**IDENTIFYING DATA**

**Language 2, IV: English**

| | |
|---|---|
| Subject | Language 2, IV: English |
| Code | V01G230V01405 |
| Study programme | Name of qualification in original language |

| Descriptors | ECTS Credits | Choose | Year | Quadmester |
|---|---|---|---|---|
| | 6 | Mandatory | 2nd | 2nd |

| | |
|---|---|
| Teaching language | English |
| Department | |
| Coordinator | Martínez Insua, Ana Elina |
| Lecturers | Llantada Díaz, María Francisca |
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| Web | http://moovi.uvigo.gal |
| General description | This subject aims to achieve and consolidate communicative and linguistic skills in English, paying special attention to the learning of grammar and vocabulary (Use of English: Grammar and Vocabulary) and to the skills of reading comprehension (Reading) and writing (Writing). The course will have a practical orientation.<br><br>The theoretical and practical materials will follow a high advanced level C1+, according to the standards of the Common European Framework of Reference for Languages. |

**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. |
| A5 | Students will acquire the learning skills that are required to pursue further studies with a high degree of independence. |
| C1 | Mastery of foreign languages. |
| C2 | Knowledge of foreign cultures and civilizations. |
| C4 | To know the language norms and use of the working languages. |
| C8 | Information/documentation search 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. |
| D4 | Problem-resolution skills. |
| D9 | Critical-thinking skills. |
| D10 | Appreciation of diversity and multiculturalism. |
| D15 | Independent-learning skills. |
| D17 | Understanding of other cultures and customs. |
| D18 | Creativity. |
| D22 | Ability to put knowledge into practice. |
| D23 | individually |

## Expected results from this subject

| Expected results from this subject | Training and Learning Results | | |
|---|---|---|---|
| - Enlarge lexical, grammatical and textual repertoire to more specific formal and informal contexts. | A1 A2 A4 | C1 C2 C4 C8 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D22 D23 |
| - Develop autonomous learning in the application of grammatical and lexical knowledge to written contexts (reading and writing texts). | A1 A2 A4 A5 | C1 C2 C4 C8 C13 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D18 D22 D23 |
| - Improve the ability to understand and express oneself in writing (reading and writing) for subsequent application to professional practice. | A1 A4 A5 | C1 C2 C4 C8 C13 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D17 D22 D23 |
| - Foster a sense of linguistic awareness of the English language, its grammatical and lexical mechanisms and its forms of expression. | A1 A2 A4 A5 | C1 C2 C4 C8 C13 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D17 D18 D22 D23 |

## Contents

| Topic | |
|---|---|
| 1. Use of English and Vocabulary | Use of English:<br>· Comparative and superlative structures<br>· Conditionals and passives (review)<br>· Emphasis and Inversion<br>· Reduced and participle clauses<br><br>Vocabulary:<br>Idioms, phrasal verbs, collocations, register, etc. |
| 2. Reading | · Comprehension of fiction and non-fiction books, journals, newspapers, promotional and informational materials.<br>· Understanding of written English at word, phrase (phrasal verb and idiomatic expressions), sentence, paragraph and whole text level.<br>· Interpreting textual register, and writer/audience relationship concerning ideas, opinions, suggestions, and attitudes.<br>· Understanding cohesion, structure and organisation of the text. |
| 3. Writing | · Summary<br>· Proposal<br>· Essay (e.g. Opinion essay) |

## Planning

| | Class hours | Hours outside the classroom | Total hours |
|---|---|---|---|
| Introductory activities | 2 | 0 | 2 |
| Lecturing | 4 | 15 | 19 |
| Autonomous problem solving | 11 | 22 | 33 |
| Problem solving | 15 | 15 | 30 |

| | | | |
|---|---|---|---|
| Essay questions exam | 6 | 20 | 26 |
| Objective questions exam | 4 | 20 | 24 |
| Problem and/or exercise solving | 6 | 10 | 16 |

*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 | Explanation of course contents. |
| Autonomous problem solving | 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 | 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 implies 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. Appointments must be made via email. |

| Tests | Description |
|---|---|
| Objective questions exam | Personalised attention implies 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. Appointments must be made via email. |

## Assessment

| | Description | Qualification | Training and Learning Results | | |
|---|---|---|---|---|---|
| Essay questions exam | 3 writing tasks: summary, proposal, essay. | 40 | A1 A2 A4 A5 | C1 C2 C4 C8 C13 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D17 D18 D22 D23 |
| Objective questions exam | Evaluation of the 'Reading' skill by means of short-answer or multiple-choice exercises. | 25 | A1 A2 A4 A5 | C1 C2 C4 C8 C13 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D17 D18 D22 D23 |
| Problem and/or exercise solving | Evaluation of the 'Use of English and Vocabulary' skill by means of different types of exercises. | 35 | A1 A2 A4 A5 | C1 C2 C4 C8 C13 C18 C24 C27 C30 | D2 D4 D9 D10 D15 D17 D18 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: 35%.

Reading: 25%

Writing: 40%

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

**Remarks**

The assessment will take into account not only the relevance and quality of the content of the answers but also their linguistic and stylistic correctness. Otherwise, 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 constitutes plagiarism 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 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 assessment dates via the teledocency platform.

If, for any health-related reason, 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.

**Sources of information**

**Basic Bibliography**

Capel, A. and W. Sharp, **Objective Proficiency [Student's Book]**, Cambidge University Press, 2002

Gude, K. & Stephens, M., **CAE Result [Student's Book]**, Oxford U P, 2014

Gude, K. & Stephens, M., **CAE Result [Workbook]**, Oxford U P, 2014

Hall, E., **Objective Proficiency [Workbook]**, Cambidge University Press, 2002

Hewings, Martin & Haines, Simon, **Grammar and vocabulary for advanced: with answers**, Cambridge University Press, 2015

**Complementary Bibliography**

Cohen, Robert F. & Miller, Judy L., **North Star reading and writing**, Longman, 2004

Hewings, Martin, **Advanced grammar in use. A self-study reference and practice book for advanced learners of English with answers and CD-ROM**, Cambridge University Press, 2013

Mann, Malcolm & Taylore-Knowles, Steve, **Improve Your Skills: Writing for Advanced (with key answers and MPO pack)**, Macmillan Education, 2014

Mann, Malcolm & Taylore-Knowles, Steve, **Improve Your Skills: Reading for Advanced (with key answers and MPO pack)**, Macmillan Education, 2014

Mann, Malcolm & Taylore-Knowles, Steve, **Improve Your Skills: Use of English for Advanced (with key answers and MPO pack)**, Macmillan Education, 2014

McCarthy, Michael & O'Dell, Felicity, **English phrasal verbs in use. Advanced**, Cambridge University Press, 2017

O'Dell, Felicity & McCarthy, Martin, **English idioms in use. Advanced**, Cambridge University Press, 2017

O'Dell, Felicity & McCarthy, **English collocations in use. Advanced**, Cambridge University Press, 2017

**Recommendations**


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

Modern language: Language 2, 1: English/V01G230V01105

Modern language: Language 2, II: English/V01G230V01205

**Other comments**

All students must 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 study of the subject is recommended. Students who do not have the required level (minimum C1) will have to seek English language training on their own.

Daily and autonomous work by the students 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 dedicate 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 should be reminded that they 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 the teaching support platform.

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 the distance learning platform, 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 subject teaching staff sufficiently in advance.