
ANGLES

Curs 1994-1995

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OBJECTIVES

This course is designed for students of political science who need to develop their language and study skills for an academic context, either in the U.A.B. or later 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 in a critical way the content of reading material related to 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 which will be of use for the other subjects of this Faculty and will also incorporate some 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 in order to cater for the specific needs of each student.

So as to make the groups as homogeneous as possible, the first day of class the students will complete a placement test.

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. Up to a 25% of the final grade will depend on the written and oral work throughout the course.

Unless otherwise provided the other 75% will be based upon the results of a final exam. 25% of the final grade will correspond to reading skills. 25% will be allotted to writing skills and the remaining 25% will be the result of assessing structure in use.

There will also be a series of short tests throughout the year to check the students' mastery of a given part of the course. These tests will help students to assess their progress but will not be eliminatory.

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. Since the groups will be formed with people of mixed abilities, many may feel uncomfortable in class because they find the course too easy or too difficult. 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

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.

STUDY SKILLS

Defining concepts.
Describing.
Classifying.
Ways of reading.
Finding the main
point.
Opening sentences.
Surveying a textbook.

Unit 2

Revision of Simple Past.
Question formation.
Would and *used to*:
similarities and differences.
Present Perfect and Simple Past.
Revision of time markers.

Writing about events
in time.
Reading with questions
in mind.
Reading for inference.
Linking paragraphs.

Unit 3

Revision of comparatives and
superlatives.
Location words.
Causative Have.
Order of word groups.

Organizing texts:
general-specific.
Making contrasts &
comparisons.
Distinguishing fact
from opinion.
Comparing sources,
comparing ideas.

Unit 4

Revision of modals.
Double comparison.
Too and *enough*.
Phrasal verbs: introduction.

Interpreting graphs.
Preparing a C.V.
Note-taking.
Writing formal letters.

Unit 5

Verbs and expressions followed
by *-ing* forms.
Verbs which change their meaning
after *-ing* forms or infinitive.
Contrast clauses.
Reason clauses: *because*, *since*, *as*.
Conditionals.

Cause-effect: linkers.
Signpost expressions.
Forms of argument.
Writing abstracts &
summaries.

Unit 6

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

Sociology of writing:
cultural constraints.
Using sources.
Using counter-arguments.

Unit 7

Purpose clauses: *to*,
in order to, *so that*.
Be allowed to + verb.
Make and *let* + verb.
Passive

Linear relationships:
Process.
"I" in formal writing.

Unit 8

Modals of obligation in the past.
Modals + perfect infinitive.
third conditional.
Result clauses.
Passive and modals.

Structuring texts:
Situation, problem, The
solution, evaluation.
Promoting nominal
style.

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.

Developing texts.
Reading newspapers.
Writing reports.
Preparing a project.

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*.

Creating texts.
The honesty principle:
degrees of certainty.
Preparing a speech.

Grammar and Politics.

B I B L I O G R A P H Y

1. Bibliography related to other subjects.

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 and level of each group. This is a basic list of books from which texts will be read:

FIRST SEMESTER

BOUTROS- GHALI B. (1992) *An agenda for peace.* ??? New York, United Nations.

BULL H. (1977) *The Anarchical Society: A study of Order in World Politics.* London, Macmillan.

ENCYCLOPEDIA OF THE UNITED NATIONS AND INTERNATIONAL AGREEMENTS (1990). London, Taylors & Francis.

GALBRAITH J.K. (1992) *The Culture of Contentment.* Hammondsworth, Penguin.

GELLNER E. (1988) *Nations and Nationalism*. Oxford, Basil Blackwell.

HOLSTI K.J. (1992) *International Politics. A Framework for Analysis*. Englewood Cliffs, N.J., Prentice-Hall (6^a ed.).

LUARD E. (1982) *The United Nations. How it Works and What it Does*. London, Macmillan.

LUNDSTADT G. (1991) *Major Developments in International Politics 1945-1990*. Oxford, Oxford University Press.

PAXTON J. *Dictionary of the European Communities*. London, Macmillan.

PLANO J. & R. OLTON (1988) *The International Relations Dictionary*. Santa Bárbara, ABC-CLIO (4th. ed.).

SIPRI (1994) *World Armament and Disarmament Yearbook 1994*. Oxford, Oxford University Press.

The Economist (1990) *Books of Vital World Statistics. A Complete Guide to the World in Figures*. London, The Economist/Hutchinson.

URWIN D. W. (1991) *The Community of Europe. A History of European Integration since 1945*. London, Longman

SECOND SEMESTER

BARZELAY J. (1992) *Breaking through Bureaucracy: A New Vision for Managing in Government*. Berkeley, University of California Press.

CONVERSE J.M. & S. PRESSER (1986) *Survey Questions, Handcrafting the Standardized Questionnaire*. University Paper Series on Quantitative Applications in the Social Sciences, nº 16. London, Sage.

DELURY G.E. (ed.) (1983) *World Encyclopedia of Political Systems and Parties*. New York, Facts on Files Publications.

ELCOCK J. (1991) *Change & Decay*. London, Macmillan.

HAM C. & M. HILL (1984) *The Policy Process in the Modern Capitalist State*. London, Harvester Wheatsheaf.

- HARTWIG F. & B.E.DEARING (1979) *Exploratory Data Analysis*.
University Paper Series on Quantitative Applications
in the Social Sciences, nº 6. London, Sage
- KRIEGER J. (1993) *The Oxford Companion to Politics of the
World*. New York, Oxford University Press.
- POLITT J. (1990) *Managerialism and the Public Services*.
Oxford, Basil Blackwell.
- REICH R. (1992) *The Working of Nations*.
- ROSENBLOOM D.H. (1986) *Public Administration*. New York, Random
House.
- SUBIRATS J. (1991) *Modernizing the Spanish Public
Administration or Reform in Disguise*. Barcelona,
Working Papers, ICPS.

Articles from:

American Political Science Review.
European Journal of Political Research.
Western Political Quarterly.
Newsweek.
The Economist.
Time.

2.- Monolingual dictionaries

Collins Cobuild English Language Dictionary.
Longman Dictionary of Contemporary English. New Edition.
Longman Dictionary of English Language and Culture.
MC ARTHUR T. *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 J. & R. OLTON *The International Relations Dictionary.*

3.- Bilingual Dictionaries

Collins Inglés. Diccionario Español- Inglés. English -Spanish.
Editorial Grijalbo, Harper-Collins.

Diccionaris 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.

Oxford-Duden Pictorial Spanish-English. Oxford U. P.

4.- Other Books of Reference.

a. Language Skills

BOB L. et. a. Circles 3. S.G.E.L., Madrid.

--- Circles 3. S.G.E.L., Madrid.

BOSCH M. et. a. Open Line 3. Alhambra, Barcelona.

CHALKER Sylvia. Current English Grammar. Macmillan, London.

DOWNING & Philip LOCKE A University Course in English Grammar.
London, Prentice Hall International UK.

EASTWOOD John Oxford Practice Grammar. Oxford U.P.

GRAVER B.D. Advanced English Practice. Oxford U.P.

JONES L. Progress to First Certificate. Cambridge 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).
- 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.

Most of the books mentioned in this last section have no date of publication. That's because new editions are constantly coming out.

Further bibliographical information will be provided to those students who need remedial work as well as to those coming from the Faculties of Law and Economics.