
ANGLÈS

Curs 1995-1996

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O B J E C T I V E S

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 the content of reading material related to sociology and political science (summaries, articles, abstracts, reviews, textbooks).
- 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.

O R I E N T A T I O N

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.

The class will have access to video material related to current events and political issues.

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.

So as to make the groups as homogeneous as possible a placement test will be taken on the first day of class.

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 remaining 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 25% will depend on assessing grammar structure in use. In order to have a pass, an acceptable level of performance should be attained in all the four parts.

There will also be a series of short tests throughout the year to check the students' progress. These tests 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 this Faculty tends to be erratic because of the amount of work needed to complete other courses, and also because of the misconceptions about the purpose and contents of a class of English in an academic environment. 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

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.
Words related to the Social Sciences: politics/policy; social/societal.

STUDY SKILLS

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

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.
Chapter structure.

Unit 3

Revision of comparatives and superlatives.
Location words.
Causative have.
Order of word groups.
Words related to world security.

Organizing texts: general-specific.
Making contrasts and comparisons.
Distinguishing fact from opinion.
Comparing sources.
Linking paragraphs.

Unit 4

Revision of modals.
Double comparison.
Too and enough.
Phrasal verbs: introduction.
Words related to the profession.

Interpreting graphs.
Preparing a C.V.
Note taking.
Writing formal letters.
Looking for pros & cons.
Reading abstracts & summaries.

Unit 5

Verbs and expressions followed by _____
-ing forms.
Verbs which change their meaning after
-ing forms or infinitive.
Contrast clauses.
Words related to demography.
Conditionals.

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

Unit 6

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

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

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.
The Passive.
Words related to the academic prose.

Linear relationships:
process.
"I" in academic writing.
Emphasizing the message.

Unit 8

Modals of obligation in the past.
Modals + perfect infinitive.
The third conditional.
Result clauses.
The language of electoral campaigns.
Passive and modals.
Styles of language: formal vs. informal
vs. colloquial.

Structuring texts:
situation, problem,
solution and 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.
Aspects of British vs. American English.

Critical reading: comparing
viewpoints.
Reading the press.
Writing reports.
Preparing a project.
Comparing TV and press
reports.

Unit 10

Modal verbs of deduction and
speculation in the past.
Future simple and future perfect
Definite and indefinite articles.
Use of past participles as adjectives.
No and not
Had better and would rather.
Inversion after 'negative adverbs'.
Grammar and politics.
Understanding the English of the Classics.

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

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

The bulk of the material used in class will be the texts in English included in the bibliography of 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:

Books of Reference.

A. Language Skills

AZAR, B. S. Understanding and Using English Grammar.
Prentice Hall Regents, 2nd ed., 1989.

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 S. Current English Grammar. Macmillan, London.

DOWNING & P. LOCKE A University Course in English Grammar.
Prentice Hall (UK), 1992.

EASTWOOD J. Oxford Practice Grammar. With Answers. Oxford U.P., 1992.

FOWLER W.S. New Proficiency English, book 3. Nelson, 1985.

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

MURPHY R. Essential Grammar in Use: With answers. Cambridge U. P.
1994. There is a Spanish Edition.

O'CONNELL S. Focus on Advanced English CAE. Collins ELT, 1992.

SPANKIE G. M. More Grammar you Need. Macmillan, 1989.

POSNER M. Practice in English. Nelson, 1971.

SWAN M. Practical English Usage, Oxford U.P.

B. Study Skills: Reading and Writing for Academic Purposes

BENESCH S., M. RAKIJAS & B. RORSCHACH Academic Writing Workshop.
Heinle & Heinle (USA).

---- & B. RORSCHACH Academic Writing Workshop II. Heinle &
Heinle.

BROOKES A. & P. GRUNDY Writing for Study Purposes. A teacher's guide
to developing individual writing skills. Cambridge U.P.

DONAHUE LATULIPPE L. Writing as a Personal Product. Prentice Hall
International UK.

FRANK M. Writing as Thinking. A Guided Process Approach. Prentice
Hall International UK.

GLENDINNING E.H. & B. HOLMSTRÖM Study Reading. A Course in
Reading Skills for Academic Purposes. Cambridge U.P.

HAARMAN L, P. LEECH & J. MURRAY Reading Skills for the Social
Sciences. Oxford University Press, 1988.

HAMP-LYONS L. & B. HEASLEY Study Writing. A course in written English
for academic and professional purposes. Cambridge
U.P. 1987.

HOLSCHUH L. W. & J.P. KELLEY Academic Reading, Macmillan.

JOLLY D. Writing Tasks. Cambridge U.P. 1994.

LEKI I. Academic Writing. Macmillan.

MARKSTEIN L. & L. HIRASAWA Developing Reading Skills. Newbury House
(USA) 1981.

WALLACE M. 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.

GARWOOD C., G. GARDANI & E. PERIS Aspects of Britain and the USA.
Oxford U.P. 1992.

KEARNY E. The American Way. An Introduction to American Culture.
Prentice Hall International UK.

MC LEAN A.C. Profile UK. Heinemann.

Periodicals

Newsweek, The Economist, The Guardian, The Herald Tribune, Time.

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

A list of suitable monolingual and bilingual dictionaries will
be provided on request.