



# UNIVERSITÀ DEGLI STUDI DELLA BASILICATA

## CENTRO LINGUISTICO DI ATENEIO



---

COURSE: ENGLISH

---

ACADEMIC YEAR: 2017/2018

---

TYPE OF EDUCATIONAL ACTIVITY: Language Training (Other)

---

TEACHER: Maria Conca

---

e-mail: [mconca4dicem@gmail.com](mailto:mconca4dicem@gmail.com)

---

website:

---

phone: NA

---

mobile (optional): NA

---

Language: ENGLISH

---

ECTS: 6

---

n. of hours: 60 (Level B2)

---

Campus: Matera

---

Semester: II

---

Dept./School: DICEM Lazzezera

---

Program: Architecture

---

### EDUCATIONAL GOALS AND EXPECTED LEARNING OUTCOMES

The main course objective is the acquisition of the language competence for specific purposes that is required when carrying out projects or working in the field of Architecture & Design.

In details, the course aims to

- ⇒ Enhance students' knowledge of phonology, grammar & lexis
- ⇒ Develop receptive (*Reading/Listening*) and productive (*Speaking/Writing*) language skills in a variety of communicative contexts
- ⇒ Consolidate students' competence in using the language in oral & written interactions
- ⇒ Develop transferable life-long skills (e.g. *teamwork, problem-solving & cultural awareness*) and study skills (*researching, searching for information, synthesising source texts, referencing*) through simulations, role-plays and meaningful tasks relating to Architecture & Design

By the end of course, students will demonstrate

- **Knowledge and Understanding:** the ability to understand the gist and the specific information contained in oral & written texts used in a variety of communicative contexts
- **Applying Knowledge and Understanding:** the ability to interact with those texts autonomously and to respond to the inputs provided accurately and effectively
- **Making judgements:** the ability to carry out further study or research and apply new knowledge to real-life communicative situations which lead to real outcomes
- **Communication:** the ability to communicate accurately and effectively while taking on a variety of roles in various situations
- **Learning skills:** students will have acquired transferable long-life skills and will have developed their own learning strategies for their continuous personal & professional growth

---

### PRE-REQUIREMENTS

Students must have a CEF B1/B1+ level. It is assumed that students have studied English before and have had a consistent exposure to English-only lessons or authentic English texts. Students must be familiar with the most common language items & functions from the B1 level. Please, see the Core Inventory B1 below (British Council-Eaaquals, 2010).

---

### SYLLABUS

The language items and functions will be selected from the British Council-Eaaquals Core Inventory for B2 level (2010), as shown below, following an Entry level test and a Needs Analysis Questionnaire that will be administered at the outset. A selection of the most challenging language items & functions from the B1 level (see below) will also be practiced for mastery.

#### Course overview

Each lessons will aim to revise and consolidate previous knowledge while developing receptive & productive language skills and to introduce new language items or functions through a realistic and meaningful language use in role-plays, pair- and groupwork, peer interviews, simulations and practical tasks. During the course, students will have plenty of opportunities to consolidate their language knowledge and to practise Listening & Speaking skills. The course will also have a consistent Pronunciation focus and a section on English for Architecture & Design. Attendance is highly

recommended. Individual coursework, e.g. reading or writing tasks, will be set for self-study. The teacher will monitor and provide timely and constructive feedback on students' progress and performance both in class and at a distance.

	<b>B1</b>	<b>B2</b>
<b>Functions</b>	<ul style="list-style-type: none"> <li>Checking understanding</li> <li>Describing experiences and events</li> <li>Describing feelings and emotion</li> <li>Describing places</li> <li>Expressing opinions; language of agreeing and disagreeing</li> <li>Initiating and closing conversation</li> <li>Managing interaction (interrupting, changing topic, resuming or continuing)</li> </ul>	<ul style="list-style-type: none"> <li>Critiquing and reviewing</li> <li>Describing experiences</li> <li>Describing feelings and emotions</li> <li>Describing hopes and plans</li> <li>Developing an argument</li> <li>Encouraging and inviting another speaker to continue, come in</li> <li>Expressing abstract ideas</li> <li>Expressing agreement and disagreement</li> <li>Expressing opinions</li> <li>Expressing reaction, e.g. indifference</li> <li>Interacting informally, reacting, expressing interest, sympathy, surprise etc.</li> <li>Opinion, justification</li> <li>Speculating</li> <li>Taking the initiative in interaction</li> <li>Synthesizing, evaluating, glossing info</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adverbs</li> <li>Broader range of intensifiers such as too, enough</li> <li>Comparatives and superlatives</li> <li>Complex question tags</li> <li>Conditionals, 2nd and 3rd</li> <li>Connecting words expressing cause and effect, contrast etc.</li> <li>Future continuous</li> <li>Modals - must/can't deduction</li> <li>Modals – might, may, will, probably</li> <li>Modals – should have/might have/etc</li> <li>Modals: must/have to</li> <li>Past continuous</li> <li>Past perfect</li> <li>Past simple</li> <li>Past tense responses</li> <li>Phrasal verbs, extended</li> <li>Present perfect continuous</li> <li>Present perfect/past simple</li> <li>Reported speech (range of tenses)</li> <li>Simple passive</li> <li>Wh- questions in the past</li> <li>Will and going to, for prediction</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives and adverbs</li> <li>Future continuous</li> <li>Future perfect</li> <li>Future perfect continuous</li> <li>Mixed conditionals</li> <li>Modals – can't have, needn't have</li> <li>Modals of deduction and speculation</li> <li>Narrative tenses</li> <li>Passives</li> <li>Past perfect</li> <li>Past perfect continuous</li> <li>Phrasal verbs, extended</li> <li>Relative clauses</li> <li>Reported speech</li> <li>Will and going to, for prediction</li> <li>Wish</li> <li>Would expressing habits, in the past</li> </ul>
<b>Discourse Markers</b>	<ul style="list-style-type: none"> <li>Connecting words expressing cause and effect, contrast etc</li> <li>Linkers: sequential past time</li> </ul>	<ul style="list-style-type: none"> <li>Connecting words expressing cause and effect, contrast etc.</li> <li>Discourse markers to structure formal speech</li> <li>Linkers: although, in spite of, despite</li> <li>Linkers: sequential – past time – subsequently</li> </ul>

**Source: British Council-EAQUALS Core Inventory of English, 2010**

#### TEACHING METHODS

The Communicative Language Teaching method (CLT) will be used as well as a lexical and task-based approach. This will enable students to enhance their language acquisition through authentic language use in real-life tasks and simulations in class. Attendance is therefore highly recommended.



## UNIVERSITÀ DEGLI STUDI DELLA BASILICATA CENTRO LINGUISTICO DI ATENE0



### EVALUATION METHODS

A final test will be administered at the end of the course. It will also be an opportunity to prepare for the end-of-term language assessment by the University Language Centre (CLA - Centro Linguistico di Ateneo). Exam schedules will be available on the CLA website.

The CLA end-of-term language test has four parts:

<b>Part 1</b>	Use of English	20 questions	Multiple-choice	40 marks
<b>Part 2</b>	Use of English	10 questions	Gap-fill	20 marks
<b>Part 3</b>	Reading comprehension	10 questions	Multiple-choice	20 marks
<b>Part 4</b>	Listening comprehension	10 questions	Multiple-choice	20 marks

The score is calculated in 100 marks. A pass is awarded for a minimum score of 55/100.

### TEXTBOOKS AND ON-LINE EDUCATIONAL MATERIAL

#### Coursebook

- Outcomes, Upper Int, by Hugh Dellar & Andrew Walkley, Second Edition (National Geographic Learning)

#### Supplementary materials selected from

- KeyNote, Upper Intermediate by Helen Stephenson (National Geographic Learning)
- Outcomes, Intermediate by Hugh Dellar & Andrew Walkley, Second Edition (National Geographic Learning)
- Gold First (B2) by Jann Bell & Amanda Thomas (Pearson Longman)
- Check your Vocab for FCE by Rawdon Wyatt (Macmillan)
- International & Professional Magazines and Newspapers online
- BBC Education Bitesize <https://www.bbc.com/education>
- British Council Professional <https://learnenglish.britishcouncil.org>
- British Council Learn English website <https://learnenglish.britishcouncil.org/en>
- British Council Learn English website <https://learnenglish.britishcouncil.org/en>

#### Reference Grammar and Vocabulary books

- English Grammar in Use with Answers: A Self-Study Reference and Practice Book for Intermediate Students, 4<sup>th</sup> Edition by Raymond Murphy (Cambridge University Press)
- English vocabulary in use. Upper intermediate with answers, 4<sup>th</sup> Edition by Michael McCarthy & Felicity O'Dell (Cambridge University Press)

#### Online Dictionaries & relevant Apps

<https://www.collinsdictionary.com/>  
<http://www.oxfordlearnersdictionaries.com/>

### INTERACTION WITH STUDENTS

Students will be able to contact the teacher via email [mconca4dicem@gmail.com](mailto:mconca4dicem@gmail.com) e collaborate via Google Docs.

Course materials will be shared via Google Drive through the following link

<https://drive.google.com/open?id=1rbHsshPMG5Y6zTWVXa3EfnevOBtvY9II>

Students will be also able to book a tutorial via email or in person during the session.

Tutorials are on Mondays from 8.30 to 9.30

### EXAMINATION SESSIONS (FORECAST)<sup>1</sup>

End-of-term language assessment by the University language centre (CLA - Centro Linguistico di Ateneo)

Exam dates & times will be available on the CLA website <http://cla.unibas.it/>

SEMINARS BY EXTERNAL EXPERTS YES  NO

### FURTHER INFORMATION

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