Dell. 1996. English Vocabulary in Use.(Advanced) Cambridge: C.U.P. · O?Connell, Sue. 1992. Focus on Advanced English. London, Nelson. · Quirk, R.



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<b>Complementary</b>	<p>- Edwards, Lynda and Jacky Newbrook (2014). Gold Advanced. Maximiser with key..</p> <p>- Jones, Leo (2001). New Cambridge Advanced English. Cambridge, CUP.</p> <p>- Mann, M. (2008). Destination C1&amp;amp;amp;C2: grammar and vocabulary. MacMillan</p> <p>- Quirk, R. and Greenbaum, S. (1985). A University Grammar of English. London, Longman</p> <p>- Swan, M. (1996). Practical English Usage. Oxford: O.U.P.</p> <p>- Tims, Nicholas et al. ( 2014). Face2face Advanced Workbook. Cambridge, UK: CUP ISBN 1107690587</p> <p>- Vince, Michael (2009). Advanced Language Practice. English Grammar and Vocabulary. (WITH KEY) MacMillan Publishers</p> <p>Estes 7 libros son para referencia e estudo soamente. · Allsop, J.&amp; P. Watcyn-Jones. 1990. Test Your Phrasal Verbs. London: Penguin.· Allsop, J.&amp; P. Watcyn-Jones. 1990. Test Your Prepositions. London: Penguin.· Beaumont, D.&amp; C. Granger. 1991. Heinemann English Grammar. Oxford: Heinemann.· Collie, J.&amp; S. Slater. 1992. Cambridge Skills for Fluency: Listening 3 (and 4).Cambridge: C.U.P.· Collie, J.&amp; S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3 (and 4).Cambridge: C.U.P.· Greenall, S.&amp; D. Pye. 1993. Cambridge Skills for Fluency: Reading 3 (and 4). Cambridge:C.U.P.· Greenall, S.&amp; M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P.· Hewings. M.1999 English Grammar in Use. Advanced. 1985. Cambridge: C.U.P. Cambridge:C.U.P.· Jones, Leo.2001. New Cambridge Advanced English.Cambridge, CUP. · Littlejohn,A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P.· McCarthy, M.&amp; F. O'Dell. 1996. English Vocabulary in Use.(Advanced) Cambridge: C.U.P. · O'Connell, Sue. 1992. Focus on Advanced English. London, Nelson. · Quirk, R. and Greenbaum, S. 1985. A University Grammar of English. London, Longman.· · Side, Richard and Guy Wellman. 2000. Grammar and Vocabulary for CAE and CPE. London: Longman. · Swan, M.&amp; C. Walter. 1997. How English Works. Oxford: O.U.P.· Swan, M.1996. Practical English Usage. Oxford: O.U.P. · Thomson, A.J.&amp; A.V. Martinet. 1993. A Practical English Grammar. Oxford: O.U.P.(4th edition; this grammar is supplemented with two exercise books with answerkey). · Tims, Nicholas . 2009. Face2faceAdvanced Workbook. Cambridge, CUP.·Vince,Michael. 2009. Advanced Language Practice. English Grammar and Vocabulary. MacMillanPublishers. (WITH KEY)</p>
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### 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

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