



UNIVERSITÀ DEGLI STUDI DELLA BASILICATA
CENTRO LINGUISTICO DI ATENEIO



COURSE: English Laboratory

ACADEMIC YEAR: 2017-2018

TYPE OF EDUCATIONAL ACTIVITY:

TEACHER: Rosalind Innes

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Language:

ECTS: 6 cfu

n. of hours: 120

Campus: Potenza

Semester: 1,11

Dept.I:DISU

Program:Let0026

EDUCATIONAL GOALS AND EXPECTED LEARNING OUTCOMES

The CEFR describes the expected learning outcomes for successful B2 level students as follows:

- **Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.**
- **Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.**
- **Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options**

These educational goals are achieved by focusing on the development and consolidation of the four skills in a constant dialectical transformation / application of the formal linguistic knowledge acquired into practical outcomes. Emphasis is placed on awareness of context and thus on appropriate choices of lexis and register and students are given guidance and encouragement in pursuing a wide range of authentic reading, viewing, listening and interactive language practices outside the classroom.

SPEAKING – the interactive lessons provide students with the opportunity to take an active part in discussion and debate in the target language in class, group and pair work formats.

LISTENING – exposure to recordings and videos of authentic spoken interactions in English give students the opportunity to improve their skills in interpreting and listening for detail and broad meaning.

READING – students are presented with a variety of authentic text types to help improve their ability to read and comprehend written English and expand their lexical knowledge. Emphasis is also placed on extended reading of a wide range of texts outside the classroom.

WRITING – instruction and practice in a variety of text types, with skills work on genre, register, cohesion

PRE-REQUIREMENTS

Level B1 CEFR

SYLLABUS



Grammar :

question formation, auxiliary verbs, prepositions, comparatives, present perfect simple and continuous, future forms, adjectives as nouns, adjective order, narrative tenses, past perfect continuous, so/such, that, position of adverbs and adverbial phrases, future perfect and future continuous, zero and first conditionals, future time clauses, unreal conditionals, structures after wish, gerunds and infinitives, used to, be used to, get used to, present and past modals: must, might/may, should, can't, couldn't have, would rather, verbs of the senses, passive (all forms) reporting verbs, clauses of contrast and purpose, uncountable and plural nouns, quantifiers, articles, phrasal verbs

Lexical domains:

air travel, environment, weather, music, cinema, sleep, the body, crime and punishment, the media, advertising, business, science, collocations, clothes and fashion, illnesses and injuries, compound adjectives, modifiers, feelings, emotions, personality, shops, services, holidays, photography, rubbish and recycling, television, the country, restaurants, cash machines, learning, thinking, knowledge, technology

Functions

Describing: experiences, feelings, hopes and plans

Giving precise information, evaluating and glossing information

Expressing abstract ideas, certainty, probability, doubt, agreement and disagreement, opinions, reactions

Generalizing and qualifying, speculating, critiquing and reviewing

Discourse management, interactive strategies, topic changing

Discourse markers, linkers, connecting words

TEACHING METHODS

Communicative language teaching

Presentation of grammatical structures and functions as well as inductive grammar teaching, student-centered language-learning activities including: pair and small-group work, listening and discussion activities, writing and reading tasks, vocabulary enrichment through the teaching of lexical domains and vocabulary learning strategies such as collocation. Systematic pronunciation and intonation practice Authentic video/film material is used for listening practice, cultural awareness and to help enhance knowledge of current idiomatic language and its use in context.

EVALUATION METHODS

Written examination with Listening component

TEXTBOOKS AND ON-LINE EDUCATIONAL MATERIAL

Grammar and Vocabulary for Cambridge First by Luke Prodromou (Pearson)

Navigate B2 by Caroline Krantz and Rachel Roberts (Oxford University Press).

Student's Book & Workbook

English Usage: A Guide for Italian Students by Michael Swan, OUP

**English Vocabulary in Use Upper – Intermediate and Advanced by Michael McCarthy and Felicity O'Dell
Cambridge University Press.**

Writing Skills for First Certificate by Malcolm Mann and Steve Taylore –Knowles, Macmillan.



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INTERACTION WITH STUDENTS

The course and all the didactic texts to be used in the course or to be consulted as additional aids are presented in the first lesson. The timetable for one to one reception of students is also available on the CLA website. The teacher is also available for consultation, information and advice at all times on rosalind.innes@unibas.it , tel. 3407410374, including whatsapp.

EXAMINATION SESSIONS (FORECAST)¹ Consult calendar on CLA website

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.