



IDENTIFYING DATA

English I

Subject	English I			
Code	P52G381V01209			
Study programme	(*)Grao en Enxeñaría Mecánica			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	2nd	2nd
Teaching language	English			
Department				
Coordinator	Tomé Rosales, María de los Ángeles			
Lecturers	Beasley , Jeffrey Foley , Mary Christina Rich Stephens, Christopher Martin Tomé Rosales, María de los Ángeles			
E-mail	externo.angelestome@ud.uvigo.es			
Web	http://fatic.uvigo.es			
General description	In this subject, students are expected to improve their mastery of the four basic skills of English (listening, speaking, reading, writing) at B1+ Level CEFR (Common European Framework of Reference for Languages) in order to foster the use of the language in the professional military environment.			

Competencies

Code	
B10	Ability to work in a multidisciplinary and multilingual environment.
C34	To promote, through speaking and writing in Spanish and English, communication skills to ease the transmission and understanding of orders, ideas and concepts.
D4	Oral and written proficiency in a foreign language.
D5	Information Management.
D7	Ability to organize and plan.
D8	Decision making.
D9	Apply knowledge.
D15	Objectification, identification and organization.
D17	Working as a team.
D18	Working in an international context.

Learning outcomes

Expected results from this subject	Training and Learning Results
------------------------------------	-------------------------------

OVERALL ORAL PRODUCTION	B10	C34	D4
To sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.			D5
			D7
			D8
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE			D9
To give straightforward descriptions on a variety of familiar subjects within his/her field of interest.			D15
			D17
			D18
SUSTAINED MONOLOGUE: PUTTING A CASE			
To develop an argument well enough to be followed without difficulty most of the time.			
ADDRESSING AUDIENCES			
To give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.			
To take follow up questions, but s/he may have to ask for repetition if the speech was rapid.			
OVERALL SPOKEN INTERACTION			
To communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. To exchange, check and confirm information, deal with less routine situations and explain why something is a problem. To express thoughts on more abstract, cultural topics such as films, books, music, etc.			
OVERALL WRITTEN PRODUCTION	B10	C34	D4
To write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.			D5
			D7
			D8
			D9
REPORTS AND ESSAYS			D15
To write short, simple essays on topics of interest.			D17
To summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.			D18
OVERALL LISTENING COMPREHENSION	B10	C34	D4
To understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.			D5
			D7
			D8
			D9
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS			D15
To generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.			D17
			D18
LISTENING AS A MEMBER OF A LIVE AUDIENCE			
To follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS			
To understand simple technical information, such as operating instructions for everyday equipment.			
LISTENING TO AUDIO MEDIA AND RECORDINGS			
To understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.			
OVERALL READING COMPREHENSION	B10	C34	D4
To read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.			D5
			D7
			D8
			D9
READING FOR ORIENTATION			D15
To scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.			D17
			D18
READING INSTRUCTIONS			
To understand clearly written, straightforward instructions for a piece of equipment.			
ENAAE Learning Outcome: KNOWLEDGE AND UNDERSTANDING: LO1.3.- Critical awareness of the wider multidisciplinary context of engineering [Intermediate (2)].	B10		
ENAAE Learning Outcome: INVESTIGATIONS: LO4.1.-Ability to conduct searches of literature, to consult and critically use databases and other appropriate sources of information, to carry out simulation in order to pursue detailed investigations and research of technical issues in their field of study [Intermediate (2)].			D5
ENAAE Learning Outcome: COMMUNICATION AND TEAM-WORKING: LO7.1.- Ability to communicate effectively information, ideas, problems and solutions within the engineering community and society at large [Intermediate (2)].		C34	D4
			D18

ENAAE Learning Outcome: COMMUNICATION AND TEAM-WORKING: LO7.2.- Ability to function effectively in a national and international context, as an individual and as a member of a team and to cooperate effectively with engineers and non-engineers [Intermediate (2)].

C34 D4
D7
D8
D17
D18

ENAAE Learning Outcome: LIFELONG LEARNING: LO8.1.- Ability to recognise the need for and to engage in independent lifelong learning [Basic (1)].

D8

ENAAE Learning Outcome: LIFELONG LEARNING: LO8.2.- Ability to follow developments in science and technology [Basic (1)].

D8

Contents

Topic	
Unit 1	1.1. Questions and answers 1.2. Do you believe in it?
Unit 2	2.1. Call the doctor? 2.2. Older and wiser?
Unit 3	3.1. The truth about air travel 3.2. Incredibly short stories
Unit 4	4.1. Eco-guilt 4.2. Are you a risk taker?
Unit 5	5.1. The survivors' club 5.2. It drives me mad!

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	20	20	40
Mentored work	20	20	40
Essay questions exam	30	24	54
Essay	4	4	8
Oral exam	4	4	8

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

Methodologies

	Description
Lecturing	The communicative approach is based on the idea that language learning successfully comes through interspersing different didactic methods. Theory lessons will consist of checking the theoretical knowledge students have and, consequently, teaching the contents designed for completing the knowledge students have previously acquired.
Mentored work	Theory lessons will be completed with practical sessions in which different activities will be done in order to develop students' competence in the four linguistic skills and, therefore, reach the abovementioned goals.

Personalized assistance

Methodologies	Description
Mentored work	The teachers will answer their students' questions themselves, both in the office, at the time published on the website of the college, and through the use of web-based technology (e-mail, videoconferences, FAITIC forums, etc.) on appointment.
Tests	Description
Oral exam	The teachers will answer their students' questions themselves, both in the office, at the time published on the website of the college, and through the use of web-based technology (e-mail, videoconferences, FAITIC forums, etc.) on appointment.
Essay	The teachers will answer their students' questions themselves, both in the office, at the time published on the website of the college, and through the use of web-based technology (e-mail, videoconferences, FAITIC forums, etc.) on appointment.

Assessment

Description	Qualification	Training and Learning Results
-------------	---------------	-------------------------------

Essay questions exam	Taking into account both the methodologies and the different activities done throughout the whole term (whose main objective is the acquisition of the learning outcomes), the following is the percentage of the global mark corresponding to each part of the exam: Reading - 20% Listening - 20% Writing - 30% Speaking - 30% Global - 100% Exams (2 per term) 70% Exam 1 - 30% Exam 2 - 40%	70	B10	C34	D4 D8 D9 D15 D17 D18
Essay	Activity (15%)	15	B10	C34	D4 D5 D7 D8 D9 D15 D17 D18
Oral exam	Activity 2 (15%)	15	B10	C34	D4 D5 D7 D8 D9 D15 D17 D18

Other comments on the Evaluation

The main goal of the subject is to assess the learning of all of the contents. Exams must be complete, i. e., they will cover all of the contents, since the main goal is to assess what students know about the subject in general, not about a part of it. The mid-term exam will be worth 30% of the overall mark of the continuous assessment, and the final exam will be worth 40% since the latter covers all of the contents taught throughout the term. Moreover, in the final exam, it will be necessary to fulfil the following condition:

1. Obtain at least 40% on each of the four parts of the exam, corresponding to the four linguistic skills.

If the student does not fulfil the abovementioned requirement, the mark of the part of the exam where the student has got the highest mark will become the mark of the final exam and, therefore, of the continuous assessment. This mark will never be higher than 3/10 (3 out of 10) since this is the highest possible mark in each of the two parts of the exam whose marks are the highest (writing and speaking). To pass the subject via continuous assessment, the student should get at least 5 points as a whole.

Ordinary and/or extraordinary exam

In order to pass this exam, it will be necessary to fulfil the following condition:

1. Pass (get at least half of the points on) each of the four parts of the exam, corresponding to the four linguistic skills.

If the student does not fulfil the abovementioned requirement, the mark of the part of the exam where the student has got the highest mark will become the mark of the exam and, therefore, of the assessment. This mark will never be higher than 3/10 (3 out of 10) since this is the highest possible mark in each of the two parts of the exam whose marks are the highest (writing and speaking).

Both in the exams which make up the continuous assessment (mid-term exam and final exam) and in the ordinary and extraordinary exams, all of the students, independently of the class group (1, 2, 3 or 4) they belong to, are being assessed of the same compulsory subject of the Degree in Mechanical Engineering of the Defense College, English I. Consequently, for the speaking part of the exam, students will be grouped by following objective and consistent criteria. Although, if possible, the grouping of students to do the abovementioned part of the exam will aim to be similar to class groups, this will not be compulsory.

IMPORTANT NOTES:1. During the time students are sitting exams, they will be banned from using electronic devices (except the student on duty, who will put her/his mobile on the desk, in sight of the teachers invigilating the exam at issue). If the teachers invigilating the exam realise that a student (except the student on duty, who will be allowed to have the regulatory mobile) has, handles or uses an electronic device, her/his mark will be 0 in the exam as a whole and, if they do so during the ordinary/extraordinary exam, their mark will be 0 in the assessment as a whole. Under no circumstances will there be any special permission to allow the students to have electronic devices during the time they will be sitting exams.

2. The organisation of exam procedures, which is published both on the "orden diaria" and the virtual platform of the

subject, will be only and exclusively designed by the coordinator of the subject, who will have reached an agreement with the governing body of the Defense College. Under no circumstances will there be any changes derived from decisions made by people different from the coordinator or the members of the governing body of the Defense College. The mark of those students who do not fulfil the abovementioned requirements will be 0 on the exam and, if they do not fulfil the above mentioned requirements during the ordinary/extraordinary exam, their mark will be 0 on the assessment as a whole.

Sources of information

Basic Bibliography

Latham-Koenig, Christina & Clive Oxenden, **English File. Upper-intermediate. Student's Book**, 3ª, Oxford University Press, 2014

Complementary Bibliography

Collie, J. and S. Slater, **Cambridge Skills for Fluency: Listening**, 1ª, Cambridge University Press, 2008
Collie, J. and S. Slater, **Cambridge Skills for Fluency: Speaking**, 1ª, Cambridge University Press, 2008
Collie, J. and S. Slater, **Cambridge Skills for Fluency: Reading**, 1ª, Cambridge University Press, 2008
Collie, J. and S. Slater, **Cambridge Skills for Fluency: Writing**, 1ª, Cambridge University Press, 2008
Comfort, J., **Effective Presentations**, 1ª, Oxford University Press, 2005
Craven, M., **Cambridge English Skills. Real Listening and Speaking. Level 3.**, 1ª, Cambridge University Press, 2008
Eastwood, J., **Oxford Practice Grammar**, 1ª, Oxford University Press, 1999
Gower, R., **Cambridge English Skills. Real Writing. Level 3.**, 1ª, Cambridge University Press, 2008
Hancock, M., **English Pronunciation in Use**, 1ª, Cambridge University Press, 2003
Hashemi, L. and B. Thomas, **Grammar for First Certificate**, 1ª, Cambridge University Press, 2008
Ibbotson, M., **Cambridge English for Engineering**, 1ª, Cambridge University Press, 2008
Ibbotson, M., **Professional English in Use. Engineering**, 1ª, Cambridge University Press, 2009
McCarthy, M. and F. O'Dell, **English Vocabulary in Use**, 1ª, Cambridge University Press, 2002
Murphy, R., **English Grammar in Use**, 16ª, Cambridge University Press, 2003
Redman, S., **Idioms and Phrasal Verbs. Advanced**, 1ª, Oxford University Press, 2011
Swan, M., **Practical English Usage**, 1ª, Oxford University Press, 2005
Thomas, B. and B. Matthews, **Vocabulary for First Certificate**, 1ª, Cambridge University Press, 2007
Vince, M., **First Certificate Language Practice**, 1ª, Macmillan, 2009
Cambridge Learner's Dictionary, 1ª, Cambridge University Press, 2001
Cambridge Dictionary of American English, 1ª, Cambridge University Press, 2001
Cambridge Dictionary of American Idioms, 1ª, Cambridge University Press, 2003
Cambridge Phrasal Verbs Dictionary, 1ª, Cambridge University Press, 2006
Collins Cobuild Active English Dictionary, 1ª, Collins Cobuild, 2003
Longman Active Study Dictionary, 1ª, Pearson, 2004
Macmillan Essential Dictionary for Learners of American English, 1ª, Macmillan, 2003
Cambridge Word Selector, 1ª, Cambridge University Press, 2005
Diccionario Cambridge Klett Pocket, 1ª, Cambridge University Press, 2002
Diccionario Collins Compact Plus, 1ª, Grijalbo Mondadori, 2003
Diccionario Oxford Business, 1ª, Oxford University Press, 2005
Diccionario Oxford Pocket para Estudiantes de Inglés, 1ª, Oxford University Press, 1997
Gran Diccionario Oxford, 1ª, Oxford University Press, 2003
The Guardian,
The Times,
The New York Times,
The Washington Post,
The BBC,
The CNN,
English Listening,
Lingo Rank,
The British Council,
The Naked Scientists,
The United Nations,
NATO,
The UK Ministry of Defence,
The UK Foreign and Commonwealth Office,
The British Army,
The Royal Air Force,
The British Forces Broadcasting Service,
US Department of Defence Dictionary of Military and Associated Terms,
US-based military English website,
Military definitions,
The National Army Museum,
Airforce magazine,

Recommendations**Subjects that continue the syllabus**

English II/P52G381V01406

Other comments

To take this subject, students are highly encouraged to have taken the subject English Language of the Naval College. Both the knowledge and skills acquired once students have taken the subject will allow them to be able to succeed in subjects taken later, because at the end of the academic year students are expected to be able to acquire CEFR Level B1+.

Therefore, to be able to succeed, it is advisable to have the following skills:

- Reading and listening skill
 - Writing and speaking skill
 - Skill to think abstractly and summarise information
 - Skills for group work and communication
-

Contingency plan**Description**

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo has established an extraordinary plan that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

Teaching methodology:

Classes would become synchronous online sessions, taught by combining FAITIC-Moodle and Campus Remoto of the University of Vigo.

Assessment:

Assessable activities and exams would be carried out by combining FAITIC-Moodle and Campus Remoto of the University of Vigo.

IMPORTANT NOTES:

1. When doing assessable activities or exams, teachers should be able to see students on the screen all the time (except during breaks, when teachers should be able to see the computer screen, the desk and the chair). If teachers are not able to see a student, that student's mark will be 0 in those activities they have done while hiding from teachers.
 2. If when doing assessable activities or exams students are systematically looking at a point which is not on the screen just before answering the items of the assessable task or of a task from the exam, the mark of that task will be 0.
 3. If when doing assessable activities or exams FAITIC-Moodle registers a student is using two different IP addresses, the mark of those activities will be 0.
 4. It is forbidden to use a translation extension on the browser students are using to do activities on FAITIC-Moodle. If students use them, they will be responsible for the consequences derived from its use (for instance, automatic translation into a different language).
 5. Unless students are using their mobiles to get connected to Campus Remoto, their mobile must not be in the room where they are doing the exam.
 6. If in any of the production activities, examiners realise that a student has plagiarised and they can prove it, that student's mark will be 0.
-