

**Basic English Usage**

Code: 103409  
ECTS Credits: 12

Degree	Type	Year	Semester
2500245 English Studies	FB	1	A
2501902 English and Catalan	FB	1	A
2501907 English and Classics	FB	1	A
2501910 English and Spanish	FB	1	A
2501913 English and French	FB	1	A

**Contact**

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**Use of languages**

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Teachers**

Mireia Llinàs Grau  
Christina A. Howes  
Elisenda Pilar Vila Estrada  
Andrea Sunyol Garcia-Moreno  
Victoria Zaytseva Zaytseva  
Eva Codó Olsina  
Merce Coll Alfonso

**Prerequisites**

Students are advised that they should have a level equivalent to Common European Framework of Reference for Languages B2 in order to follow the course successfully.

Students are recommended to read the explanations and do the exercises in the "Curso de inglés avanzado" and the vocabulary and pronunciation sections in <http://www.ejerciciodeingles.com/>

It is also recommended that students attend the "Curs Propedèutic" English Academic Skills, which the Departament de Filologia Anglesa i Germanística offers from the 3<sup>rd</sup> to the 7<sup>th</sup> September 2018.

**Objectives and Contextualisation**

"Basic Uses of the English Language" forms part of the Language area courses in the first year, along with "Descriptive Grammar." It runs for two semesters, with "Descriptive Grammar", "Introduction to Linguistics" and "Comparative Literature" in the first semester, "English Literature of the Twentieth Century", "Great Themes of Philosophy", "Major Themes in History" and "Foreign Language" in the second semester, and "History and Culture of the British Isles" which is also annual.

Objectives:

- Improve students' instrumental use of the English language, both written and oral, to a C1 level of language skills, and prepare students for the core material from "English Language".
- Understand authentic non-specialized texts of average difficulty.
- Talk about non-specialised topics without basic grammar mistakes, and with acceptable fairly accurate pronunciation.
- Understand audiovisual material on a variety of non-specialised topics .
- Write argumentative essays on different topics. Students must organize ideas and content appropriately and use appropriate discourse connectors. They will also use a moderate variety of grammatical structures and accurate vocabulary.

## **Skills**

### **English Studies**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.

### **English and Catalan**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

### **English and Classics**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

### **English and Spanish**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

### **English and French**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.

## Learning outcomes

1. Carrying out oral presentations in English about a variety of topics of public interest.
2. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
3. Drawing up brief argumentative essays in English about non-specialised topics of average difficulty.
4. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
5. Show comprehension of a wide variety of (non-colloquial) auditory material in standard British and American English, whether in face-to-face interactions at C1 level or from the media, on specialist and non-specialist topics of high difficulty.
6. Using the English language with the appropriate expression (correctness, fluency, pronunciation, communicative strategies) in formal (presentations, debates, formal interactions) and informal contexts (conversation) with a level C1.

## Content

### Grammar and Vocabulary

- Consolidation of the basic grammar of English tenses, conditionals, modal verbs, pronouns and determiners, use of passive structures, relative clauses, indirect speech and aspects of cohesion and punctuation, among others.
- Error correction exercises
- Grammar conversion exercises
- Vocabulary exercises based on texts and audiovisual material
- Collocation exercises

### Written production

- Writing argumentative and opinion texts
- Exercises on planning and structuring of texts
- Rewriting and self-correction exercises
- Exercises on cohesion, punctuation and argumentation

### Oral production:

- Participation in oral activities on selected topics
- Oral Presentation.

### Reading comprehension:

- Summary and comprehension exercises based on real or adapted texts on different topics

### Listening:

- Activities on understanding authentic audiovisual materials

## Methodology

The Methodology will be based on the following activities:

- Directed activities (30%, 3.6 cr)
- Supervised activities (15%, 1.8 cr)
- Autonomous activities (50%, 6 cr)

- Assessment activities (5%, 0.6 cr)

#### Guided Exercises:

- Lecture classes with technological / on line support. Collective discussion
- Completion of exercises

#### Supervised work:

- Tutorial support.
- Oral Practice Groups

#### Autonomous Student Study:

- Reading manuals, text books and dossiers.
- Drawing up plans and summaries of class notes and texts.
- Practical exercises and assigned writing
- Participation in virtual environment.

### Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Guided Exercises	90	3.6	5, 1, 3, 6
<b>Type: Supervised</b>			
Supervised Work	45	1.8	6
<b>Type: Autonomous</b>			
Autonomous Student Study	150	6	5, 4, 3

### Evaluation

#### Assessment

#### Evaluation activities

- Continuous assessment: In-class or at home tasks (6 essays and 2 quizzes) (20%).
- Partial written exam (10%)
- Oral presentation (10%)
- Class and Moodle contribution (10%)
- Final written exam (40%)
- Final oral exam (10%)

#### Evaluation Calendar (approximate)

- Partial Exam: End of December 2018 / Beginning of January 2019
- Final Exam: End of May 2019
- Final Oral Exam: Beginning of June 2019
- Re-assessment: June 2019. Re-assessment dates are assigned by the university.

#### Note:

- Any assigned work not handed in will be evaluated as 0.

- Students who complete more than 30% of the tasks assigned for evaluation cannot receive "**no evaluable**" (impossible to evaluate) as final mark.
- To qualify for the oral exam, students need to pass the final written exam.
- To pass the final exam (written and oral), students need a **60%**.
- Only if the student has passed the final written exam and the oral exam, the continuous assessment and other assessment activities will be counted as part of the final average.
- To pass the course students need
  - a 60% in both the final written exam and the oral exam and
  - a final average mark  $\geq$  **60%**

### Re-assessment

- Only the final written exam and the final oral exam can be re-assessed.
- To qualify for re-assessment, students must obtain a mark  $\geq$  35% and  $<$  60% in the final exams.
- Students will re-assess only those parts of the exams that they did not pass.
- The maximum mark that can be awarded at re-assessment is PASS.

### Evaluation Activities Excluded from Re-assessment

The following activities are not eligible for reassessment:

- Continuous assessment
- Partial written exam
- Oral presentation
- Class and Virtual Campus contribution

### Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

### IMPORTANT:

Total or partial plagiarism from any other source in any assessed activity will automatically be considered as a **FAIL (0)** for the assigned exercise.

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Continuous assessment	20%	7	0.28	2, 5, 4, 3, 6
Final oral exam	10%	0.5	0.02	5, 6
Final written Exam	40%	5.5	0.22	2, 5, 3
Oral presentation	10%	0.5	0.02	1, 4, 6
Partial written exam	10%	1.5	0.06	2, 5, 3

### Bibliography

#### Obligatory Bibliography

Lansford, Lewis, Dummett, Paul, and Helen Stephenson. (2017) *Keynote Advanced for "Usos Bàsics"* (UAB SPECIAL EDITION,) Hampshire:National Geographic Learning.

Kennedy-Scanlon, Michael, Pladevall, Elisabet, and Cebrián, Juli. (2012) *Guided Error Correction: Exercises for Spanish-speaking Students of English. Level B2*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

Vince, Michael. (2013) *English Grammar in Context. Advanced* (with CD Rom) Oxford: Macmillan.

### **Complementary Bibliography**

Collins. (2013) *Work on your Grammar C1*. London: HarperCollins Publishers.

Mann, Malcon and Taylore-Knowles, Steve. (2008) *Destination C1 &C2. Grammar and Vocabulary*. Oxford: Macmillan.

Norris, Roy. (2004) *Ready for CAE*. Oxford: Macmillan.

Swan, Micahel and Walter, Catherine. (2001) *How English works*. Oxford: OUP.

Swan, Micahel. (2003) *Practical English Usage*. Oxford: OUP

Thorn, Sheila. (2013) *Real Lives, Real Listening: Advanced B2-C1*. London: HarperCollins Publishers.

### **Dictionaries**

Oxford Advanced Learner's Dictionary, OUP.

Collins Cobuild English Dictionary, Harper Collins Publishers.

Cambridge Advanced Learner's Dictionary, CUP.

Collins English-Spanish/Spanish-English Dictionary, 6th ed., Grijalbo.

Longman Language Activator. Longman.

### **Webs**

- [www.ldoceonline.com](http://www.ldoceonline.com) (Longman Dictionary of Contemporay English)
- [www.merriam-webster.com](http://www.merriam-webster.com) (Merriam-Webster dictionaries on line)
- <https://dictionary.cambridge.org/>(Cambridge dictionaries on line)
- <http://www.freecollocation.com/> (Oxford Collocations Dictionary for Students of English)
- <https://www.lexilogos.com/english/dictionary.htm> (A comprehensive set of resources for the study of the English Language)
- [www.flo-joe.co.uk](http://www.flo-joe.co.uk) (Cambridge official examination practice)
- [www.els-lab.com](http://www.els-lab.com) (Listening exercises with self-correction multiple-choice activities)
- [www.pbs.org](http://www.pbs.org) (American public television. Documentaries. American English)
- <https://www.ted.com/talks>