



## IDENTIFYING DATA

### English I

|                     |   |           |      |            |
|---------------------|---|-----------|------|------------|
| Subject             | English I   |           |      |            |
| Code                | P52G382V01209   |           |      |            |
| Study programme     | Grado en Ingeniería Mecánica  |           |      |            |
| Descriptors         | ECTS Credits  | Choose    | Year | Quadmester |
|                     | 6   | Mandatory | 2nd  | 2nd        |
| Teaching language   | English   |           |      |            |
| Department          |   |           |      |            |
| Coordinator         | Douglas , Heidi Jennifer Diane  |           |      |            |
| Lecturers           | Douglas , Heidi Jennifer Diane<br>Gómez Garrido, Sandra<br>Muradás Sanromán, Macarena<br>Piñeiro Ronquete, María Jesús  |           |      |            |
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| Web                 | <a href="http://moovi.uvigo.gal">http://moovi.uvigo.gal</a>   |           |      |            |
| 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. |           |      |            |

## Training and Learning Results

|      |   |
|------|---|
| Code |   |
| B10  | Ability to work in a multidisciplinary and multilingual environment.  |
| C34  | CITN4 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  | Team working.   |
| D18  | Working in an international context.  |

## Expected results from this subject

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

|  |     |     |     |
|--|-----|-----|-----|
| ORAL EXPRESSION IN GENERAL   | B10 | C34 | D4  |
| Carry out, with reasonable fluency, a simple description on a variety of topics that are of interest to them, presenting them in a linear sequence of elements.  |     |     | D5  |
|  |     |     | D7  |
|  |     |     | D8  |
| SUSTAINED MONOLOGUE: DESCRIPTION OF EXPERIENCES  |     |     | D9  |
| Create simple descriptions on a variety of common topics within their speciality.  |     |     | D15 |
|  |     |     | D17 |
| SUSTAINED MONOLOGUE: ARGUMENTATION   |     |     | D18 |
| Develop arguments well enough that they can be easily understood most of the time.   |     |     |     |
| PUBLIC SPEAKING  |     |     |     |
| Being able to give a short, prepared presentation on a topic within your specialty that is clear enough to be easy to follow most of the time, and where the main ideas are explained with reasonable precision.   |     |     |     |
| Be able to answer follow-up questions, but may have to ask for a repetition if spoken quickly.   |     |     |     |
| ORAL INTERACTION IN GENERAL  |     |     |     |
| Communicate with some confidence, both in matters that are common and in the unusual, related to their personal interests and their specialty. Exchange, check and confirm information, deal with less common situations and explain the reason for a problem. Being able to express oneself on more abstract and cultural topics. |     |     |     |
| WRITTEN EXPRESSION IN GENERAL  | B10 | C34 | D4  |
| Write simple and cohesive texts on a series of everyday topics within their field of interest, linking a series of different short elements in a linear sequence.  |     |     | D5  |
|  |     |     | D7  |
|  |     |     | D8  |
| REPORTS AND EDITORIALS   |     |     | D9  |
| Write short and simple essays on topics of interest.   |     |     | D15 |
| Summarize, communicate and offer their opinion with some certainty on specific facts related to daily matters, habitual or not, typical of their specialty.  |     |     | D17 |
|  |     |     | D18 |
| GENERAL LISTENING COMPREHENSION  | B10 | C34 | D4  |
| Understand specific information related to everyday topics or work and identify both the general message and specific details as long as the speech is clearly articulated and with a normal accent.   |     |     | D5  |
|  |     |     | D7  |
|  |     |     | D8  |
| UNDERSTAND CONVERSATIONS BETWEEN NATIVE SPEAKERS   |     |     | D9  |
| Generally follow the main ideas of a long debate going on around you, as long as the speech is clearly articulated at a standard language level.   |     |     | D15 |
|  |     |     | D17 |
|  |     |     | D18 |
| LISTEN TO LECTURES AND PRESENTATIONS   |     |     |     |
| Understand a lecture or talk about your specialty, provided the topic is familiar to you and the presentation is simple and clearly structured.  |     |     |     |
| LISTEN TO NOTICES AND INSTRUCTIONS   |     |     |     |
| Understand simple technical information, such as operating instructions for frequently used appliances.  |     |     |     |
| LISTEN TO BROADCASTS AND RECORDED MATERIAL   |     |     |     |
| Understand the informational content of most recorded or broadcast material relating to topics of personal interest with clear and standard pronunciation.   |     |     |     |
| GENERAL READING COMPREHENSION  | B10 | C34 | D4  |
| Read simple texts about specific facts that deal with topics related to their specialty with a satisfactory level of comprehension.  |     |     | D5  |
|  |     |     | D7  |
|  |     |     | D8  |
| READ TO ORIENT   |     |     | D9  |
| Being able to consult long texts in order to find the desired information, and knowing how to collect information from different parts of a text or from different texts in order to carry out a specific task.  |     |     | D15 |
|  |     |     | D17 |
|  |     |     | D18 |
| READ INSTRUCTIONS  |     |     |     |
| Understand simple, clearly written instructions for an appliance.  |     |     |     |

## Contents

### Topic

|                            |   |
|----------------------------|---|
| 1.1. Questions and answers | -Grammatical knowledge: interrogative sentences |
|                            | -Lexical knowledge: contextual meaning          |
|                            | -Phonological knowledge: intonation             |
| 1.2. It's a mystery        | -Grammatical knowledge: auxiliary verbs         |
|                            | -Lexical knowledge: compound adjectives         |
|                            | -Phonological knowledge: sentence intonation    |

|                             |  |
|-----------------------------|--|
| 2.1. Doctor, doctor         | -Grammatical knowledge: present perfect simple and continuous<br>-Lexical knowledge: diseases and injuries<br>-Phonological knowledge: consonant sounds      |
| 2.2. Act your age           | -Grammatical knowledge: adjectives<br>-Lexical knowledge: clothing and fashion<br>-Phonological knowledge: vowel sounds                                      |
| 3.1. Fasten your seat belts | -Grammatical knowledge: narrative verb tenses<br>-Lexical knowledge: air transportation<br>-Phonological knowledge: affixes, sentence intonation             |
| 3.2. A really good ending?  | -Grammatical knowledge: adverb position<br>-Lexical knowledge: adverbs and adverbial phrases<br>-Phonological knowledge: syllabic and sentence accentuation  |
| 4.1. Stormy weather         | -Grammatical knowledge: future perfect and future continuous<br>-Lexical knowledge: environment, weather conditions<br>-Phonological knowledge: vowel sounds |
| 4.2. A risky business       | -Grammatical knowledge: conditional sentences<br>-Lexical knowledge: expressions with "take"<br>-Phonological knowledge: sentence accentuation               |
| 5.1. I'm a survivor         | -Grammatical knowledge: conditional sentences<br>-Lexical knowledge: feelings<br>-Phonological knowledge: accentuation                                       |
| 5.2. Wish you were here     | -Grammatical knowledge: structures with "wish"<br>-Lexical knowledge: adjectives ending in -ed/-ing<br>-Phonological knowledge: rhythm and intonation.       |

### Planning

|                                 | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Lecturing                       | 22          | 20                          | 42          |
| Laboratory practical            | 22          | 20                          | 42          |
| Seminars                        | 15          | 15                          | 30          |
| Problem and/or exercise solving | 3           | 2                           | 5           |
| Essay questions exam            | 4           | 2                           | 6           |
| Presentation                    | 5           | 4                           | 9           |
| Objective questions exam        | 5           | 3                           | 8           |
| Objective questions exam        | 5           | 3                           | 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. |
| Laboratory practical | 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.  |
| Seminars             | An intensive course (15 hours long) is organized for those students who have failed the subject at first call, prior to the exam in second call. Group tutoring with the lecturer.  |

### Personalized assistance

| Methodologies                   | Description  |
|---------------------------------|--|
| Laboratory practical            | 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, MooVi forums, etc.) on appointment. |
| Tests                           | Description  |
| Problem and/or exercise solving | 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, MooVi forums, etc.) on appointment. |
| Essay questions 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, MooVi forums, etc.) on appointment. |

|                          |  |
|--------------------------|--|
| Presentation             | 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, MooVi forums, etc.) on appointment. |
| Objective questions 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, MooVi forums, etc.) on appointment. |
| Objective questions 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, MooVi forums, etc.) on appointment. |

| <b>Assessment</b>               |  |               |                               |     |   |
|---------------------------------|--|---------------|-------------------------------|-----|---|
|                                 | Description  | Qualification | Training and Learning Results |     |   |
| Problem and/or exercise solving | Grammar and Vocabulary tests/problem solving based on the material studied up to that moment                 | 7.5           | B10                           | C34 | D4<br>D5<br>D7<br>D8<br>D9<br>D15<br>D17<br>D18 |
| Essay questions exam            | Timed essay written in class   | 7.5           | B10                           | C34 | D4<br>D5<br>D7<br>D8<br>D9<br>D15<br>D17<br>D18 |
| Presentation                    | Oral presentation prepared by the student and given in class.  | 15            | B10                           | C34 | D4<br>D5<br>D7<br>D8<br>D9<br>D15<br>D17<br>D18 |
| Objective questions exam        | Midterm exam<br><br>Reading - 20%<br>Listening - 20%<br>Writing - 30%<br>Speaking - 30%<br><br>Global - 100% | 30            | B10                           | C34 | D4<br>D5<br>D7<br>D8<br>D9<br>D15<br>D17<br>D18 |
| Objective questions exam        | Final exam<br><br>Reading - 20%<br>Listening - 20%<br>Writing - 30%<br>Speaking - 30%<br><br>Global - 100%   | 40            | B10                           | C34 | D4<br>D5<br>D7<br>D8<br>D9<br>D15<br>D17<br>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 4 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 (Exam 2) 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.

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 on the same compulsory course of the Bachelor Degree in Mechanical Engineering. 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 lecturers 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, it will be applied what is established below regarding the ethical commitment of the students. 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 CUD-ENM. 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 CUD-ENM. With respect to those students who do not fulfil the abovementioned requirements, it will be applied what is established below regarding the ethical commitment of the students.

**ACADEMIC INTEGRITY:** Students are expected to show adequate ethical behaviour, committing to act honestly. Based on article 42.1 of the *Regulation on the evaluation, qualification and quality of teaching and the student learning process of the University of Vigo*, as well as point 6 of the fifth rule of *Order DEF/711/2022, of July 18th, which establishes the requirements for evaluation, progress, and ongoing enrolment in military educational training centres for incorporation into the ranks of the Armed Forces*, **any violation of academic integrity in the assessment process, as well as the cooperation in it will result in the assignment of a failing grade to the student (zero) for the entire course in the corresponding assessment opportunity**, regardless of the percentage of importance that the test in question had in the overall continuous assessment and independently of other disciplinary actions that may be applied.

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#### Sources of information

##### Basic Bibliography

Latham-Koenig, C et al, **English File, Upper-Intermediate, B2.2. 4th edition**, 4th, Oxford University press, 2020

##### Complementary Bibliography

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#### Recommendations

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#### 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 haven 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 skills
- Writing and speaking skills
- Skill to think abstractly and summarise information

