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ANGLES  
Curs 1993-1994

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### OBJECTIVES

This course is designed for students who need to develop their language and study skills for an academic context, either in the U.A.B. or in an English-speaking University. It is also a foundation course for those who may need it professionally in the future.

Students will be given a working knowledge of the main structures of the English language in its four integrated skills-understanding, speaking, reading and writing, with the stress put on their academic and professional needs. This implies:

- the ability to understand lectures and talks given at reasonable speed.
- the ability to read quickly and understand the content of reading material related to sociology and political science.
- the ability to take notes, write summaries, compositions and papers, demonstrating the competence to synthesise and develop a theme.
- the ability to express orally the student's own ideas and to converse at normal speaking speed about any subjects related to the courses followed in our Faculty.

The course will include work on study skills and will also incorporate information on the social and political background of some relevant English-speaking countries.

### ORIENTATION

In the two weekly classes the emphasis will be on the active participation of the students in the realization of the objectives.

The students will be required to summarise orally texts read in and out of class, participate in discussions, be eager to work in groups, and comment on assignments for other subjects studied in the Faculty.

Students will be expected to read at least two hours every week out of class, to prepare a short written text once a week and, either individually or in group, to write a project about matters from the programme of one of the subjects taught in this Faculty under the supervision of the corresponding teacher.

Having in mind the different backgrounds, academic and professional interests and also the different ability of the members of the class, individual attention will be given to cater for the specific needs of each student.

## EVALUATION

Students will be assessed on the basis of their weekly work in and out of class, the final project and/ or a final exam.

There will also be a series of short tests throughout the year to check the students' mastery of a given part of the course.

Special arrangements will be provided for those students in possession of certificates or diplomas stating their advanced level of English.

## ATTENDANCE

Experience has shown that attendance to language classes in Faculties like ours tends to be erratic because of the amount of work needed to complete other courses and of other unforeseen academic commitments. Thus very special efforts are requested from the students to follow English classes on a regular basis. This course is a nine-month project and therefore it requires the constant interest and dedication of those registered.

## CONTENTS

### A. LANGUAGE SKILLS

#### Unit 1

Relatives: *who/whom/ whose/which/ that/where/what*.

Defining and non-defining clauses.

General order of adjectives.

Prepositions in relative clauses.

*-ing* adjectives versus *-ed* adjectives.

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#### Unit 2

Revision of Simple Past.

Question formation.

*Would* and *used to*: similarities and differences.

Present Perfect and Simple Past.

Revision of time markers.

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#### Unit 3

Revision of comparatives and superlatives

Location words

Causative Have

Simple Present Perfect and Present Perfect Progressive.

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#### Unit 4

Revision of modals.

Double comparison.

*too* and *enough*.

Phrasal verbs: introduction.

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#### Unit 5

Verbs and expressions followed by *-ing* forms.

Verbs which change their meaning when followed by *-ing* forms or infinitive.

Contrast clauses.

Conditionals.

#### Unit 6

Contrast: future with *going to* (intentions and predictions)/*will* + verb (spontaneous decision) present progressive (definite arrangements).

*Wish* (facts and habits)

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#### Unit 7

Purpose clauses: *to*, *in order to*, *so that*.

Reason clauses: *because*, *since*, *as*.

*Be allowed to* + verb.

*Make* and *let* + personal object + verb.

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#### Unit 8

Modals of obligation in the past.

Modals + perfect infinitive.

The third conditional.

Result clauses.

Passive.

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#### Unit 9

Reported speech: reporting verbs, change of tenses.

contrasting *say* and *tell*.

Prepositions used after verbs.

Structural features of headlines: omission, change of tenses, adjective use of nouns.

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#### Unit 10

Modal verbs of deduction and speculation in the past.

Future simple and future perfect

Passive with modals.

Definite and indefinite articles.

Use of past participles as adjectives.

*No* and *not*

*Had better* and *would rather*.

## B. STUDY SKILLS

Ways of reading (intensive, extensive, skimming, scanning).

Finding the main point.

Distinguishing fact from opinion.

Examining opinions.

Reading with questions in mind.

Reading for inference.

Checking authority.

Interpreting graphs.

Reading Newspapers.

Writing Skills

The writing frame: Which community does a writer belong to?

Negotiation.

- summarizing collective opinions.
- profiling learner ability and need.
- making an offer.

Organization

- linking paragraphs.
- ordering material.
- inserting additional material.
- structuring paragraphs.
- sub-headings.

Sociology of writing: Observing cultural constraints.

- using sources.
- using counter-arguments.
- 'I' in formal writing.
- promoting nominal style (opening sentences in academic writing)

Writing for a purpose

- records or reports.
- abstract or summary.
- the written evaluation.
- note-taking.

## C. SPECIFIC SKILLS: THE ENGLISH OF POLITICAL SCIENCE, INTERNATIONAL RELATIONS AND SOCIOLOGY.

Preparing papers

Seminar and discussion practice

Debates

Study of the lexis common to academic purpose.

Study of the specific lexis related to political science, international relations and sociology.

## BIBLIOGRAPHY

The bulk of the material used in class will be texts in English needed to follow the other subjects studied this year, as well as newspapers, magazines, TV and video extracts.

The choice of a regular textbook, if any, will depend on the characteristics of each class.

Here is a list of supporting written material:

### I.- Monolingual dictionaries

*Collins Cobuild English Language Dictionary.*  
*Longman Dictionary of Contemporary English. New Edition.*  
*Longman Dictionary of English Language and Culture.*  
MC ARTHUR Tom *Longman Lexicon of Contemporary English.*  
Oxford Advanced Learner's Dictionary, Oxford U. P.  
*Oxford Wordpower Dictionary*, Oxford U.P.  
*Oxford Dictionary of Phrasal Verbs*, Oxford U.P.  
PLANO/ ROY OLTON *The International Relations Dictionary.* 1988.

### II.- Bilingual Dictionaries

*Collins Inglés. Diccionario Español- Inglés. English -Spanish.* Editorial Grijalbo, Harper-Collins.  
*Diccionari de l'Enciclopèdia. Català - Anglès; Anglès-Català.* Editorial de l'Enciclopèdia Catalana.  
GARCIA PELAYO Ramón. *Diccionario Moderno Español- Inglés / English - Spanish.* Larousse, Paris.  
LACASA NAVARRO/ DIAZ DE BUSTAMANTE *Diccionario de derecho, economía y política. Inglés -Español/ Español - Inglés.* 1989.  
*Oxford-Duden Pictorial Spanish-English.* Oxford U. P.

### III.- Other books of Reference.

#### A. Language Skills

BOB L. et. a. *Circles 3.* S.G.E.L., Madrid, 1991  
--- *Circles 3.* S.G.E.L., Madrid, 1991.  
BOSCH M. et. a. *Open Line 3.* Alhambra, Barcelona 1990.  
CHALKER Sylvia. *Current English Grammar.* Macmillan, London.  
DOWNING & Philip LOCKE *A University Course in English Grammar.* Prentice Hall International.  
EASTWOOD John *Oxford Practice Grammar. With Answers.* Oxford U.P. GRAVER B.D. *Advanced English Practice.* Oxford U.P.

MURPHY Raymond *Essential Grammar in Use: Spanish Edition. With answers.* Cambridge U. P.  
 SPANKIE G. M. *More Grammar you Need.* Macmillan.  
 SULLIVAN Patricia N. & Grace Yi Qui ZHONG *Super Course for the TOEFL.*  
 SWAN Michael *Practical English Usage*, Oxford U.P.

#### B. Study Skills: Reading and Writing for Academic Purposes

BENESCH Sarah, Mia RAKIJAS & Betsy RORSCHACH *Academic Writing Workshop.* Heinle & Heinle (USA).  
 ---- & Betsy RORSCHACH *Academic Writing Workshop II.* Heinle & Heinle.  
 BROOKES Arthur & Peter GRUNDY *Writing for Study Purposes. A teacher's guide to developing individual writing skills.* Cambridge U.P.  
 DONAHUE LATULIPPE Laura *Writing as a Personal Product.* Prentice Hall International UK.  
 FRANK Marcella *Writing as Thinking. A Guided Process Approach.* Prentice Hall International UK.  
 GLENDINNING Eric H & Beverly HOLMSTRÖM *Study Reading. A Course in Reading Skills for Academic Purposes.* Cambridge U.P.  
 HAMP-LYONS Liz & Ben HEASLEY. *Study Writing. A course in written English for academic and professional purposes.* Cambridge U.P.  
 HOLSCHUH Louis W. & J. Patrick KELLEY *Academic Reading*, Macmillan.  
 LEKI Ilona *Academic Writing*, Macmillan.  
 WALLACE Michael *Study Skills in English*, Cambridge U.P.

#### C. Culture and Civilization

BROMHEAD P. *Life in Modern America.* Longman, London.  
 --- *Life in Modern Britain.* Longman, London.  
 BROOKES H. F. & C.E. FRAENKEL. *Life in Britain.* Heinemann.  
 KEARNY Edward *The American Way. An Introduction to American Culture.* Prentice Hall International UK.  
 MC LEAN Alan C *Profile UK.* Heinemann.  
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Most of the books mentioned here have no date of publication. That's because new editions are constantly coming out.