



## IDENTIFYING DATA

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

Subject	Modern language: Language 1, III: English			
Code	V01G230V01303			
Study programme	Name of qualification in original language			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	2nd	1st
Teaching language	English			
Department				
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General description	With a practical orientation and focused on the use of the language, this subject aims to consolidate linguistic and communicative skills at an advanced level, paying special attention to grammar and vocabulary (Use of English: Grammar and Vocabulary), listening comprehension (Listening) and oral discourse production (Speaking).			
	The theoretical and practical materials will follow the advanced level C1+ and higher level C2, 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.
C12	To possess a wide knowledge of culture.
C18	Ability to put knowledge into practice.
C24	Independent-learning skills.
C25	General knowledge and civilization.
C27	Critical-thinking skills.
C30	Mastery of languages.
D2	Knowledge of a second and a third foreign language.
D6	Information-management skills.
D9	Critical-thinking skills.
D10	Appreciation of diversity and multiculturalism.
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		
Enlarge the lexical and grammatical repertoire in English to more specific fields (formal and informal)	A1	C1	D2
	A4	C4	D6
		C24	D15
		C25	D23
		C30	
Foster autonomous learning when applying lexical and grammatical knowledge to oral contexts (understanding and producing oral speech).	A1	C1	D2
	A2	C2	D6
	A5	C4	D9
		C12	D15
		C18	D17
		C24	D22
		C25	D23
		C27	
	C30		
Improve listening and speaking skills for their application to the professional exercise.	A1	C1	D2
	A4	C2	D6
		C4	D10
		C12	D15
		C25	D17
		C30	
Promote linguistic awareness of the English language, its grammatical and lexical mechanisms and its forms of expression.	A1	C1	D2
	A5	C4	D6
		C12	D15
		C18	D22
		C24	D23
		C27	
		C30	

**Contents**

## Topic

Use of English and Vocabulary	<p>Use of English :</p> <ul style="list-style-type: none"> <li>- Inversion</li> <li>- Fronting</li> <li>- Participle clauses</li> <li>- Purpose and reason clauses</li> <li>- Concessive clauses</li> <li>- Adverbs / Adverbials</li> <li>- Subjunctive</li> </ul> <p>Vocabulary: Phrasal verbs, prepositional phrases, collocations, idioms, etc.</p>
Listening	<ul style="list-style-type: none"> <li>- Strategies: <ul style="list-style-type: none"> <li>· Listening for general meaning and for specific information</li> <li>· Coping with unknown vocabulary</li> <li>· Coping with different accents</li> </ul> </li> <li>- Listening practice: <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Monologues</li> <li>· Dialogues</li> <li>· Conversations</li> <li>· Interviews (TV, radio, web streaming, etc)</li> </ul> </li> </ul> <p>Examination-type listening comprehension tasks at advanced/C2 levels - Cambridge Proficiency, IELTS, etc.</p> <p>All of the above touch on interesting and varied topics and are taken from various sources.</p>

## 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	1	0	1
Lecturing	9	15	24
Presentation	6	4	10
Autonomous problem solving	6	10	16
Problem solving	8	25	33
Mentored work	2	16	18
Objective questions exam	6	10	16
Presentation	6	10	16
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
Presentation	Oral proficiency test(s) to be assessed by means of classroom presentations by students.
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.
Mentored work	Students' preparation and design of a presentation related to the contents of the subject.

## Personalized assistance

Methodologies	Description
Autonomous 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.
Mentored work	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
Objective questions exam	Evaluation of the 'Listening' skill by means of short-answer or multiple-choice exercises.	30	A1 C1 D2 A5 C2 D6 C4 D15 C12 D22 C25 C30

Presentation	Evaluation of the 'Speaking' skill by means of students' presentations.	30	A1 A2 A5	C1 C2 C4 C12 C18 C24 C25 C27 C30	D2 D6 D9 D15 D17 D22 D23
Problem and/or exercise solving	Evaluation of the 'Use of English and Vocabulary' skill by means of different types of exercises.	40	A1 A5	C1 C4 C12 C18 C24 C30	D2 D6 D15 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: 40%.

Listening: 30%

Speaking: 30%

In the first edition of the reports 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, the absence of 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 will correspond to the computation of the marks obtained in the test(s) taken. Nor is the official single assessment exam in the first edition of the minutes not 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 class time, unless previously agreed with the subject teachers. 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, 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:

Use of English & Vocabulary: 40%.

Listening: 30%

Speaking (presentation): 30%

That is to say: each of the skills of the subject must be passed with a 5, and failure in one of the skills implies an overall failure in the subject in this edition of the minutes. The same conditions apply in the second edition of the minutes and independently of the evaluation system.

Students will be able to take the exam in the second edition of the minutes only for the failed part(s). If the student does not pass at this second opportunity, he/she 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 qualification of students who take advantage of this single assessment system will be calculated on the basis of the qualifications obtained on this official date. The test will consist of the parts necessary to assess all the skills taught during the four-month period, parallel to the continuous assessment system, unless otherwise indicated by the teaching staff. The value of each of the skills in the qualification will be equal to the continuous assessment:

Use of English & Vocabulary: 40%.

Listening: 30%

Speaking (oral exam): 30%

In order to pass the subject, a minimum mark of 5 points as an overall mark will be required, 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 a 5, and failure in one of the skills implies an overall failure in the subject in this edition of the minutes.

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, he/she 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 examination in the period of 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 teachers of the subject.

The final grade of students who take advantage of this single assessment system will be calculated on the basis of the qualifications 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 qualification will be equal to the continuous assessment.

Use of English & Vocabulary: 40%.

Listening: 30%

Speaking (oral exam): 30%

In order to pass the subject, a minimum mark of 5 points as an overall mark will be required, 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 a 5, and failure in one of the skills implies an overall failure in the subject in this edition of the minutes.

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, he/she 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.

## 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.

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## Sources of information

### Basic Bibliography

### Complementary Bibliography

Annette Capel and Wendy Sharp, **Objective Proficiency. Student's Book (ISBN: 978-1-107-61116-0)**, 2nd, Cambridge University Press, 2013

Clare, A., F. Eales, S. Oakes and J.J. Wilson, **Speakout Advanced Plus**, 2nd, Pearson, 2018

Doff, Adrian; Thaine, Craig; Puchta, Herbert; Stranks, Jeff; Lewis-Jones, Peter, **Empower Advanced/C1 Student's Book (with Digital Pack)**, 2nd, Cambridge University Press, 2022

Mark Foley and Diane Hall, **MyGrammarLab. Advanced, C1/C2**, Pearson Education Limited, 2012

Peter Sunderland and Erica Whettem, **Objective Proficiency. Workbook with answers (ISBN: 978-1-107-61920-3)**, 2nd, Cambridge University Press, 2013

Malcolm Mann and Steve Taylore-Knowles, **Destination C1 and C2. Grammar and Vocabulary with answer key**, Macmillan, 2008

Cosgrove, A. and C. Wijayatilake, **Open World C1 [Self-Study Pack]**, Cambridge University Press, 2020

Craven, M., **Real listening & speaking 4**, Cambridge University Press, 2008

McCarthy, M. and F. O'Dell, **English Idioms in Use**, Cambridge University Press, 2004

McCarthy, M. and F. O'Dell, **English Phrasal Verbs in Use**, Cambridge University Press, 2004

The Guardian,

BBC World News,

BBC Podcasts,

BBC Sounds,

El País English Edition,

CNN,

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## Recommendations

### Subjects that continue the syllabus

Modern language: Language 1, IV: English/V01G230V01403

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

Modern language: Language 1, I: English/V01G230V01103

Modern language: Language 1, II: English/V01G230V01203

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## 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.

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