

## INGLESE DI BASE (TRT132)

### 1. language

Italian/English

### 2. course contents

Coordinator: Prof. ENRICO REGGIANI

Year Course: 1<sup>st</sup>

Semester: Annual

CFU/UFC: 3

Modules and lecturers:

- INGLESE DI BASE (TRT30A) - 3 CFU - SSD - L-LIN/12 Prof. Gerit Berger, Simon Graham Lewis, Sammy Faris

### 3. BIBLIOGRAPHY

#### **Coursebook (obligatory):**

*Complete Preliminary. Student's Pack with Answers. Cambridge University Press & Assessment (ISBN 978-1-108-52530-5)*

#### **Recommended:**

*Murphy, R. English Grammar in Use 5<sup>th</sup> ed. with answers. Cambridge University Press (ISBN 9781108457651)*

### 4. LEARNING OBJECTIVES

By the end of this course, students will be able to perform at Level B1 of the Common European Framework of Reference for Languages ("independent user"):

At the end of the course the students will be able to

understand the main points of clear standard input (oral and written) on familiar matters regularly encountered in work, school, leisure, etc. and react appropriately

consciously identify and choose the correct grammatical, lexical, and syntactic alternatives through metalinguistic reflection

#### **Description of the learning objectives:**

##### **Knowledge and understanding (Dublin 1):**

A variety of structures of the English language (see detailed program), with particular attention to syntax; use of the English language both at a passive (reading and listening) and active (writing and speaking) level; contexts and appropriate functions for the use of the presented structures to help the students recognise and understand them.

##### **Applying knowledge and understanding (Dublin 2):**

Using various linguistic structures to communicate successfully in all situations typical for Level B1; simulation of real-life situations.

##### **Making judgements (Dublin 3):**

Group work focusing on autonomous interaction; understanding and analysis of communicative situations and given information; a communicative outcome with other group members.

##### **Communication skills (Dublin 4):**

Taking on various communicative roles which are typical at Level B1.

##### **Learning skills (Dublin 5):**

Language learning strategies which can be applied in the students' future academic and professional career.

## 5. prerequisites

Knowledge of English at Level A2+.

At the beginning of the course the students will be divided into three groups (G10, G11 or G12) based on the result of the obligatory placement test taken during the first week of the academic year.

## 6. TEACHING METHODS

The English course comprises whole-class teaching, group work, and individual learning.

During whole-class sessions, students will be introduced to various simple and complex structures of the English language (see programme), with a particular focus on syntax and the use of English at the B1 level. This will happen on a productive (written and oral production) and receptive level (comprehension of written and oral texts). Students will be introduced to the appropriate functions and contexts in which the various structures are used so that they can recognise them and understand them more easily. (Dublin 1).

Working in small groups, the students will apply the grammatical structures and vocabulary in communicative situations modelled on the real world. Through analysing various communicative situations in small groups, the students will learn how to interact autonomously and successfully. (Dublin 2, 3, and 4).

Individual learning in the classroom (and at home) helps the students to apply their knowledge about the English language following their own pace and respecting their learning styles and preferences while achieving a high grade of autonomy which is fundamental for their continuous improvement of the English language. Using authentic materials where appropriate the students will be encouraged to tackle real-life situations by applying the strategies which they have acquired during the course (Dublin 5).

## 7. FURTHER INFORMATION

Course attendance is obligatory.

For any queries, please contact Ms. Gerit Berger ([gerit.berger@unicatt.it](mailto:gerit.berger@unicatt.it))

## 8. METHODS FOR VERIFYING LEARNING AND FOR EVALUATION

The final exam consists of a computer-based written test and an oral test.

### Format of the computer-based written test:

Listening comprehension:

Part 1: listening comprehension (gap-filling) – 6 points

Part 2 listening comprehension (6 questions with multiple-choice answer options) – 6 points

Reading comprehension:

4 short texts and messages with multiple-choice answer options – 4 points

comprehension of a text (ca. 400-450 words) with 7 questions with multiple-choice answer options – 7 points

jumbled text (ca.150-200 words) in 5 paragraphs to be put into the correct order – 5 points

Use of English:

Part 1: cloze test – 10 points

Part 2: sentence transformation exercises – 7 points

Part 3: word formation exercises – 5 points

The minimum pass is 60% (30/50) to be admitted to the oral exam which consists of a short conversation and the description of a photograph.

The final grade will be expressed on a pass/fail basis (pass = idoneità).

## 9. program

Acquisition and reinforcement of the main morphosyntactic structures for an active and conscious use of the English language  
Acquisition and analysis of vocabulary  
Written and oral comprehension exercises of short texts (standard register and pronunciation)

### a) Basic grammar and phonetics:

*Word order and sentence structure (affirmative, negative and interrogative); wh-questions (what, where, when, who, whose, which, why), how (how much, how long, etc.)*

*Regular and irregular verbs*

*Modal verbs: can, could, would, will, shall, should, may, might, have to, ought to, must, mustn't, need, used to, allowed to, had better, would rather – inf.*

*Tenses: present simple, present continuous, present perfect simple and continuous, past simple and continuous, past perfect; all simple future forms*

*Imperative*

*Passive forms*

*Infinitives (with and without to) after verbs and adjectives.*

*Gerunds: after verbs and prepositions; as subjects and objects.*

*Causative have/get*

*Phrasal verbs; verbs with prepositions*

*Simple reported speech; indirect questions; main reporting verbs (suggest, advise, invite, etc.)*

*All conditionals*

*Nouns: singular, plural, countable & uncountable nouns, compound nouns, genitive, double genitive*

*Pronouns: personal (subject, object, possessive), reflexive, impersonal (it, there), demonstrative, quantitative, indefinite, relative; all quantifiers*

*Adjectives: possessive, demonstrative, descriptive; position of adjectives in the sentence; comparatives and superlatives (regular and irregular)*

*Adverbs of time, manner, place; position of adverbs in the sentence*

*Prepositions (place, time, direction, agent, instrument)*

*Prepositions following or preceding nouns, verbs and adjectives*

*Regular and irregular comparatives and superlatives of adjectives and adverbs*

*Connectives (co-ordination, subordination)*

### b) Vocabulary related to everyday and academic life:

*Clothes*

*Daily life*

*Education*

*Entertainment and media*

*Food and drink*

*Health, medicine and exercise*

*Hobbies and leisure*

*House and home*

*Language*

*People*

*Personal feelings, opinions and experiences*

*Personal identification, likes and dislikes, nationalities*

*Places and buildings*

*Relations with other people*

*Transport*

*Services*

*Shopping*

*Social interaction*

*Sport*

*The natural world*

*Travel and holidays*

*Weather*

*Work and jobs*

