ENGLISH A2-B1 FOUNDATION LEVEL

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:
Find out and pass on straightforward, factual information.
Give a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
Ask for and follow detailed directions.
Relate a straightforward narrative or description as a linear sequence of points.
Give accounts of experiences.
Describe feelings and reactions.
Exchange, check and confirm information.
Use simple language to deal with situations likely to arise whilst travelling.

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 a description of an event, a recent trip or an imagined event.
Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, 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 Navigate B1 (see Bibliography below). 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 Navigate B1 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 will 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>Phrases with on</td>
</tr>
<tr>
<td>Use of Auxiliary verbs</td>
<td>Adjectives for describing feelings, objects, and character</td>
</tr>
<tr>
<td>Present simple</td>
<td>Adverbs of manner</td>
</tr>
<tr>
<td>Adverbs of Frequency</td>
<td>Get</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>prefixes and suffixes</td>
</tr>
<tr>
<td>Identifying relative clauses</td>
<td></td>
</tr>
<tr>
<td>Past simple</td>
<td></td>
</tr>
<tr>
<td>Past Continuous</td>
<td></td>
</tr>
<tr>
<td>Verbs with to and -ing</td>
<td></td>
</tr>
<tr>
<td>Going to and present continuous for future</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td></td>
</tr>
<tr>
<td>Quantifiers</td>
<td></td>
</tr>
<tr>
<td>Present perfect simple</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>Understanding linkers for reason and result</td>
<td>Writing a web post about your country</td>
<td>Talking about likes and dislikes</td>
</tr>
<tr>
<td>Understanding sentences where ellipsis is used</td>
<td>Writing text messages</td>
<td>Asking for and giving directions</td>
</tr>
<tr>
<td></td>
<td>Writing an email about an event</td>
<td>Telling and responding to a story</td>
</tr>
<tr>
<td></td>
<td>Writing an email to make arrangements</td>
<td>Inviting and making arrangements</td>
</tr>
<tr>
<td></td>
<td>Responding to news on social media</td>
<td>Explaining words you don’t know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving and responding to news</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

Course book:


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)

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. 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 indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 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 is a problem.
Express thoughts on more abstract, cultural topics such as films, books, music etc.
Exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.

**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 essays on topics of interest.
Write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, 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 *Navigate B1* (see Bibliography below). 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 *Navigate B1* 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 will develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictions with will and might</td>
<td>adjectives (-ed and -ing forms)</td>
</tr>
<tr>
<td>Indefinite Pronouns (Somebody, Nowhere, etc.)</td>
<td>make and do</td>
</tr>
<tr>
<td>Modal verbs (ability, obligation, necessity, permission)</td>
<td>phrasal verbs</td>
</tr>
<tr>
<td>1st and 2nd Conditionals</td>
<td>Phrases with in</td>
</tr>
<tr>
<td>Use of gerunds and infinitives</td>
<td></td>
</tr>
<tr>
<td>The passive</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>Recognizing paraphrasing</td>
<td>Writing a contribution to a web page</td>
<td>Using sequencing words for comprehension</td>
</tr>
<tr>
<td>Understanding reference words in context</td>
<td>Writing a review</td>
<td>Expressing opinions politely</td>
</tr>
<tr>
<td>Understanding linkers and cohesive devices</td>
<td>Preparing a presentation</td>
<td>Asking for clarification</td>
</tr>
</tbody>
</table>

- Understanding linkers and cohesive devices
- Using sequencing words for comprehension
- Expressing opinions politely
- Asking for clarification
- Asking for help and giving advice
- Explaining and dealing with problems
- Answering questions in a job interview
- Phonology: word stress, words with shortened vowels, intonation, confusing sounds, understanding connected speech.

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:


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

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 B1b LEVEL

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 outcomes

Students will 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>Present simple</td>
<td>Vocabulary related to: friendship, money, challenges, work skills, the natural world, movies, climate</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Noun suffixes</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Comment adverbs</td>
</tr>
<tr>
<td>State verbs</td>
<td>Compound adjectives</td>
</tr>
<tr>
<td>Narrative forms</td>
<td>Idiomatic phrases</td>
</tr>
<tr>
<td>Sequencing events</td>
<td>Adjective suffixes</td>
</tr>
<tr>
<td>Ability</td>
<td>Collocations</td>
</tr>
<tr>
<td>Obligation, permission</td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>Will/be going to for predictions and decisions</td>
<td>Prepositions</td>
</tr>
<tr>
<td>Probability</td>
<td></td>
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<tr>
<td>-ing form and inf</td>
<td></td>
</tr>
<tr>
<td>Relative clauses</td>
<td></td>
</tr>
<tr>
<td>The Passive</td>
<td></td>
</tr>
<tr>
<td>Used to and Would</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>References</td>
<td>Writing about experience</td>
<td>Phonology:</td>
</tr>
<tr>
<td>Understanding linkers</td>
<td>Writing about opinion</td>
<td>Linking</td>
</tr>
<tr>
<td>Understanding paraphrasing</td>
<td>Writing about a place</td>
<td>Intonation (Showing interest, Certainty)</td>
</tr>
<tr>
<td>Complex noun phrases</td>
<td>Writing a review</td>
<td>Word Stress</td>
</tr>
<tr>
<td></td>
<td>Writing emails</td>
<td>Sounding polite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking for and giving opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Showing interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linkers in conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparing and recommending</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changing arrangements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving a talk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making complaints</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstressed words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making recommendations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hearing Modal verbs</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 *Navigate B1+* (see Bibliography below). 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. Students will be expected 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 *Navigate B1+* 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


**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](https://www.cla.unitn.it)

ENGLISH B2a LEVEL

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

Students will 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, and ask follow-up questions in conversation
- write informally on personal experiences and significant events
- write formally on subjects of interest, essays, reports, and in support of or against a statement
- exercise a higher degree of productive grammatical control

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

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question types</td>
<td>collocations (verb + preposition)</td>
</tr>
<tr>
<td>Present perfect simple and continuous</td>
<td>Adjectives describing feelings</td>
</tr>
<tr>
<td>Narrative tenses (past continuous, past simple, past perfect)</td>
<td>North American English vocabulary</td>
</tr>
<tr>
<td>Describing the future</td>
<td>Collocations dealing with time and money</td>
</tr>
<tr>
<td>The passive voice</td>
<td>Suffixes (nouns)</td>
</tr>
<tr>
<td></td>
<td>Easily confused words</td>
</tr>
</tbody>
</table>
Causative *Have* and *Get*
Verb: Gerund and Infinitive
Uses of verbs in gerund and infinitive with *to*
Articles
Determiners and Quantifiers

Vocabulary for describing memories, behavior, impressions, culture, emotions, housing, travel and adventure, learning and knowledge
High Frequency Verb Collocations

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>Guessing the meaning of new words</td>
<td>Informal email</td>
<td>Understanding North American and British accents</td>
</tr>
<tr>
<td>Skimming a text using topic sentences</td>
<td>Email of complaint</td>
<td>Telling and reacting to a story</td>
</tr>
<tr>
<td>Understanding Linkers</td>
<td>Balanced opinion essay</td>
<td>Discussing probability</td>
</tr>
<tr>
<td></td>
<td>Writing an online article</td>
<td>Omitting consonant sounds</td>
</tr>
<tr>
<td></td>
<td>Describing data</td>
<td>Giving opinions and trying to change somebody’s opinion</td>
</tr>
</tbody>
</table>

Phonology:
Have and Been
Word stress: adjectives; nouns
Weak forms: to be; of
Intonation - expressing certainty; softening language, making exclamations

**PREREQUISITES**

Students should already have a certified B1 level of English or have attended and passed a CLA B1 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 *Navigate B2* (see Bibliography below), 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.

COURSEBOOK


Recommended Books

Language Practice for First, MacMillan. Author: Vince, M. ISBN: 9780230463752


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


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 B2b LEVEL

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

Students will 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, and ask follow-up questions in conversation
- write informally on personal experiences and significant events
- write formally on subjects of interest, essays, reports, and in support of or against a statement
- exercise a higher degree of productive grammatical control

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

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present modal verbs</td>
<td>Vocabulary for: crime and justice, technology, describing people, climate, lifestyle, sleep, family, looking and seeing, life events, talking about news.</td>
</tr>
<tr>
<td>Past modals of deduction</td>
<td>Verbs + prepositions</td>
</tr>
<tr>
<td>relative clauses</td>
<td>Prefixes</td>
</tr>
<tr>
<td>participle clauses</td>
<td>Adjectives + dependent prepositions</td>
</tr>
<tr>
<td>adjectives and adverbs</td>
<td>synonyms and antonyms</td>
</tr>
<tr>
<td>past and present habits</td>
<td>Sense verbs</td>
</tr>
<tr>
<td>order of adjectives</td>
<td></td>
</tr>
<tr>
<td>if clauses</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>Understanding ellipsis</td>
<td>Writing a persuasive email</td>
<td>listening for stressed words</td>
</tr>
<tr>
<td>Understanding reference</td>
<td>Writing an online review</td>
<td>understanding assimilation</td>
</tr>
<tr>
<td>Understanding complex sentences</td>
<td>Writing a report</td>
<td>recognizing vague language</td>
</tr>
<tr>
<td></td>
<td>Writing an opinion essay</td>
<td>Agreeing and disagreeing strongly</td>
</tr>
</tbody>
</table>

Phonology:
- *Have* in past modals
- Agreeing or disagreeing strongly
- Pauses
- Dropped syllables
- Polite intonation - interrupting
- Word stress - adjectives
- Weak syllables in reporting verbs
- Sentence stress in conditional sentences

PREREQUISITES

Students should already have a certified B2b level of English 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 *Navigate B2* (see Bibliography below), 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.

COURSEBOOK

*Navigate B2 (1st edition).* Author: Caroline Krantz and Rachael Roberts; Student’s book with online workbook. Oxford University Press.

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 - C1a LEVEL

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

Students will 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, and consider if there is enough supporting information to make the argument valid.
- use a range of devices to create a formal register in extended writing
- recognize and use hedging to express opinions tentatively when the facts are not fully substantiated in both speech and writing
- 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 lecture.
- 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 my point, introducing some idiomatic language and literary devices.
- give a structured presentation on a more complex topic area, elaborating on and supporting points of view with known reasons or examples.

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

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing</td>
<td>Vocabulary/expressions for: time and speed, change, behaviour and attitude, success and failure, responsibility, preferences, leisure, relaxation and stress.</td>
</tr>
<tr>
<td>Continuous forms</td>
<td>Using a dictionary</td>
</tr>
<tr>
<td>Noun phrases</td>
<td>Phrases with adverb</td>
</tr>
<tr>
<td>Perfect forms</td>
<td>Collocations for describing problems and solutions</td>
</tr>
<tr>
<td>Auxiliary verbs</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td></td>
</tr>
<tr>
<td>Degrees of obligation</td>
<td></td>
</tr>
</tbody>
</table>
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 Navigate C1 (see Bibliography below), 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

*Navigate C1 (First Edition).* Author: Caroline Krantz and Rachael Roberts; Student’s book with online workbook. Oxford University Press.

**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](https://www.cla.unitn.it)

ENGLISH C1b LEVEL

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 will 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 develop the following areas of linguistic competence:

<table>
<thead>
<tr>
<th>Grammatical Competence</th>
<th>Lexical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotheses</td>
<td>Vocabulary and expressions for: emotions,</td>
</tr>
<tr>
<td>Unreality</td>
<td>reacting to events, properties of materials,</td>
</tr>
<tr>
<td>Probability and speculation</td>
<td>higher education, money, food preparation,</td>
</tr>
<tr>
<td>Participle clauses</td>
<td>describing research and results</td>
</tr>
<tr>
<td>Uses of will</td>
<td>Metaphor</td>
</tr>
<tr>
<td>The future</td>
<td>Phrasal Verbs</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>Understanding links within a text</td>
<td>Comment adverbs</td>
<td>Informal negotiations</td>
</tr>
<tr>
<td>Understanding writer stance</td>
<td>Discourse markers</td>
<td>Speculating, comparing and contrasting</td>
</tr>
<tr>
<td></td>
<td>Analytical essay</td>
<td>Giving a presentation</td>
</tr>
<tr>
<td></td>
<td>Persuasive essay</td>
<td>Reaching a consensus</td>
</tr>
<tr>
<td></td>
<td>Blog entry</td>
<td>Emphasis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonology:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intonation in negotiating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stress on will and would</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentences with only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stress in word families</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 *Navigate C1* (see Bibliography below), 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

Navigate C1 (First Edition). Author: Caroline Krantz and Rachael Roberts; Student’s book with online workbook. Oxford University Press.

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

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](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](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/europeanlanguage-levels-cefr](https://europass.cedefop.europa.eu/en/resources/europeanlanguage-levels-cefr)