



## IDENTIFYING DATA

### Modern language: Language 2, 1: English

Subject	Modern language: Language 2, 1: English			
Code	V01G230V01105			
Study programme	Name of qualification in original language			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	9	Basic education	1st	1st
Teaching language	English			
Department				
Coordinator	Martínez Insua, Ana Elina			
Lecturers	Martínez Insua, Ana Elina			
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Web				
General description	The subject aims to achieve and consolidate communicative and linguistic skills at the level of a competent user. The joint objective of Language 2, I: English and Language 2, II: English is to achieve the oral and written, passive and also active competences of level B2+ (European Framework of Reference). The course will have a practical orientation			

## Training and Learning Results

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
C1	Mastery of foreign languages.
C4	To know the language norms and use of the working languages.
C10	Teamwork skills.
C13	Optimization of note-taking, summary writing, synthesis and rewording.
C18	Ability to put knowledge into practice.
C24	Independent-learning skills.
C27	Critical-thinking skills.
C30	Mastery of languages.
D2	Knowledge of a second and a third foreign language.
D9	Critical-thinking skills.
D10	Appreciation of diversity and multiculturalism.
D12	Teamwork skills.
D15	Independent-learning skills.
D17	Understanding of other cultures and customs.
D22	Ability to put knowledge into practice.
D23	individually

## Expected results from this subject

Expected results from this subject	Training and Learning Results
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Acquire and improve the skills necessary to express oneself orally with appropriate vocabulary and organisation.	A1	C1	D2
	A2	C4	D9
	A4	C13	D10
		C18	D15
		C24	D17
		C27	D22
		C30	D23
Understand grammatical aspects essential for the organisation of oral discourse.	A1	C1	D2
	A2	C4	D9
		C13	D15
		C18	D17
		C24	D22
		C27	D23
		C30	
Develop listening and speaking skills for both specific and general information, in formal and informal registers.	A1	C1	D2
	A2	C4	D9
	A4	C10	D10
		C13	D15
		C18	D17
		C24	D22
		C27	D23
Encourage oral expression skills through teamwork.		C30	
	A4	C4	D9
		C10	D12
		C13	D22
		C18	
		C27	

## Contents

### Topic

1. Use of English and Vocabulary	<p>Use of English:</p> <ul style="list-style-type: none"> <li>- (In)Direct questions</li> <li>- Verbal tenses: <ul style="list-style-type: none"> <li>· Narrative tenses</li> <li>· Future forms</li> <li>· Present perfect and Past simple</li> <li>· Present perfect simple and Present perfect continuous</li> <li>· Future perfect and future continuous</li> </ul> </li> <li>- Passive voice</li> <li>- Modality: <ul style="list-style-type: none"> <li>· Expression of habits</li> <li>· Expression of regrets and wishes</li> <li>· Expression of prohibitions, obligation, permission, ability, etc.</li> </ul> </li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- Phrasal verbs, prepositional phrases, collocations, idioms, etc.</li> </ul>
2. Pronunciation	<ul style="list-style-type: none"> <li>- Voiced vs. voiceless sounds</li> <li>- Vowels and consonants</li> <li>- Phonemes and allophones: The IPA chart</li> <li>- Sounds and spellings</li> <li>- Word stress and sentence stress</li> <li>- Strong and weak vowels</li> <li>- Syllables</li> <li>- Words</li> <li>- Intonation</li> <li>- Statements and questions</li> <li>- Other intonation patterns</li> <li>- Accent</li> </ul>

### 3. Listening

- Strategies:
  - Listening for general meaning and for specific information
  - Coping with unknown vocabulary
  - Coping with different accents

- Listening practice:
  - Discussions
  - Monologues
  - Dialogues
  - Conversations
  - Interviews (TV, radio, web streaming, etc)

Examination-type listening comprehension tasks at upper-intermediate and advanced levels.

All of the above touching on interesting and varied topics and being taken from various sources.

### 4. Speaking

Oral production practice and comprehension on a wide variety of topics.

Class activities will aim to stimulate the practise of oral production through some of but not limited to the following:

- Lively class and group discussions.
- Class debates.
- Developing and practising short monologues on societal issues.
- Presentations.
- Interviews.

### Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Lecturing	24	20	44
Debate	6	12	18
Presentation	6	12	18
Autonomous problem solving	10	25	35
Problem solving	15	20	35
Problem and/or exercise solving	10	25	35
Objective questions exam	8	12	20
Presentation	6	12	18

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

### Methodologies

	Description
Introductory activities	Presentation of the subject to the students and general orientation about it. Initial diagnosis to detect students' prior knowledge and discover their interests and motivations. Detailed explanation of the assessment process to be followed in the subject.
Lecturing	Presentation and explanation of the contents of the subject.
Debate	Practical sessions. Group conversation activities related to communication skills.
Presentation	Oral proficiency test(s) to be assessed by means of classroom presentations by students.
Autonomous problem solving	Analysis and resolution of practical exercises related to the theoretical contents and communicative skills worked on in the subject and taken from different sources, to be carried out autonomously by the students inside or outside the classroom.
Problem solving	Analysis and resolution of practical exercises related to the theoretical contents and communicative skills worked on in the subject and taken from different sources.

### Personalized assistance

Methodologies	Description
Problem solving	Personalised attention is understood to mean attention in the classroom and during tutoring hours, as well as attention via the e-learning platform. The objectives of personalised attention include general guidance on the subject, the promotion of learning strategies, offering indications on assignments and exercises, analysing the results obtained in tests already taken or advice on how to pass the course. It is recommended that students inform in advance of their intention to attend a tutoring session. The time and day must be agreed by email.

Autonomous problem solving	Personalised attention is understood to mean attention in the classroom and during tutoring hours, as well as attention via the e-learning platform. The objectives of personalised attention include general guidance on the subject, the promotion of learning strategies, offering indications on assignments and exercises, analysing the results obtained in tests already taken or advice on how to pass the course. It is recommended that students inform in advance of their intention to attend a tutoring session. The time and day must be agreed by email.
Presentation	Personalised attention is understood to mean attention in the classroom and during tutoring hours, as well as attention via the e-learning platform. The objectives of personalised attention include general guidance on the subject, the promotion of learning strategies, offering indications on assignments and exercises, analysing the results obtained in tests already taken or advice on how to pass the course. It is recommended that students inform in advance of their intention to attend a tutoring session. The time and day must be agreed by email.

Assessment					
	Description	Qualification	Training and Learning Results		
Problem and/or exercise solving	Assessment of the linguistic and communicative content of the 'Use of English and Vocabulary' (30% of the final mark) and 'Pronunciation' (20% of the final mark) components taught in the theory classes (master classes).	50	A1	C1 C4 C10 C13 C18 C30	D2 D12 D15 D22 D23
Objective questions exam	Assessment of the 'Listening' component (listening comprehension, 25%) by means of short-answer and multiple-choice exercises.	25	A1	C1 C4 C10 C13 C18 C27 C30	D2 D9 D10 D12 D15 D17 D22 D23
Presentation	Assessment of oral competence by means of classroom presentations by students.	25	A1 A2 A4	C1 C4 C10 C13 C18 C27 C30	D2 D9 D12 D15 D17 D22 D23

### Other comments on the Evaluation

General considerations

The mastery of the linguistic and communicative competences of this subject will be assessed by means of several partial tests for each of the skills specified in this teaching guide. The specific dates for each test will be announced by the teachers in the classroom well in advance.

The final grade for the subject will be calculated taking into account all the skills worked on throughout the term, with the distribution indicated in the previous section and detailed below:

Use of English & Vocabulary: 30%.

Pronunciation: 20%.

Listening: 25%

Speaking: 25%

In the first edition of the report there are two assessment systems: continuous and single. The default mode will be continuous assessment, unless the student expressly notifies his/her preference for the single assessment system. Students who opt for single assessment must notify the subject teacher before the end of the second week of class.

Participation in one of the assessment systems implies the impossibility of participating in the other. The completion of one or more partial tests implies the acceptance of the continuous assessment system by the students; likewise, absence from one or more partial tests implies that the subject will be followed by single assessment.

Students assessed by the continuous assessment system will not be able to sit the official single assessment exam in the first edition of the reports. Their mark in the first edition of the reports corresponds to the computation of the marks obtained in the test(s) taken. The official single assessment exam in the first edition of the minutes cannot be considered as a make-up exam to pass the parts of the skills failed in the continuous assessment.

## FIRST EDITION OF REPORTS

## CONTINUOUS ASSESSMENT

In order to be assessed by the continuous assessment system, it is essential that the student participates in all the assessment tests that take place during the four-month period, as well as handing in the activities on the dates indicated.

The assessment tests will take place during school hours, unless previously agreed with the teacher(s). The specific dates will be announced in class at the beginning of the term or sufficiently in advance for their preparation.

In order to pass the subject as a whole, it will be essential to obtain a minimum mark of 5 points overall (out of 10), with 5 points being the minimum mark required in each of the partial tests:

Use of English & Vocabulary: 30%.

Pronunciation: 20%.

Listening: 25%

Speaking (presentation): 25%.

In other words, it is necessary to pass each of the skills of the subject with a minimum mark of 5, and failure in one of the skills implies an overall failure in the subject in this edition of reports. The same conditions will be applied in the second edition of the reports, regardless of the evaluation system.

Students will be able to take the exam in the second edition of the reports only for the failed part(s). If the student does not pass at this second opportunity, they will have to take all the skills in subsequent years: no partial marks will be kept for the different skills from one year to the next.

## SINGLE ASSESSMENT

The single assessment will take place on the official date approved by the FFT Board. It is the student's responsibility to check the dates on the Faculty's website.

The final grade of students who choose this single assessment system will be calculated on the basis of the grades obtained

on this official date. The test will consist of the parts necessary to assess all the skills taught during the term, parallel to the continuous assessment system, except for different indications by the teaching staff. The value of each of the skills in the qualification will be equal to that in the continuous assessment:

Use of English & Vocabulary: 30%.

Pronunciation: 20%.

Listening: 25%

Speaking (oral exam): 25%.

In order to pass the subject it will be necessary to achieve a minimum mark of 5 points as an overall mark, with 5 points being the minimum mark required in each of the skills assessed. That is to say: it is necessary to pass each of the skills of the subject with 5, and failure in one of the skills implies an overall failure in the subject in this edition of the reports.

Students will be able to take the exams in the second edition of the minutes only for the failed part(s). If the student does not pass at this second opportunity, they will have to take the exam for all the skills in the following academic year: no partial marks will be kept for the different skills from one academic year to the next.

## SECOND EDITION OF THE REPORTS

The exams in the second edition of the reports, regardless of the modality chosen in the first edition of the reports, will take place on the official date approved by the FFT Board. It is the student's responsibility to check the dates on the Faculty's website. Students who have to make up the oral presentation will agree on the time of an oral exam with the teacher(s) of the subject.

The final grade of students who take this single assessment system will be calculated on the basis of the grades obtained on this official date. The test will consist of the parts necessary to assess all the skills taught during the four-month period. The value of each of the skills in the grade will be equal to the continuous assessment:

Use of English & Vocabulary: 30%.

Pronunciation: 20%

Listening: 25%

Speaking (oral exam): 25%

In order to pass the subject, it is necessary to achieve a minimum mark of 5 points as an overall mark, with 5 points being the minimum mark required in each of the skills assessed. That is to say: it is necessary to pass each of the skills of the subject with 5, and failure in one of the skills implies an overall failure in the subject in this edition of the reports.

Students will be able to take the exams in the second edition of the reports only for the failed part(s). If the student does not pass this second opportunity, they will have to take the exam for all the skills in the following academic year: partial marks for the different skills are not kept from one academic year to the next.

Remarks

Assessment will take into account not only the relevance and quality of the content of the answers but also their linguistic

and stylistic correctness. If this is not the case, the evaluation test may result in a fail.

Total or partial plagiarism in any type of work or activity will result in an automatic failure in the subject as a whole, regardless of the tests already taken and/or passed. Claiming ignorance of what plagiarism entails will not exempt students from their responsibility in this respect.

It is the student's responsibility to check email regularly, to consult materials and news via the e-learning platform, and to be aware of the dates on which the assessment tests will take place. Single assessment dates are announced on the FFT website. Continuous assessment dates are announced in class well in advance, except for spontaneous tests. The teaching staff is not obliged to communicate the dates of assessment via the e-learning platform.

If, due to any health-related circumstance, face-to-face exams cannot be held, the affected assessment test(s) may be considered to be carried out via the e-learning platform and/or via Campus Remoto.

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## Sources of information

### Basic Bibliography

### Complementary Bibliography

Eales, Frances, Steve Oakes and Louis Harrison, **Speakout. Upper Intermediate Student's Book (with ActiveBook)**, 2nd, Pearson Education Limited, 2015

Doff, Adrian; Thaine, Craig; Puchta, Herbert; Stranks, Jeff & Lewis-jones, Peter, **Empower. Student's book (with digital pack)**, 9781108961318, 2nd, Cambridge, 2022

Foley, M. and D. Hall, **MyGrammarLab. Intermediate**, 1st, Pearson Education Limited, 2012

Eales, Frances, Steve Oakes and Louis Harrison, **Speakout Upper Intermediate. Workbook with key**, 2nd, Pearson Education Limited, 2015

Vince, M., **Macmillan English Grammar in Context. Intermediate**, Macmillan, 2008

**Voice of America: American English Listening and Reading Resources**, <https://learningenglish.voanews.com>,  
**BBC Learning English**, <https://www.bbc.co.uk/learningenglish/>,

**British Council Learn English**, <https://learnenglish.britishcouncil.org>,

**The Guardian**, <https://www.theguardian.com/us>,

**Cambridge Dictionary online**, <https://dictionary.cambridge.org/es/>,

**Oxford Learners' Dictionaries**, <https://www.oxfordlearnersdictionaries.com>,

**Oxford University Press: Learning resources**, [https://elt.oup.com/learning\\_resources/](https://elt.oup.com/learning_resources/),

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## Recommendations

### Subjects that continue the syllabus

Modern language: Language 2, II: English/V01G230V01205

Language 2, III: English/V01G230V01305

Language 2, IV: English/V01G230V01405

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## Other comments

It is compulsory for all students to upload a photo to the e-learning platform during the first week of class. The photo must be a passport photo or sufficiently clear to show the student's face. Assessment marks will not be published for students who do not provide a photo.

Consistent and serious engagement in the study of the subject is recommended. Students who do not have the starting level (minimum B1+) will have to look for English language training and prepare autonomously.

Students' daily and autonomous work is essential to follow and pass the subject. It should be borne in mind that the hours spent in the classroom are only part of the total hours of work necessary to pass the subject; in no case do they represent the total number of hours that students will have to devote to the subject. In this sense, it is highly recommended that the material handled by the students is not limited to that seen in the classroom sessions. It is recommended that time be devoted to reading newspapers, books and magazines in English, watching videos, films, series in English, etc.

Students must respect the copyright of both the books used as teaching support and the original materials produced and provided by teachers in the classroom or through MooVi.

During classes, students may not use mobile devices (telephone, tablet, PDA or similar) or computers, unless the teacher allows or requires the use of these devices for teaching purposes.

The use of dictionaries, notes and electronic devices (mobile phones, tablets, computers, etc.) is not permitted during exams.

It is the student's responsibility to have the necessary telematic means available in order to keep track of the subject and any possible assessment tests. In the event of any technical problem that makes it difficult to access virtual teaching, students should inform the university's technical services (SAUM) as soon as possible, where they will be able to receive advice.

The criteria described here will also apply to external students (Erasmus, etc.). In the event of not being able to access MooVi, external students should contact the subject teaching staff as soon as possible.

If there are students belonging to the Senior Programme in the subject, their assessment process may be different from that applied to the rest of the students and will be agreed with the teacher(s) sufficiently in advance.

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