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. B1-level fluency in reading comprehension is an essential goal of the course, based on a genre approach giving students the knowledge and ability to understand 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.

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 communication skills, both speaking and listening are given great 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 prepositions.
**Topics:** trends; experiences; life skills; space; ambitions; choices; appearances; compete and cooperate; consequences; as well as texts relating to economic issues.

**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.

**TEACHING METHODS**
Student-centered, language-learning activity classes. Classroom activities include: pair and small-group work sessions, listening and discussion activities, 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**
Final written exam. The students’ progress will be gauged through continuous assessment and through progress tests conducted at regular intervals during the course to provide feedback for the students.

**TEXTBOOKS AND ON-LINE EDUCATIONAL MATERIAL**

Intelligent Business Pre-Intermediate Course book by Christiane Johnson, Pearson and The Economist.

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

Business Law Market Leader by Robin Widdowson, Pearson and Financial Times

**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**
Final written exam.

**SEMINARS BY EXTERNAL EXPERTS**
NO

**FURTHER INFORMATION**