1. OBJECTIVES

This course is designed for students in the social sciences who need to develop their English language skills for an academic context. Therefore, the aim of the course is to build up students’ ability to:

- understand lectures, talks and televised material given at a typical native speed.
- read and critically assess texts related to the social sciences and current events
- take notes, write summaries and compositions, and synthesise/analyse specific subject matter.
- express their own ideas orally and converse at a reasonable speed on any subject related to the courses followed in our Faculty.

In order to achieve these goals, students will be required to develop a working knowledge of the main structures of the English language and vocabulary related to their social sciences study programme.

2. DIVISION OF STUDENTS ACCORDING TO LEVEL

Although all students have some knowledge of English before starting the course, they invariably display differing levels. Therefore, it is essential for students to take the placement test on the first day of class (September 27, 2004) so that the simultaneously-taught groups can be redistributed to form a more homogenous learning environment.

Students who demonstrate an exceptionally high level of English may be offered the chance to do a formal research paper instead of the regular coursework and the final examination. These students must attend certain classes from October to December, turn in parts of the working paper throughout the year and the final version in April, and present their paper to two professors in May. An additional sheet detailing the exact conditions will be provided to those who are eligible.

3. CLASS ORGANISATION

There are three class sessions per week (two lasting an hour and a quarter and the third lasting two and a half hours). The emphasis in the classroom will be on the active participation of students in realising course objectives. Students will apply grammar structures, perform reading exercises, work with audio-visual material, participate in discussions, work in groups, write compositions, give presentations, and other related activities. There will be regular homework assignments designed to reinforce and extend classroom learning.
One of the complementary components of the course is the regular use of the multimedia language laboratory (LIAM), a high-tech lab allowing students to work directly with analogical and digital audio-visual material.

### 4. COURSE CONTENT

The following units provide details of the core language structures and applied language skills covered during this course (not necessarily in the given order). Instructors will adapt this content to meet the particular needs of each group of students.

<table>
<thead>
<tr>
<th>Language Structures</th>
<th>Applied Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
</tr>
<tr>
<td>Present and past tenses</td>
<td>Writing / talking in general, now / past events</td>
</tr>
<tr>
<td>Question formation</td>
<td>Reading with questions in mind</td>
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<tr>
<td><em>Would</em> and <em>used to</em></td>
<td>Reading for inference</td>
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<tr>
<td>Time markers</td>
<td>Opening sentences.</td>
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<td></td>
<td>Review of punctuation norms in English</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td></td>
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<tr>
<td>Relatives: <em>who</em> / <em>whom</em> / <em>whose</em> / <em>which</em> / <em>that</em> / <em>where</em> / <em>when</em> / <em>what</em></td>
<td>Defining concepts. Classifying</td>
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<tr>
<td>Word order</td>
<td>Ways of reading (Skim and Scan)</td>
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<td></td>
<td>Finding the main point</td>
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<tr>
<td>Prepositions in relative clauses</td>
<td>Surveying textbooks</td>
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<td><em>-ing</em> adjectives versus <em>-ed</em> adjectives</td>
<td>Using a dictionary</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
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<tr>
<td>Modals of obligation and prohibition</td>
<td>Interpreting graphs. Preparing a CV</td>
</tr>
<tr>
<td>Words related to gender</td>
<td>Note-taking</td>
</tr>
<tr>
<td><em>Too</em> and <em>enough</em></td>
<td>Writing formal letters</td>
</tr>
<tr>
<td><em>So</em> and <em>such</em></td>
<td>Looking for pros and cons</td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td>Reading abstracts and summaries</td>
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<tr>
<td><strong>Unit 4</strong></td>
<td></td>
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<tr>
<td>Comparatives and superlatives</td>
<td>Organising texts: general-specific</td>
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<tr>
<td>Location words</td>
<td>Making contrasts &amp; comparisons</td>
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<tr>
<td>Causative <em>have</em> / <em>get</em></td>
<td>Distinguishing fact from opinion</td>
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<tr>
<td><em>Other, another</em> and <em>others</em></td>
<td>Comparing sources</td>
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<tr>
<td></td>
<td>Linking strategies</td>
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<tr>
<td><strong>Unit 5</strong></td>
<td></td>
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<tr>
<td>Verbs and expressions followed by gerunds and infinitives</td>
<td>Cause-effect: linkers</td>
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<td></td>
<td>Signpost expressions</td>
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<tr>
<td>Contrast and concession clauses</td>
<td>Writing abstracts &amp; summaries</td>
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<tr>
<td>Conditionals</td>
<td>Identifying text structure</td>
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<tr>
<td><strong>Unit 6</strong></td>
<td></td>
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<tr>
<td>Structures referring to future time</td>
<td>Discussing future events</td>
</tr>
<tr>
<td><em>Wish</em> (facts and habits)</td>
<td>Using sources</td>
</tr>
<tr>
<td>False friends / words easily confused</td>
<td>Using counter-arguments</td>
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<td></td>
<td>Comparing text structures</td>
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<tr>
<td><strong>Unit 7</strong></td>
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<tr>
<td>Purpose clauses: <em>to</em>, <em>in order to</em>, <em>so that</em></td>
<td>Linear relationships: process</td>
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</table>
## Reports, Speeches and Presentations

### Unit 8
- Saxon genitive vs. Noun + Noun structures
- Reason clauses: *because, since, as*
- *Make* and *let* + personal object + verb
- The passive: form and use
- *Emphasising the message*
- Structuring texts: situation, problem, solution, and evaluation
- Promoting nominal style
- *Styles of language: formal vs. informal vs. colloquial*
- *The language of electoral campaigns*

### Unit 9
- Reported speech: reporting verbs, change of tenses
- Contrasting *say* and *tell*
- Contrasting orders and statements
- Contrasting questions and requests
- Prepositions used after verbs
- *Critical reading: comparing viewpoints*
- *Reading the press*
- *Analysing editorials*
- *Comparing TV and press reports*
- *Structural features of headlines: omission, change of tenses, adjective use of nouns*

### Unit 10
- Modal verbs of deduction and speculation in the past
- Definite and indefinite articles
- *No* and *not*
- *Had better* and *would rather*
- Inversion after “negative adverbs”
- Understanding the English of the Classics
- *Creating texts*
- *The honesty principle: degrees of certainty*
- *Bibliographic styles.*

### Unit 11
- Preparing and delivering speeches:
  - occasion and mood
  - speaker’s background
  - audience’s background
  - objectives of the speaker
  - speech: style, pace, choice of words for clarity
- Understanding reports and speeches, discourse analysis:
  - Who is speaking
  - Who is being addressed
  - Report / speech context

### Unit 12
- Writing reports:
  - graphs, tables and figures
  - title and table of contents
  - style
  - organisation of ideas
  - crediting sources
- Presenting reports orally:
  - visual aids
  - planning
  - speech
  - beginning and ending
  - arousing interest and response
5. STUDENT ASSESSMENT

The distribution and weighting of the final grade will be as follows:

➢ 40% - Class sessions and assignments
   Coursework (assignments) will be set on a regular basis with specific deadlines. Assignments handed in after the deadline will not be accepted. Class attendance and participation are essential in the learning process and will form a part of student assessment.

➢ 60% - Final Exam, divided into the following equally-weighted sections:
   I. Grammar and Vocabulary
   II. Reading
   III. Writing
   Students must obtain a minimum passing grade in all sections of the final exam in order to pass the course. Each section(s) failed in June must be re-taken in September.

NOTE that any written work that is plagiarised will result in an automatic failing grade.

6. COURSE MATERIALS AND BIBLIOGRAPHY

The materials used in this class will include texts from books, articles published in journals, newspapers and magazines, TV programmes, and video and audio recordings. Most necessary course materials will be available to students at the Faculty’s photocopy centre or from Campus Virtual (depending on the professor). Instructors may provide additional materials in class.

The following includes a basic list of reference material for this course. The year of publication has been omitted for many as they are re-edited regularly; consult the most recent edition available.

Language Skills: Grammar Books

   Edición española, con clave.
Downing  P. *A University Course in English Grammar*. Prentice Hall International.

Reading and Writing for Academic Purposes

Benesch, S. et al.. *Academic Writing Workshop*. Heinle & Heinle (USA).
Donahue L. *Writing as a Personal Product*. Prentice Hall International UK.


Wallace, M.  *Study Skills in English*. Cambridge: Cambridge U.P.

Waters A. & Waters M.  *Study Tasks in English*. Cambridge: Cambridge U.P.

Sources for Social Sciences


Grant, M.  *Understanding Politics: An A Level Course Companion*. Cheltenham: Stanley Thornes, 1992


