



| Teaching Guide      |   |        |                              |         |
|---------------------|---|--------|------------------------------|---------|
| Identifying Data    |   |        |                              | 2019/20 |
| Subject (*)         | Use of English 1  | Code   | 613G03020                    |         |
| Study programme     | Grao en Inglés: Estudos Lingüísticos e Literarios   |        |                              |         |
| Descriptors         |   |        |                              |         |
| Cycle               | Period  | Year   | Type                         | Credits |
| Graduate            | 1st four-month period   | Third  | Obligatory                   | 6       |
| Language            | English   |        |                              |         |
| Teaching method     | Face-to-face  |        |                              |         |
| Prerequisites       |   |        |                              |         |
| Department          | Letras  |        |                              |         |
| Coordinador         | Perez Janeiro, Purificacion   | E-mail | purificacion.pjaneiro@udc.es |         |
| Lecturers           | Perez Janeiro, Purificacion   | E-mail | purificacion.pjaneiro@udc.es |         |
| Web                 |   |        |                              |         |
| General description | Further study of the use of English. Production and analysis of spoken and written material from different contexts. Desired learning outcome in terms of linguistic competence: consolidation of C1. |        |                              |         |

| Study programme competences / results |  |
|---------------------------------------|--|
| Code                                  | Study programme competences / results  |
| A1                                    | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.   |
| A2                                    | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual. |
| 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.   |
| A21                                   | Coñecer a evolución histórica externa e interna da lingua inglesa.   |
| 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.                     |
| B7                                    | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.                      |
| C2                                    | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |

| Learning outcomes  |                                       |    |    |
|--|---------------------------------------|----|----|
| Learning outcomes  | Study programme competences / results |    |    |
|  | results                               |    |    |
| Students will have developed strategies for acquiring new vocabulary and for consolidation of known items  | A1                                    | B1 | C2 |
| Students will know about the importance of correct collocation; an understanding of shades of meaning will be acquired.  | A2                                    | B3 |    |
| Students will realize the importance of adequate registers, formats, styles and contexts.  | A6                                    | B4 |    |
| Apart from acquiring theoretical knowledge, students will be encouraged to put their skills into practice.   | A9                                    | B6 |    |
| Self-study and self-criticism are essential at this level, and students will be reminded of their role and responsibility in the teaching-learning process of which they are a part. | A10                                   | B7 |    |
|  | A15                                   |    |    |
|  | A21                                   |    |    |
| Be able to write different kinds of texts with different objectives  | A15                                   |    |    |
| Familiarization with different accents and registers.  | A6                                    | B5 |    |
|  | A9                                    |    |    |
|  | A15                                   |    |    |



| Contents  |   |
|---|---|
| Topic   | Sub-topic   |
| 1. Introductory aspects of learning vocabulary and structures in a context. | Learning strategies; types of meaning; dictionary use (different types); collocation; register; connotations and cultural associations. |
| 2. Word formation   | Abbreviations and acronyms; prefixes; suffixes; word-building; language enrichment through contact; similar but different words.        |
| 3. Texts and Contexts   | Different discourses  |
| 4. Academic English   | Fields: Essays. Academic vocabulary. Presentations  |
| 5. Professional English   | Fields: Business. English for Science and technology  |
| 6. Idioms. Metaphors  | Vocabulary  |

| Planning                        |                          |                                      |                               |             |
|---------------------------------|--------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies / Results   | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Introductory activities         | B5 B6 C2                 | 5                                    | 0                             | 5           |
| Diagramming                     | A1 A2 A21 B3             | 10                                   | 20                            | 30          |
| Guest lecture / keynote speech  | B4                       | 20                                   | 41                            | 61          |
| Mixed objective/subjective test | A2 A6 A10 A15 B7 C2      | 2                                    | 14                            | 16          |
| Supervised projects             | A2 A6 A9 A15 B1 B6<br>B7 | 2                                    | 16                            | 18          |
| Speaking test                   | A6 A9 C2                 | 2                                    | 16                            | 18          |
| Personalized attention          |                          | 2                                    | 0                             | 2           |

(\*)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 aspects of learning vocabulary; types of meaning; dictionary use (different types); collocation, register; connotations                            |
| Diagramming                     | The use of diagrams and outlines for understanding and assimilating the finer points of new vocabulary.   |
| Guest lecture / keynote speech  | In the large group sessions, the teacher gives explanations and guidance on how to make the most of the material presented.                                     |
| Mixed objective/subjective test | Completion of different types of written exercises; distinguishing between usage and meanings; explanation of differences; transformation of phrases/sentences. |
| Supervised projects             | Written essays on varied topics related to class work.  |
| Speaking test                   | Individual/pairs interview; comprehension questions; testing of oral skills. Interaction and communication of ideas, opinions, etc. Communicative competence.   |

| Personalized attention |   |
|------------------------|---|
| Methodologies          | Description   |
| Speaking test          | <p>Both the lecturer and the assistant are available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, we can also be reached via e-mail.</p> <p>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 <a href="http://www.udc.es/cufie/uadi/">http://www.udc.es/cufie/uadi/</a>, or by phone ext. 5622, or via email: <a href="mailto:adi@udc.es">adi@udc.es</a>.</p> |



## Assessment

| Methodologies                   | Competencies / Results | Description   | Qualification |
|---------------------------------|------------------------|---|---------------|
| Supervised projects             | A2 A6 A9 A15 B1 B6 B7  | Two assignments on topics related to class work. The mark for this part will be the average of the two pieces. See below for deadlines.                         | 20            |
| Mixed objective/subjective test | A2 A6 A10 A15 B7 C2    | Completion of different types of written exercises; distinguishing between usage and meanings; explanation of differences; transformation of phrases/sentences. | 50            |
| Speaking test                   | A6 A9 C2               | Individual/pairs interview; comprehension questions; testing of oral skills. Interaction and communication of ideas, opinions, etc. Communicative competence.   | 30            |

## Assessment comments

Essays may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario). Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.

Deadlines for assignments: Last week October and last week November Both pieces of work must be handed in on time for them to be taken into consideration with the rest of the marks in the first opportunity for assessment.

You will be required to sign in at every session (whole group, interactive and tutorial groups). Regular attendance is an indication of your interest in the subject. The deadlines for the handing in of work and for the oral exams must be adhered to. Any circumstance which prevents a student from fulfilling his/her obligations must be justified in writing, with adequate documentary proof.

Written test: on the date approved by Xunta de Facultade (first opportunity at the end of the semester). This exam date is not negotiable. Oral exam: between the end of November and beginning of December. Specific dates and times will be announced. A 5 out of 10 is necessary in each section of the assessment in order to pass this subject.

The second opportunity in July, according to the date fixed in the academic calendar, will be based on the repetition of the parts(s) not already passed, maintaining the same percentages. If the "supervised projects" (assignments) part is failed in the first opportunity, students must present two new pieces of work. with deadlines during the second semester and which will be before the exam period begins. The repeat oral exam, if a student fails in the first opportunity, will take place BEFORE the exam period begins. The July opportunity is not intended as a way of improving marks in sections already passed; it is only for resitting the parts which a student has failed.

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 will obtain a "no presentado" (absent from assessment) if they do not attend the exams (written test and oral) and if they do not hand in any work. If you fail the first opportunity and do not attend the second opportunity, your mark will be SUSPENSO (FAIL). Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

## Sources of information

|       |   |
|-------|---|
| Basic | <ul style="list-style-type: none"><li>- McCarthy, M. &amp; Felicity O'Dell. ISBN-13: 978-0521677462 (2006). English Vocabulary in Use Advanced with Answers and CD-ROM. Cambridge: CUP</li><li>- Mc Carthy, M &amp; Felicity O'Dell. (2008). Academic Vocabulary in Use. Cambridge: CUP</li></ul> |
|-------|---|



|                      |  |
|----------------------|--|
| <b>Complementary</b> | <ul style="list-style-type: none"><li>- McCarthy, M. &amp; Felicity O'Dell. ISBN-13: 978-0521684187 (2007). English Phrasal Verbs in Use: Advanced. Cambridge: CUP</li><li>- O'Dell, Felicity &amp; M. McCarthy. ISBN-13: 978-0521707800 (2008). English Collocations in Use: Advanced . Cambridge: CUP</li><li>- O'Dell, Felicity &amp; M. McCarthy. ISBN-13: 978-0521744294 (2010). English Idioms in Use Advanced with Answers. Cambridge: CUP</li><li>- Fowler, R. (1981). Literature as Social Discourse. Harlow: Pearson</li><li>- Mascull, B. (2002). Business Vocabulary in Use. Cambridge:CUP</li></ul> |
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## Recommendations

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

Lingua Inglesa 1/613G03003  
Lingua Inglesa 2/613G03008  
Lingua Inglesa 3/613G03015  
Lingua Inglesa 4/613G03019

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

Attendance in all classes is necessary in order to be up-to-date in the learning process.&nbsp; Tasks should be fulfilled within the time limits and following the guidelines.

The dates for the oral exams will be announced in good time. Failing to attend the oral exam session, or the&nbsp;written exam&nbsp;means losing the first opportunity for these sections of the assessment. In this case, therefore, a student will only have the chance of the second (July) opportunity for resits.&nbsp;

Attending class allows you to understand the subject better, to acquire individual and collective competence, continuous learning, direct interaction with other students, and the possibility of participating more actively in the teaching-learning methodology. May we remind you that UDC is not a distance-learning university, but one in which students are expected to be present.&nbsp; In certain cases, officially approved by the University, students may opt out of the obligation to attend classes. Otherwise, you are expected to attend and your absences will be duly noted.

**(\*)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.**