



UNIVERSITÀ DEGLI STUDI DELLA BASILICATA

CENTRO LINGUISTICO DI ATENEIO



COURSE: Lingua Inglese I (archeologia, classico, moderno, storico-filosofico, linguistico)

ACADEMIC YEAR: 2017/18

TYPE OF EDUCATIONAL ACTIVITY: Teaching English as a Foreign Language – Language Practice Activities

TEACHER: Susanna Dubosas

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mobile (optional)

Language: English

ECTS:

n. of hours: 120

Campus: Potenza
Dept./School: DISU
Program: SLLSF

Semester: I + II

EDUCATIONAL GOALS AND EXPECTED LEARNING OUTCOMES

Knowledge and understanding: students are expected to have knowledge of the rules of English grammar relevant to B1-level syllabuses which facilitate the achievement of linguistic functions set out in the Common European Framework of Reference for Languages (CEFR; Council of Europe 2001) for the Threshold level. The vocabulary syllabus for the course is based on the *Oxford 3000* (a corpus of frequent and useful vocabulary items), also referenced to the CEFR, so that vocabulary knowledge is appropriate at each level of the course. Students will need to develop the necessary knowledge and skills for listening and understanding English spoken at natural speed. Moreover, they will have ample opportunity to engage in meaning-focused speaking activities to help them gain confidence and fluency in speaking. Incomprehensible speech patterns are a barrier to oral communication in the target language a frequent problem for Italian EFL learners. The teaching of correct pronunciation and intonation patterns is a major component of the syllabus. B1-level fluency in reading comprehension is an essential goal of the course, as is the development of writing skills based on a *genre* approach giving students the knowledge and ability to write different kinds of texts.

Applying knowledge and understanding: Students will be expected to demonstrate cognitive engagement with the rules of English grammar while completing a variety of written and oral language-learning activities at Threshold level. Knowledge of vocabulary appropriate to the level will be needed to complete reading and listening comprehension tasks and for the production of meaningful and coherent spoken and written output.

Making judgements: Students will be encouraged to recognise the benefits to be derived from regular course attendance, application to the language practice activities during the lesson periods and active participation in classroom discussions. In addition, students are given guidelines on individual study activities intended to help consolidate language learnt in the classroom.

Communication skills: Oral and written communication skills are given equal importance. All classroom communication is primarily in English.

Learning skills: development and enhancement of reading, writing, listening and speaking skills.

PRE-REQUIREMENTS

Students should have achieved A2-level competence in reading, writing, speaking and listening skills.

SYLLABUS

Salient Grammar content: all past, present and future tense structures; modal verbs; state verbs; interrogative and negative structures; conditional sentences; *used to* and *would*; comparatives and superlatives; deduction and speculation; articles; passives; reported speech.

Vocabulary systems: noun suffixes; compound adjectives; idiomatic phrases; extreme adjectives; adjectives suffixes; collocations; prefixes; phrasal verbs; phrases with *take* and *have*; words with multiple meanings; dependent



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prepositions.

Topics: trends; experiences; life skills; space; entertainment; in control; ambitions; choices; appearances; compete and cooperate; consequences; influence.

Features of Pronunciation: linking; auxiliary verbs *had, was/were*; intonation showing interest, certainty in *if* sentences; word stress; pauses in instructions; word stress in longer words; compound nouns; sounding polite; changing stress; sentence stress – speculating.

Writing Practice: social media; a narrative; an opinion paragraph; avoiding repetition; a film review; a professional email; an application letter or email; taking notes; changes and differences; apologizing; advantages and disadvantages essay.

TEACHING METHODS

Student-centered, language-learning activity classes. Classroom activities include: pair and small-group work sessions, listening and discussion activities, writing and reading tasks, vocabulary enrichment through the teaching of vocabulary systems and vocabulary learning strategies. Pronunciation and intonation are taught systematically. Preference is given to inductive grammar teaching. Authentic video/film material is used for listening practice and to help enhance knowledge of current idiomatic language and its use in context.

EVALUATION METHODS

2 end-of-semester written and oral progress tests. Continuous assessment. The results are transmitted to the teacher in charge of the course.

TEXTBOOKS AND ON-LINE EDUCATIONAL MATERIAL

Navigate Coursebook B1+ by Rachael Roberts, Heather Buchanan and Emma Pathare (OUP)

Navigate Workbook B1+ by Edward Alden and Mike Sayer (OUP)

English File Digital, Intermediate Student's Book & Workbook by Christina Latham-Koenig + Clive Oxenden (OUP)

Grammar reference books:

Inside Grammar by Michael Vince and Grazia Cerulli (Macmillan)

MyGrammarLab Intermediate B1/B2 by Mark Foley and Diane Hall (Pearson)

INTERACTION WITH STUDENTS

There is continuous interaction with students and monitoring of their work during the lesson periods. As far as possible all students are urged to participate actively in the lessons.

EXAMINATION SESSIONS (FORECAST)¹

The students' progress will be gauged through continuous assessment and through progress tests conducted at regular intervals during the year. The results will be passed on to the teacher who is responsible for the course and for conducting the end of course examinations.

SEMINARS BY EXTERNAL EXPERTS NO

FURTHER INFORMATION

¹ Subject to possible changes: check the web site of the Teacher or the Department/School for updates.