ENGLISH A2-B1 FOUNDATION LEVEL

Course book:

Evolve 3, Student’s book with ebook and Practice Extra Digital Workbook
Cambridge University Press, first edition
Authors: Leslie Anne Hendra, Mark Ibbotson, Kathryn O’Dell,
ISBN: 9781108405287
OR
Evolve 3A (Units 1-6)
Student’s book with ebook and Practice Extra Digital Workbook
Cambridge University Press, first edition
Authors: Leslie Anne Hendra, Mark Ibbotson, Kathryn O’Dell, ISBN: 978-1-108-40508-9

OBJECTIVES

General learning outcomes
The A2-B1 Foundation level course guides learners in their approach towards using English at a pre-intermediate level. By the end of the course, students should have acquired a low B1 level of competence in both receptive and productive skills in English. Course participants should be able to understand very basic information relating to familiar and routine matters and communicate using frequently used expressions in simple tasks.

The course starts from a mid-A2 and arrives at low B1 level by focusing on building the grammatical and lexical “foundations” as well as developing necessary skills to move beyond the A2 level and begin to communicate with some confidence.

Specific learning outcomes

By the end of the course, the student should be able to do the following:

Listening Comprehension:
Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
Understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
Understand the main points of simple recorded material about familiar subjects delivered relatively slowly and clearly.
Understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks relatively slowly and clearly.

**Reading Comprehension:**
Read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Recognise significant points in straightforward newspaper articles on familiar subjects. Understand straightforward, factual texts on subjects relating to his/her interests or studies.

**Spoken Production:**
Make introductions, end a conversation.
Introduce topics, change the subject, stay on track.
Ask for and give detailed directions.
Relate a straightforward narrative or description as a linear sequence of points.
Offer and respond to reassurance.
Describe feelings and reactions.
Exchange and react to news.

**Written Production:**
Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
Can write an email to get to know someone or to describe plans for an event, an ad, a personal statement, a short story, a post giving an opinion.
Can write a text on a topical subject of personal interest, using simple language to describe, comment, request something, give and justify his/her opinion.

**PREREQUISITES**
Students should have achieved a sufficient score in the CLA placement test to place into the B1 Foundation level. There are no prerequisites to take this course for the B1 Foundation courses offered in Povo and Mesiano.

**CONTENT**
The textbook currently used for this course is *Evolve 3*. The book volume contains 12 units; the B1 Foundation course covers most of the content in Units 1 to 6. In line with the CEFR’s communicative, action-oriented approach, language competencies are developed through
purposeful, interactive tasks which meet students’ basic needs in the personal, educational, occupational and public domains.

The Evolve 3 book is designed to provide students with opportunities to develop all aspects of language competency: linguistic competence (ex. grammatical, lexical, and phonological competency), sociolinguistic competence (ex. basic register differences, politeness, accent) and pragmatic competence.

Students enrolling on this course aim to develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question forms</td>
<td>Describing personality</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Giving personal information</td>
</tr>
<tr>
<td>Articles</td>
<td>Describing possessions</td>
</tr>
<tr>
<td>Modals for advice</td>
<td>Tech features</td>
</tr>
<tr>
<td>Be going to and will for predictions</td>
<td>City features</td>
</tr>
<tr>
<td>Will for sudden decisions</td>
<td>Public transportation</td>
</tr>
<tr>
<td>Present continuous for future plans</td>
<td>Describing opinions and reactions</td>
</tr>
<tr>
<td>Simple past</td>
<td>Making decisions and plans</td>
</tr>
<tr>
<td>Past continuous</td>
<td>Losing and finding things</td>
</tr>
<tr>
<td>Quantifiers</td>
<td>Needing and giving help</td>
</tr>
<tr>
<td>Present and future real conditionals</td>
<td>Urban problems</td>
</tr>
<tr>
<td>Adverbs of manner</td>
<td></td>
</tr>
<tr>
<td><em>One and ones</em></td>
<td></td>
</tr>
</tbody>
</table>

Students should develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for gist</td>
<td>Writing an email to a relative</td>
<td>Talking about people’s personalities</td>
</tr>
<tr>
<td>Reading for details</td>
<td>Writing an online advertisement</td>
<td>Talking about things owned for some time</td>
</tr>
<tr>
<td></td>
<td>Writing a personal statement for a job application</td>
<td>Asking and answering questions about your city</td>
</tr>
<tr>
<td></td>
<td>Using paragraphs</td>
<td>Talk about how to get from one place to another</td>
</tr>
<tr>
<td></td>
<td>Checking punctuation, spelling and grammar</td>
<td>Asking for and giving directions</td>
</tr>
<tr>
<td></td>
<td>Describing plans for an event</td>
<td>Talking about plans</td>
</tr>
<tr>
<td></td>
<td>Linking words</td>
<td>Talking about difficult situations</td>
</tr>
<tr>
<td></td>
<td>Expressions for storytelling</td>
<td>Talking about things lost or found</td>
</tr>
<tr>
<td></td>
<td>Writing an online comment reacting to a podcast</td>
<td>Talking about personal news</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking about problems and solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluating someone’s ideas</td>
</tr>
</tbody>
</table>


TEACHING METHODS
The lessons are face-to-face. Students will use the textbook in class and are expected to have the book with them at every lesson. The teacher may sometimes use other appropriate material for A2-B1 Foundation level. As the course is interactive in nature, students are expected to actively participate in class.

ASSESSMENT
Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

BIBLIOGRAPHY

Coursebook
See above.

Recommended Books


*English Grammar in Use Book with Answers*

*English Vocabulary in Use Pre-Intermediate and Intermediate with Answers.*

Other information

For further information about different types of course and tutoring hours please see the CLA website: [https://www.cla.unitn.it](https://www.cla.unitn.it)

ENGLISH B1a LEVEL

Course book:

Evolve 3
Student’s book with ebook and Practice Extra Digital Workbook
Cambridge University Press, first edition
Authors: Leslie Anne Hendra, Mark Ibbotson, Kathryn O’Dell,
ISBN: 9781108405287

OR

Evolve 3B (Units 7-12)
Student’s book with ebook and Practice Extra Digital Workbook
Cambridge University Press, first edition
Authors: Leslie Anne Hendra, Mark Ibbotson, Kathryn O’Dell, ISBN: 978-1-108-40921-6

OBJECTIVES

General learning outcomes
The B1a level course guides learners in their approach towards using English at an intermediate level. The pre-intermediate level language learner is only able to communicate very basic information relating to familiar themes and will therefore encounter situations where they meet unpredictable language. However, by the end of the course students should be better equipped to deal with more complex communication and be working towards achieving an intermediate level of competence in English appropriate to both their general and educational needs. While not being designed specifically to prepare students for the prova di competenza linguistica B1, the course contributes to the development of language competency at the B1a level and provides students with opportunities to perform tasks which prepare them for the prova di competenza B1.

Specific learning outcomes

By the end of the course, the student should be able to do the following:

Listening Comprehension:
Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
May also understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
Understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
Understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.

Reading Comprehension:
Read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Recognise significant points in straightforward newspaper articles on familiar subjects.
Understand straightforward, factual texts on subjects relating to his/her interests or studies.
Extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

Spoken Production:
Reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
Give straightforward descriptions on a variety of familiar subjects within his field of interest.
Express opinions about topics with two sides.
Reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
Give detailed accounts of experiences, describing feelings and reactions.
Report straightforward factual information on a familiar topic, for example to discuss changing habits or tastes.
Communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
Exchange, check and confirm information, deal with less routine situations and explain why something happens.
Express thoughts on cultural topics such as films, TV shows, music, etc.
Exploit a wide range of simple language to deal with most situations likely to arise in everyday situations.

Written Production:
Write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
Write short, simple texts on topics of interest.
Write a text on a topical subject of personal interest, using simple language to, give and justify his/her opinion.
Summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

PREREQUISITES
Students must be certified A2 or have achieved a sufficient score in the CLA placement test to be considered ready for the B1a level course. Students enrolling on this course demonstrate ease with A2 level language and have already acquired some language knowledge and competency at the B1a level.

CONTENTS
The textbook currently used for this course is Evolve 3. The book volume contains 12 units; the B1a course covers most of the content in Units 7 to 12. In line with the CEFR’s communicative, action-oriented approach, language competencies are developed through purposeful, interactive tasks which meet students’ basic needs in the personal, educational, occupational and public domains.
The Evolve 3 book is designed to provide students with opportunities to develop all aspects of language competency: linguistic competence (ex. grammatical, lexical, and phonological competency), sociolinguistic competence (ex. basic register differences, politeness, accent) and pragmatic competence.

Students enrolling on this course aim to develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Used to</strong></td>
<td>Music</td>
</tr>
<tr>
<td>Comparative: <em>(not)</em> as...as</td>
<td>Tv shows and movies</td>
</tr>
<tr>
<td>Present perfect continuous vs. present perfect simple</td>
<td>Describing experiences and progress</td>
</tr>
<tr>
<td>Modals of necessity, prohibition and permission</td>
<td>College subjects</td>
</tr>
<tr>
<td>Passive: simple present and simple past</td>
<td>Employment</td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td>Describing materials, production and distribution</td>
</tr>
<tr>
<td>Present and future unreal conditionals</td>
<td>Success, opportunities and risks</td>
</tr>
<tr>
<td>Indefinite pronouns</td>
<td>Accidents and extremes</td>
</tr>
</tbody>
</table>
| Reported speech

Students aim to develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing paraphrasing</td>
<td>Writing a post about a podcast</td>
<td>Refusing invitations and responding to a refusal</td>
</tr>
<tr>
<td>Understanding reference</td>
<td>Writing a review</td>
<td>Asking about someone’s news and answering</td>
</tr>
<tr>
<td>words in context</td>
<td>A résumé</td>
<td>Expressing confidence or lack of it</td>
</tr>
<tr>
<td>Understanding linkers and cohesive devices</td>
<td>Online customer feedback</td>
<td>Question or approve someone’s choices</td>
</tr>
<tr>
<td>Understanding different</td>
<td>A story about a challenging activity</td>
<td>Ask for agreement/agree</td>
</tr>
<tr>
<td>expressions with similar meanings</td>
<td></td>
<td>Describing feelings, asking about or guessing others’ feelings</td>
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<tr>
<td></td>
<td></td>
<td>Phonology:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/m/ in I’m</td>
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<tr>
<td></td>
<td></td>
<td>Vowel sounds</td>
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<tr>
<td></td>
<td></td>
<td>Weak forms of didn’t</td>
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<tr>
<td></td>
<td></td>
<td>Grouping words</td>
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<tr>
<td></td>
<td></td>
<td>Contrastive stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-ed word ending</td>
</tr>
<tr>
<td></td>
<td></td>
<td>’ll</td>
</tr>
</tbody>
</table>

TEACHING METHODS
The lessons are face-to-face. The course itself is interactive in nature and will generally follow the textbook, however, the teacher may sometimes use other appropriate material for the B1a level. Students are expected to actively participate in class.

**ASSESSMENT**

Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

**BIBLIOGRAPHY**

**Course book**

See above.

**Recommended Books**


*English Grammar in Use Book with Answers*


*English Vocabulary in Use Pre-Intermediate and Intermediate with Answers.*


**Other information**

For further information about different types of course and tutoring hours please see the CLA website: [https://www.cla.unitn.it](https://www.cla.unitn.it)

ENGLISH B1b LEVEL

COURSE BOOK

Evolve 4
Student’s book with ebook and Practice Extra Digital Workbook
Authors: Ben Goldstein, Ceri Jones,
Cambridge University Press, first edition
ISBN: 9781108405324

OBJECTIVES

General learning outcomes

The B1b course builds on the foundation laid in the previous B1a course, guiding students in their approach towards using English in an academic context at an intermediate level. On entering the course students should be able to communicate basic information relating to familiar themes, but typically have difficulty dealing with situations where they meet unpredictable language. By the end of the B1b course students should be better equipped to deal with more complex communication and have further developed their skills at an intermediate level of competence in English appropriate to their educational needs.

Specific learning outcome

Students will aim to continue to develop the following academic skills:

- maintaining a conversation on familiar topics in most situations
- understanding the main points of clearly pronounced standard speech on familiar topics
- various strategies for reading and listening comprehension
- taking notes on lectures or radio programmes on themes a student is likely to encounter
- reading short texts from everyday or academic related contexts to find specific information
- understanding high frequency vocabulary
- predicting content based on previous knowledge and visual material
- identifying the purpose of a text and the target audience
- distinguishing between opinion and fact (referring to common knowledge and/or research)
- making inferences from a text
- understanding paraphrase
- writing short texts showing evidence of being able to organize their ideas

In the B1b course, the teacher will decide based on the needs of the students which areas should be covered in class. Possible areas of linguistic competence that may be developed are the following:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense review (simple and continuous)</td>
<td>Vocabulary related to: accomplishments, qualities, trends, food, time and money, advertising, people in the media, plans, good works and deeds, communication online, work/life balance, places, rules, discoveries, right and wrong, college education, science, the senses, memories.</td>
</tr>
<tr>
<td>Dynamic and stative verbs</td>
<td></td>
</tr>
<tr>
<td>Real conditionals</td>
<td></td>
</tr>
<tr>
<td><em>I wish</em></td>
<td></td>
</tr>
<tr>
<td>Past and present unreal conditionals</td>
<td></td>
</tr>
<tr>
<td>Clauses with <em>after, until, when</em></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Modifiers for comparatives</th>
<th>Too and enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modals of speculation</td>
<td><em>Was/were going to</em>/supposed to</td>
</tr>
<tr>
<td>Subject and object relative clauses</td>
<td>Word formation</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Agreeing and disagreeing</td>
</tr>
<tr>
<td>Present and past passive</td>
<td>Reporting research results</td>
</tr>
<tr>
<td>Passive with modals</td>
<td>Expressing opinions</td>
</tr>
<tr>
<td>Reported speech</td>
<td>Reason and consequences</td>
</tr>
<tr>
<td>Present and past prohibition, permission, obligation</td>
<td>Quoting</td>
</tr>
<tr>
<td>Modals of past probability</td>
<td>Register</td>
</tr>
<tr>
<td>Gerund and infinitive after <em>forget, remember, stop</em></td>
<td>Attitude</td>
</tr>
<tr>
<td>Causative verbs</td>
<td>Emphasizing, comparing, contrasting</td>
</tr>
<tr>
<td>Substitution and referencing</td>
<td>Transition phrases</td>
</tr>
</tbody>
</table>

Students will aim to develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for gist</td>
<td>Writing comments</td>
<td>Making introductions</td>
</tr>
<tr>
<td>Reading for detail</td>
<td>Writing survey results</td>
<td>Asking and answering questions</td>
</tr>
<tr>
<td>Skimming and scanning</td>
<td>Writing about a letter of complaint</td>
<td>Making, accepting, refusing offers</td>
</tr>
<tr>
<td>Understanding meaning from context</td>
<td>Writing a product review</td>
<td>Apologising an explaining</td>
</tr>
<tr>
<td>Predicting content</td>
<td>Writing emails in formal or informal register</td>
<td>Exchanging and discussing opinions</td>
</tr>
<tr>
<td>Interpreting or inferring attitude</td>
<td>Presenting an argument</td>
<td>Reacting to problems and finding solutions</td>
</tr>
<tr>
<td>Identifying opinion</td>
<td>Referencing</td>
<td>Recounting conversations or stories</td>
</tr>
<tr>
<td>Recalling key information</td>
<td>Communicating attitude</td>
<td>Evaluating options</td>
</tr>
<tr>
<td>Identifying arguments</td>
<td></td>
<td>Making generalizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussing alternatives and responding to suggestions</td>
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<tr>
<td></td>
<td></td>
<td>Recalling a memory</td>
</tr>
<tr>
<td>Phonology:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The letter <em>y</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vowel sounds <em>/s/</em> at the beginning and at the end of a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening for topic organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consonants at the end of a word */b/, */v/, <em>/j/</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consonant clusters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stressing long words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening for transition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PREREQUISITES

Students should already have either successfully passed the CLA level B1a, or else have achieved a sufficient score in the CLA placement test to be considered ready for a B1b course.

CONTENTS

The textbook currently used for this course is Evolve 4. The book volume contains 12 units. The B1b course covers bridges the gap between the B1 and B2 levels by consolidating and expanding upon areas of linguistic competence which may have been studied previously as well as introducing new skills with the aim of introducing students to longer, more complex discourse. In line with the CEFR’s communicative, action-oriented approach, language competencies are developed through purposeful, interactive tasks which meet students’ basic needs in the personal, educational, occupational and public domains.

The Evolve 4 book is designed to provide students with opportunities to develop all aspects of language competency: linguistic competence (ex. grammatical, lexical, and phonological competency), sociolinguistic competence (ex. basic register differences, politeness, accent) and pragmatic competence.

TEACHING METHODS

The lessons are face-to-face. The course itself is interactive in nature and will generally follow the textbook, however, the teacher may sometimes use other appropriate material for B1b level. Students are expected to actively participate in class.

ASSESSMENT

Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

BIBLIOGRAPHY

Course book
See above.

Recommended Books


OTHER INFORMATION

For further information about different types of course and tutoring hours please see the CLA website: https://www.cla.unitn.it

For a detailed description of all English language levels see the Common European Framework of Reference for Languages (CEFR) https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr
OBJECTIVES

General learning outcomes

The B2a course initiates a process of focusing students on working with English at an upper-intermediate level. Students develop their competence with the language at this level primarily through practical exercise of their language skills (reading, writing, listening and speaking). The listening and reading activities as well as the speaking and writing tasks are based on more specific and relevant fields for university students.

Specific learning outcomes

By the end of the course Students should be able to

- understand lengthy speech and comprehend relatively complex arguments on familiar topics
- understand media, such as TV news or film, in standard dialect
- interpret the viewpoints of authors in articles or reports on contemporary issues
- summarize the key points of an array of texts, or the plots of film and plays
- speak fluently and spontaneously with occasional difficulty
- speak in detail on subjects of interest or common topics, and support opinions in discourse without regularly resorting to dictionaries for words
- pronounce and intonate clearly
- express themselves formally or informally with register appropriate to context
- intervene, initiate, take turns, and ask follow-up questions in conversation
- write informally on personal experiences and significant events
- write formally on subjects of interest: opinion essay, personal statements, articles
- exercise a higher degree of productive grammatical control

Students enrolling on this course aim to develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present and past habits</td>
<td>Collocations (verb + noun/adjective)</td>
</tr>
<tr>
<td>Comparative structures</td>
<td>Describing annoying things</td>
</tr>
<tr>
<td>Superlative structures</td>
<td>The natural world</td>
</tr>
<tr>
<td>Relative pronouns and reduced relative clauses</td>
<td>Vocabulary for describing personality, feelings,</td>
</tr>
</tbody>
</table>
Present participles
Adding emphasis
Reflexive pronouns
Real conditionals (zero and first conditionals)
Narrative tenses (past continuous, past simple, past perfect)
Reported speech

willingness/unwillingness, reactions
Vocabulary for assessing ideas and dealing with emotions
Professional relationships
Reporting verbs

Students will aim to develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying main ideas</td>
<td>Degrees of formality</td>
<td>Discussing issues and agreeing strongly</td>
</tr>
<tr>
<td>Identifying specific information</td>
<td>Opinion essay: organising information</td>
<td>Exchanging information</td>
</tr>
<tr>
<td>Understanding numerical words and phrases</td>
<td>Describing an area</td>
<td>Making and responding to requests</td>
</tr>
<tr>
<td>Identifying target audience</td>
<td>Personal statement: composing and evaluating</td>
<td>Discussing advantages and disadvantages</td>
</tr>
<tr>
<td>Understanding author’s attitude</td>
<td>Summarizing main points</td>
<td>Considering and contrasting ideas</td>
</tr>
<tr>
<td>Understanding problems and solutions</td>
<td>Online comments: stating opinion and giving examples</td>
<td>Making, contradicting and clarifying assumptions</td>
</tr>
<tr>
<td>Understanding irony</td>
<td>Article</td>
<td>Listening for complex verb phrases</td>
</tr>
<tr>
<td></td>
<td>Story: making a story interesting</td>
<td>Phonology:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weak forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/t/ at the end of words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intonation for requests;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connected speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Front vowels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short and long vowels</td>
</tr>
</tbody>
</table>

PREREQUISITES

Students should already have a certified B1 level of English or have attended and passed a CLA B1b course, or else have achieved a sufficient score in the CLA placement test to be considered ready for a B2a course.

CONTENTS
The textbook currently used for this course is Evolve 5. The book contains 12 units: the B2a course covers units 1 to 6. Each unit deals with topics and themes of a general nature and also addresses the communication needs at upper-intermediate level in a higher education context. The six units develop the skills of listening, reading, writing and speaking, while focusing on essential grammar, vocabulary and pronunciation that complement and aid the development of these skills.

TEACHING METHODS

The lessons are face-to-face. The course itself is interactive in nature and will generally follow the textbook, however, the teacher may sometimes use other appropriate material for B2 level. Students are expected to actively participate in class.

ASSESSMENT

Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

BIBLIOGRAPHY

Course book
See above.

Recommended Books


Any good monolingual advanced learner’s dictionary, e.g. *Oxford, Cambridge, Longman*.

Bilingual English-Italian dictionary: *Hoepli, Il Ragazzini - Zanichelli, Garzanti*.

OTHER INFORMATION

For further information about different types of course and tutoring hours please see the CLA website: [https://www.cla.unitn.it](https://www.cla.unitn.it)

ENGLISH B2b LEVEL

COURSE BOOK

Evolve 5
ISBN: 9781108405348
OR
Evolve 5B (Units 7-12)

OBJECTIVES

General learning outcomes

Following on from the B2a course, B2b continues the process of working with English at an upper-intermediate level. Students further develop their competence with the language at this level primarily through practical exercise of their language skills (reading, writing, listening and speaking).

Specific learning outcomes

By the end of the course students should be able to

- understand lengthy speech and comprehend relatively complex arguments on familiar topics
- understand media, such as TV news or film, in standard dialect
- take notes on lectures, highlighting information of importance, though missing some pieces
- interpret the viewpoints of authors in articles or reports on contemporary issues
- summarize the key points of an array of texts, or the plots of film and plays
- speak fluently and spontaneously with occasional difficulty
- speak in detail on subjects of interest or common topics, and support opinions in discourse without regularly resorting to dictionaries for words
- pronounce and intonate clearly
- express themselves formally or informally with register appropriate to context
- intervene, initiate, take turns, negotiate and ask follow-up questions in conversation
- write informally on personal experiences and significant events
- write formally on subjects of interest, a professional profile, essays in support of or against a statement, complaints, reviews of events
- exercise a higher degree of productive grammatical control

Students enrolling on this course aim to develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerunds and infinitives after adjectives, nouns,</td>
<td>Making purchases</td>
</tr>
<tr>
<td>pronouns</td>
<td>Describing neatness and messiness</td>
</tr>
</tbody>
</table>
Infinitive after verbs with and without objects
Gerunds after prepositions
Modal-like expressions with \textit{be}
Future forms
Unreal conditionals (2\textsuperscript{nd} and 3\textsuperscript{rd})
Wishes and regrets
Causative verbs
Passive forms
Passives with modals and modal-like expressions
Passive infinitives
Adverbs with adjectives and adverbs
Making non-countable nouns countable

Talking about progress
Luck and choice
Commenting on mistakes
Describing characteristics, research, consumer goods, emotional impact
Degrees of truth
Skill and performance

Students will aim to develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying main points and supporting details</td>
<td>Organizing an essay</td>
<td>Negotiating</td>
</tr>
<tr>
<td>Meaning of words from context</td>
<td>Avoiding run-on sentences and sentence fragments</td>
<td>Making suggestions and showing interest in ideas</td>
</tr>
<tr>
<td>Identifying writer’s purpose</td>
<td>Parallel structures</td>
<td>Giving reassurance</td>
</tr>
<tr>
<td>Making predictions</td>
<td>Using professional language</td>
<td>Giving impressions</td>
</tr>
<tr>
<td>Identifying implications</td>
<td>Using persuasive language</td>
<td>Expressing belief and disbelief, optimism and caution</td>
</tr>
<tr>
<td>Taking notes</td>
<td>Showing reason and result</td>
<td>Describing ambitions</td>
</tr>
<tr>
<td>Summarizing key points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding cause and effect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES

Students should already have a certified B2a level of English or else have achieved a sufficient score in the CLA placement test to be considered ready for a B2b course.

CONTENTS
The textbook currently used for this course is *Evolve 5*. The book contains 12 units: the B2b course covers units 7 to 12. Each unit deals with topics and themes of a general nature and also addresses the communication needs at upper-intermediate level in a higher education context. The six units develop the skills of listening, reading, writing and speaking, while focusing on essential grammar, vocabulary and pronunciation that complement and aid the development of these skills.

**TEACHING METHODS**

The lessons are face-to-face. The course itself is interactive in nature and will generally follow the textbook, however, the teacher may sometimes use other appropriate material for B2 level. Students are expected to actively participate in class.

**ASSESSMENT**

Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

**BIBLIOGRAPHY**

**Course book**

See above.

**Recommended Books**


Any good monolingual advanced learner’s dictionary, e.g. *Oxford, Cambridge, Longman.*

Bilingual English-Italian dictionary: *Hoepli, Il Ragazzini - Zanichelli, Garzanti.*

**OTHER INFORMATION**

For further information about different types of course and tutoring hours please see the CLA website: [https://www.cla.unitn.it](https://www.cla.unitn.it)

OBJECTIVES

General learning outcomes

The C1a course prepares students to understand a range of spoken and written language from multimedia sources, including regional varieties of English. At this level students should be able to communicate well by expressing their ideas reasonably spontaneously. Language is used with some flexibility although some basic errors and inaccuracies may still persist in oral and written production. By the end of the course, students should have consolidated their B2 level competence in English (upper intermediate), and be working towards an advanced level of proficiency in both receptive and productive skills. They should be able to produce clear, well-organized written texts with a good level of grammatical and lexical accuracy, showing a growing awareness of the use of cohesive devices as well as appropriate register and style.

Specific learning outcomes

By the end of the course students should be able to

- read more complex texts on academic topics, recognize how opinions and ideas can be developed into arguments, and filter different levels of information including main ideas, details, opinions, and positioning of the writer.
- recognize and understand an argument in a text.
- use a range of devices to create a formal register in extended writing
- recognize and use appropriate phrases to offer and support opinions
- follow extended speech on abstract and more complex academic topics that can feature more than one speaker, select information for note taking, and track more advanced organizational structures of a news feature.
- interrupt and agree and disagree on other speaker’s points in an appropriately formal register.
- make a persuasive argument in an appropriate register and use examples to support a point, introducing some idiomatic language and literary devices.
- Clarify a problem, elaborating on points of view with known reasons or examples.

Students enrolling on this course aim to develop the following areas of linguistic competence:
<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commenting adverbs with future forms</td>
<td>Vocabulary/expressions for: technology, personality, thought processes, emotional</td>
</tr>
<tr>
<td>Future perfect and future continuous</td>
<td>reactions, describing things and remote places,</td>
</tr>
<tr>
<td>Uses of <em>will</em></td>
<td>Adverbs to add detail or attitude</td>
</tr>
<tr>
<td>Uses of <em>would</em></td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>Variations on past unreal conditionals</td>
<td>Eye idioms and metaphors</td>
</tr>
<tr>
<td>Commenting on the past</td>
<td>Talking about influences</td>
</tr>
<tr>
<td>Quantifiers</td>
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<tr>
<td>Prepositions in relative clauses</td>
<td></td>
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<tr>
<td>Noun clauses with question words</td>
<td></td>
</tr>
<tr>
<td>Participle phrases</td>
<td></td>
</tr>
<tr>
<td>Reduced relative clauses</td>
<td></td>
</tr>
<tr>
<td>Cleft sentences</td>
<td></td>
</tr>
<tr>
<td>Question words with –ever</td>
<td></td>
</tr>
<tr>
<td>Prefixes <em>under-</em> and over-*</td>
<td></td>
</tr>
</tbody>
</table>

Students will develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting content</td>
<td>Exemplifying arguments</td>
<td>Acknowledging arguments and proposing counterarguments</td>
</tr>
<tr>
<td>Reading for detail</td>
<td>Explaining data</td>
<td>Discussing similar experiences</td>
</tr>
<tr>
<td>Reading for attitude</td>
<td>Organizing ideas</td>
<td>Describing bad experiences</td>
</tr>
<tr>
<td>Reading for main ideas</td>
<td>Creating cohesion</td>
<td>Offering sympathy and reassurance</td>
</tr>
<tr>
<td>Identifying purpose</td>
<td>Paraphrasing</td>
<td>Clarity</td>
</tr>
<tr>
<td>Evaluating content</td>
<td></td>
<td>Acknowledging arguments and proposing counterarguments</td>
</tr>
<tr>
<td>Taking notes</td>
<td></td>
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</tbody>
</table>

Phonology:  
- Contrastive stress  
- Expressions to show a counterargument  
- Intonation in interaction  
- Intonation to show emphasis  
- Selected stressed syllables  
- Weak forms in complex verb phrases  
- Stressed syllables  
- Tense and lax vowels  
- Connected speech  
- Foreign words and phrases  
- Saying clefts
PREREQUISITES

Students should already have either successfully passed the CLA course level B2b, or they hold a certified B2 level of English, or else have achieved a sufficient score on the CLA placement test to be considered ready for a C1a course.

CONTENTS

The textbook currently used for this course is Evolve 6. The book contains 12 units: the C1a course covers units 1 to 6. The course book covers a wide range of familiar and unfamiliar themes, exposing students to longer and more challenging authentic material from a variety of sources. Lessons will develop the four language skills (listening, reading, writing and speaking) at general English advanced level, while improving students’ overall fluency and accuracy. Post-B2 level students will be familiar with most grammatical forms, therefore the C1a course consolidates their knowledge and introduces more advanced aspects of grammar, vocabulary and pronunciation. There is an emphasis on enriching students’ lexis by focusing on synonyms, idioms and collocation, as well as exposing them to different varieties of English from around the world.

TEACHING METHODS

The lessons are face-to-face. The course itself is interactive in nature and will generally follow the textbook, however, the teacher may sometimes use other appropriate material for C1 level. Students are expected to actively participate in class.

ASSESSMENT

Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

BIBLIOGRAPHY

Course book
See above.

Recommended Books:


OTHER INFORMATION
For further information about different types of course and tutoring hours please see the CLA website: https://www.cla.unitn.it

For a detailed description of all English language levels see the Common European Framework of Reference for Languages (CEFR) https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr
OBJECTIVES

General learning outcomes

The C1b course builds on the foundation laid in the previous C1a course enabling students to deal with a wide range of spoken and written language from multimedia sources, including regional varieties of English. At this level students should be able to communicate effectively by expressing their ideas fluently with very little effort. Language is used more flexibly although some errors and inappropriate usage may still persist in oral and written production. By the end of the course, students should have further consolidated their competence in English and be closer to achieving an effective operational level of proficiency in all skills. Students’ writing should be well-organized and coherent using a suitable register and style for the task type, and with a consistently good level of grammatical accuracy and lexical appropriacy.

Specific learning outcomes

Students should be able to

- understand more advanced texts with facts or stated/implied opinions, make speculations, and decide if there are discrepancies in information or illogical arguments.
- read one or more complex texts on academic topics, and find connected ideas between different parts of those texts.
- write more detailed formal descriptions, and elaborate on specific technical terms to help a reader understand produced text.
- write more advanced, extended texts such as academic reports, organize ideas, produce effective conclusions, and use an appropriate formal register.
- use and identify language of persuasion through a variety of techniques, and understand how tone can affect style.
- have an increasing awareness of humor presented in texts and speeches, recognizing the intended effect of that humor.
- develop an argument systematically, highlighting significant points and using repetition and other rhetorical devices for emphasis of points.
- reformulate ideas in an appropriate register to eliminate the possibility of misunderstandings.
• use a range of expressions with appropriate register to take turns and influence the direction of a discussion, to positively or gently criticize, and to hedge.
• listen to more advanced speeches to distinguish between facts and opinions, and track more advanced organizational structures such as arguments and counter-arguments.

Students enrolling on this course will aim to develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative and limiting adverbials</td>
<td>Vocabulary and expressions for: talking about ancestry, customs and traditions, attention and distraction, health issues, global food and energy issues, describing change</td>
</tr>
<tr>
<td>Fronting adverbials</td>
<td>Phrases with get</td>
</tr>
<tr>
<td>Referencing</td>
<td>Phrases with as</td>
</tr>
<tr>
<td>Continuous infinitives</td>
<td>Adverbs</td>
</tr>
<tr>
<td>Simple past for unreal situations</td>
<td>color associations and expressions</td>
</tr>
<tr>
<td>It constructions</td>
<td></td>
</tr>
<tr>
<td>Subject-verb agreement</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td></td>
</tr>
<tr>
<td>The present subjunctive</td>
<td></td>
</tr>
<tr>
<td>Perfect infinitive</td>
<td></td>
</tr>
</tbody>
</table>

Students will aim to develop their language skills in the following ways:

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
<th>Oral Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for main ideas</td>
<td>Summarizing arguments</td>
<td>Commenting on one’s own story</td>
</tr>
<tr>
<td>Reading for attitude</td>
<td>Informing and persuading</td>
<td>Expressing an opinion</td>
</tr>
<tr>
<td>Evaluating information</td>
<td>Adapting ccontent</td>
<td>Responding to someone else’s story</td>
</tr>
<tr>
<td>Identifying purpose</td>
<td>Formal vs informal register</td>
<td>Speaking persuasively</td>
</tr>
<tr>
<td>Predicting content</td>
<td>Explaining distinctions</td>
<td>Asking probing questions</td>
</tr>
<tr>
<td>Analyzing content</td>
<td>Synonyms</td>
<td>Thinking time and deflecting questions</td>
</tr>
<tr>
<td></td>
<td>Writing a summary of a discussion</td>
<td>Defending an opinion</td>
</tr>
<tr>
<td></td>
<td>Cohesive devices</td>
<td>Concluding a turn</td>
</tr>
<tr>
<td></td>
<td>Writing an opinion essay</td>
<td>Responding to questions for different purposes</td>
</tr>
<tr>
<td></td>
<td>Supporting opinions</td>
<td>Retell/refer to a story</td>
</tr>
<tr>
<td></td>
<td>Writing a review of a movie or book</td>
<td>Skipping details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertainty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonology:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Missing /t/, /d/ sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diphthongs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long word groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary and secondary word stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stressed and unstressed grammar words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consonant clusters</td>
</tr>
</tbody>
</table>
PREREQUISITES

Students should already have either successfully passed the CLA level C1a, or have achieved a sufficient score on the CLA placement test to be considered ready for a C1b course.

CONTENTS

The textbook currently used for this course is *Evolve 6*. The book contains 12 units: the C1b course covers units 7 to 12. The course book covers a wide range of familiar and unfamiliar themes, exposing students to longer and more challenging authentic material from a variety of sources. Lessons will develop the four language skills (listening, reading, writing and speaking) at general English advanced level, while improving students’ overall fluency and accuracy. C1 level students will be familiar with most grammatical forms, therefore the C1b course reinforces their knowledge and practises more advanced aspects of grammar, vocabulary and pronunciation. There is an emphasis on enriching students’ lexis by focusing on synonyms, idioms and collocation, as well as exposing them to different varieties of English from around the world.

TEACHING METHODS

The lessons are face-to-face. The course itself is interactive in nature and will generally follow the textbook, however, the teacher may sometimes use other appropriate material for C1 level. Students are expected to actively participate in class.

ASSESSMENT

Students are assessed using continuous assessment which evaluates their progress throughout the course through reading and English in use, writing and listening tasks. This test does not fulfill student degree requirements or give CFU.

BIBLIOGRAPHY

Course book
See above.

Recommended Books:


Practical English Usage, Oxford University Press. Author: Swan, M. ISBN: 9780194420983


OTHER INFORMATION

For further information about different types of course and tutoring hours please see the CLA website: https://www.cla.unitn.it

For a detailed description of all English language levels see the Common European Framework of Reference for Languages (CEFR) https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr
ENGLISH – IELTS

OBJECTIVES

General learning outcomes

The course aims to help students to prepare for the IELTS exam by learning and practicing skills and strategies for approaching each of the papers of the exam. It is designed for students who have already registered for the exam, or who intend to do so in the near future. It is therefore not suitable for students who wish to develop their competencies in a more general way. The class may contain students of mixed abilities from B2 level and above, and each student will be guided to aim for the highest result in the exam according to his or her capabilities.

Specific learning outcomes

Students will be better able to approach the 4 papers of the IELTS exam by developing the following skills:

- Listening to dialogues of speakers in social situations.
- Listening to discussions of up to 4 speakers in educational or training situations.
- Listening to monologues on non-academic topics.
- Listening to talks or mini lectures about topics of general academic interest.
- Reading non-specialist texts from books, magazines, newspapers and journals.
- Writing descriptions of visual information, such as a bar chart, table or line graph.
- Writing discursive and opinion essays relating to topics of general interest.
- Talking about subjects which are personal to you.
- Speaking for 1-2 minutes on a given topic and discussing issues related to the topic spoken about.

PREREQUISITES

Students should have B2 certification, or have completed a CLA B2b course. It is strongly recommended that students only sign up for the course when they have already registered for the IELTS exam, or intend to do so in the near future.

CONTENTS

Students will prepare for each of the exam papers by practising the following sub-skills and strategies:

Reading

- Skim reading for main ideas
- Scan reading for keywords
- Locating information in the text
- Linking visual information to the text
- Analysing meaning
- Identifying paraphrases
- Identifying distracting information
- Identifying arguments
Exercise types
• Matching headings to paragraphs
• Summary completion
• Short-answer questions
• Labelling a diagram
• Table completion
• Classification
• Yes/No/Not given
• Sentence completion
• Multiple-choice with single or multiple answers
• True/False/Not given

Listening
• Anticipating what you will hear
• Following instructions
• Identifying keywords and paraphrasing
• Identifying signpost words
• Following a description
• Listening and writing simultaneously
• Identifying distractors
• Understanding meaning
• Identifying features of speech

Exercise types
• Form/flowchart/label completion
• Multiple-choice with single or multiple answers
• Classification
• Sentence and notes completion
• Short-answer questions
• Summary completion

Writing
• Understanding visual information
• Comparing graphs
• Describing trends
• Describing processes
• Understanding and selecting different essay approaches
• Presenting and justifying your opinion
• Providing supporting evidence
• Writing introductions and conclusions
• Organising the main body of a text

Speaking
• Giving personal information
• Providing additional information
• Organising your talk
• Introducing a topic
• Expressing opinion
• Comparing and contrasting information
Describing and explaining
Communicating your ideas clearly
Hypothesising, speculating and evaluating

The development of specific grammatical and lexical competences is not part of the course, but problematic areas of use of English may be addressed during lessons depending on the needs of the course participants.

TEACHING METHODS
The course will generally follow the required coursebook (see bibliography). However, the teacher may also introduce additional material depending on the students’ needs. Students are expected to actively participate in class, and should also be prepared to do a considerable amount of homework and self-study.

ASSESSMENT
The course is not officially assessed, but students will be given IELTS-style writing tasks for homework most weeks to track their progress, as well as IELTS reading and listening exercises to practise at home. They will also have the opportunity to try example IELTS papers in exam-style, timed conditions.

BIBLIOGRAPHY
Mindset for IELTS level 3 Student’s Book.
Edizioni: Cambridge University Press. ISBN: 978-1-316-64926-8

Recommended Books:
IELTS Express Upper Intermediate Workbook and Audio CD. Authors: Richard Hallows, Martin Lisboa, Mark Unwin. National Geographic Learning. ISBN 1133316204


OTHER INFORMATION
For further information about the IELTS exam see the official IELTS website: www.ielts.org
For details about dates and locations of the exam see this page: https://www.britishcouncil.it/esami/ielts/date-sedi
For further information about different types of course and tutoring hours please see the CLA website: https://www.cla.unitn.it

For a detailed description of all English language levels see the Common European Framework of Reference for Languages (CEFR)
ENGLISH – TOEFL

OBJECTIVES

General learning outcomes

The course aims to help students to prepare for the TOEFL exam by learning and practising skills and strategies for approaching each of the papers of the exam. It is designed for students who have already registered for the exam, or who intend to do so in the near future. It is therefore not suitable for students who wish to develop their competencies in a more general way. The class may contain students of mixed abilities from B2 level and above, and each student will be guided to aim for the highest result in the exam according to his or her capabilities.

Specific learning outcomes

Students will be better able to approach the 4 papers of the TOEFL exam by developing the following skills:

- Listening to lectures.
- Listening to classroom discussions.
- Listening to conversations.
- Reading passages from academic texts.
- Writing texts which summarize and compare an audio and reading passage.
- Writing essays which explain and support your opinion on an issue.
- Speaking about personal preferences and choices regarding familiar topics.
- Giving spoken summaries of conversations/lecture extracts with accompanying reading passages.
- Giving spoken summaries and opinions of conversations and lecture extracts.

PREREQUISITES

Students should have B2 certification, or have completed a CLA B2b course. It is strongly recommended that students only sign up for the course when they have already registered for the TOEFL exam, or intend to do so in the near future.

CONTENTS

Students will prepare for each of the exam papers by practising the following sub-skills and strategies:

Reading
- Understanding meaning from context
- Understanding the connection of ideas
- Understanding details
- Recognising paraphrases
- Making inferences
- Drawing conclusions
- Identifying summary ideas
Exercise types
- Multiple choice with single answer
- Inserting sentences in a text
- Selecting sentences which summarise a text
- Matching choices to categories

Listening
- Understanding natural speech
- Understanding connections
- Identifying topics
- Understanding details
- Making inferences
- Drawing conclusions

Exercise types
- Multiple choice with single answer
- Multiple choice with multiple answers
- Completing a chart

Writing
- Writing cohesively
- Writing concisely
- Planning to write
- Writing introductions and conclusions
- Organising and writing developmental paragraphs
- Paraphrasing and summarizing
- Linking ideas in reading and listening passages

Speaking
- Improving pronunciation
- Speaking cohesively
- Preparing to give a timed response
- Making introductory and concluding statements when speaking about personal preferences and choices
- Sequencing ideas when speaking about personal preferences and choices
- Identifying and analyzing important points in a reading or audio passage to speak about

The development of specific grammatical and lexical competences is not part of the course, but problematic areas of use of English may be addressed during lessons depending on the needs of the course participants.
TEACHING METHODS
The course will generally follow the required coursebook (see bibliography). However, the teacher may also introduce additional material depending on the students’ needs. Students are expected to actively participate in class, and should also be prepared to do a considerable amount of homework and self-study.

ASSESSMENT
The course is not officially assessed, but students will be given TOEFL-style writing tasks for homework most weeks to track their progress, as well as TOEFL reading and listening exercises to practise at home. They will also have the opportunity to try example TOEFL papers in exam-style, timed conditions.

BIBLIOGRAPHY
*Cambridge Preparation for the TOEFL Test fourth edition*. Authors: Jolene Gear and Robert Gear. Cambridge University Press. ISBN 9781107699083

OTHER INFORMATION
For further information about the TOEFL exam and details on dates and locations see the official TOEFL website:
https://www.ets.org/toefl

For further information about different types of course and tutoring hours please see the CLA website: https://www.cla.unitn.it

For a detailed description of all English language levels see the Common European Framework of Reference for Languages (CEFR)