

Testi del Syllabus

Resp. Did. **COSTANTINI ANNA MARIA** Matricola: **006340**

Docente **COSTANTINI ANNA MARIA, 4 CFU**

Anno offerta: **2018/2019**

Insegnamento: **AI003 - LINGUA INGLESE**

Corso di studio: **700M - ARCHITETTURA**

Anno regolamento: **2018**

CFU: **4**

Settore: **NN**

Tipo Attività: **E - Lingua/Prova Finale**

Partizione studenti: **GRPB - Gruppo B**

Anno corso: **1**

Periodo: **Primo Semestre**

Sede: **PESCARA**



Testi in italiano

Lingua insegnamento	INGLESE
Contenuti	Acquisizione degli items linguistici riferibili al livello B2, così definito dal Quadro Comune Europeo di Riferimento per le lingue del Consiglio d'Europa. Acquisizione della terminologia di base per la comprensione di una varietà di testi autentici tratti da libri, giornali, riviste e siti web che coprano campi specifici quali storia dei principali stili architettonici, progettazione urbanistica, architettura sostenibile
Testi di riferimento	Peter May - Cambridge English Compact first Second Edition Student's Book without answers with CD 978-1-107-42842-3
Obiettivi formativi	Portare gli studenti al livello B2 sopra citato. Nel corso verranno migliorate le abilità di produzione e comprensione orale e scritta.
Prerequisiti	Conoscenza di base della lingua inglese (Livello B1: CEFR).
Metodi didattici	Lezioni frontali e esercitazioni
Altre informazioni	Ricevimento: A seguire le ore di lezione

Modalità di verifica dell'apprendimento

Esame con voto finale

Programma esteso

Syllabus - INGLESE B2

Functions

- asking and answering questions about personal possessions
- asking and giving/refusing permission to do something
- asking and telling people the time, day and/or date
- asking for and giving information about routines and habits
- asking for and giving personal details: (full) name, age, address, names of relatives and friends occupation etc
- asking for and giving simple information about places
- asking for and giving the spelling and meaning of words
- asking for and giving travel information
- asking for repetition and clarification
- asking the way and giving directions
- buying and selling things (costs, measurements and amounts)
- changing the topic
- checking on meaning and intention
- counting and using numbers
- criticising and complaining
- describing people (personal appearance, qualities)
- describing simple processes
- describing, education qualifications and skills
- drawing simple conclusions and making recommendations
- expressing ability/inability in the present and in the past
- expressing agreement and disagreement and contradicting people
- expressing and responding to thanks
- expressing degrees of certainty and doubt
- expressing needs and wants
- expressing obligation and lack of obligation
- expressing opinions and making choices
- expressing preferences, like and dislikes (especially about hobbies and leisure activities)
- expressing purpose, cause and result and giving reasons
- following and giving simple instructions
- giving advice
- giving and responding to invitations
- giving warnings and prohibitions
- greeting people and responding to greetings (in person and on the phone)
- helping others to express ideas
- identifying and describing accommodation (houses, flats, rooms, furniture etc.)
- identifying and describing simple objects (shapes, size, weight, colour purpose or use etc.)
- interrupting
- introducing oneself and other people
- making and granting/refusing simple requests
- making and responding to apologies and excuses
- making and responding to offers and suggestions
- making appointments and arranging to meet
- making comparisons and expressing degrees of difference
- making predictions
- paying compliments
- persuading and asking/telling people to do something
- reporting what people say
- re-stating what has been said
- resuming the topic
- starting a new topic
- sympathising
- talking about food and ordering meals
- talking about how to operate things
- talking about one's health

- talking about physical and emotional feelings
 - talking about probability/improbability and possibility/impossibility
 - talking about the weather
 - talking and writing about future or imaginary situations
 - talking and writing about future plans or intentions
 - talking and writing about past events and states in the past, recent activities and completed actions
 - talking and writing about what people are doing at the moment
 - understanding and completing forms giving personal details
 - understanding and producing simple narratives
 - understanding and writing diaries and letters giving information about everyday activities
 - understanding and writing letters giving personal details
 - understanding simple signs and notices
- Skills (listening, speaking, reading, writing and interaction)
- understanding signs, notices, and texts of a factual nature
 - understanding and writing diaries, faxes and letters (job applications, apologies, complaints, advice..)
 - skimming and scanning (newspapers, brochures, magazines, biographies, narrative...)
 - understanding and writing imaginative or emotional texts
 - talking and writing about emotions, reactions, events, hopes, regrets etc.
 - talking and writing about objects, people, places etc
 - reporting events (film/book review, current affairs...)
 - writing notes
 - giving information
 - asking and understanding questions and responding to them
 - understanding and expressing opinions (advantages, disadvantages)
 - understanding interaction (dialogues, conversation, anecdotes..)
 - understanding short turns (phone, announcements, ..)
 - understanding professional long turns (speeches, talks, stories, radio programmes...)
 - interacting in social and professional situations
- Vocabulary groups
- current affairs
 - daily life
 - education
 - entertainment
 - environment
 - feelings
 - food and drink
 - free time
 - health and body
 - house and home
 - language
 - personal information
 - places
 - relations with other people
 - services
 - shopping
 - travel
 - weather
- Pronunciation
- stress patterns, rhythm and prominence; reduced speech, intonation patterns, vowel reduction, vowel length, final consonants and consonant clusters for the listening skill
 - appropriate stress patterns and linking in everyday speech (interactional)
 - intonation patterns (questions, echo questions, statements, agreeing and disagreeing, checking and confirming..)
 - stress patterns, reduced speech, linking and intonation in longer turns

- difficulty areas for Italian students

Structures

- abstract nouns
- adjectives (predicative and attributive)
- adjectives (colour, shape, size, quality, nationality)
- adverbs of definite time
- adverbs of degree
- adverbs of direction
- adverbs of frequency
- adverbs of indefinite time
- adverbs of manner
- adverbs of place
- adverbs of sequence
- article a/an
- article the
- both, either, neither
- comparative and superlative forms of adjectives
- comparative and superlative forms of adverbs
- compound adjectives
- compound nouns
- conditional sentences type 0
- conditional sentences type 1
- conditional sentences type 2
- conditional sentences type 3
- connectors (although, while)
- connectors (and, or, but, either.or)
- connectors (because, since, so, for..)
- connectors (if, unless)
- connectors (so that, to)
- connectors (so.that, so, such .that)
- connectors (when, while, until, before, after, as soon as..)
- connectors (where)
- could (polite requests)
- countable and uncountable (some, any)
- demonstrative adjectives (this, that, those, these)
- double genitive (a friend of theirs)
- future with going to
- future with present continuous and present simple
- future with will and shall (offers, promises predictions etc)
- genitive 's and s'
- gerunds (-ing form) after verbs and prepositions
- gerunds as subjects and objects
- have to (obligation)
- how, how much, how many, how often, how long etc.
- imperatives
- in case
- indirect / embedded questions (know wonder)
- infinitives after verbs and prepositions (with or without to)
- may (possibility)
- might (possibility)
- must (obligation)
- mustn't (obligation)
- need (necessity)
- needn't (lack of necessity)
- not. any more/longer
- numbers (cardinal and ordinal)
- order of adjectives
- ought to (obligation)
- participles as adjectives
- passive forms (present and past simple)
- past continuous (parallel actions, continuous action interrupted by past simple)
- past perfect simple (narrative, reported speech)
- past simple (past events)
- phrasal verbs / verbs with prepositions
- position of adverbs
- possessive adjectives
- possibility, ability (can, be able to)

- prepositional phrases (at the beginning of, by means of.)
- prepositions (like, as, due to, owing to .)
- prepositions after nouns (afraid of.)
- prepositions after verbs (ask for laugh at.)
- prepositions before nouns and adjectives (by car, for sale, at last)
- prepositions of direction
- prepositions of instrument
- prepositions of place
- prepositions of time
- present continuous (future plans, future activities, present actions)
- present perfect continuous (unfinished actions, continuous action recently finished)
- present perfect simple (recent past, indefinite past, unfinished past, just, yet, already, never, ever, for, since)
- present simple (states, habits, systems and processes)
- pronouns (demonstrative)
- pronouns (impersonal)
- pronouns (indefinite)
- pronouns (personal - subject, object, possessive)
- pronouns (quantitative)
- pronouns (reflexive and emphatic)
- pronouns (relative)
- quantitative adjectives (some, any, much, many, a few, a lot of, all, other, every etc.)
- question tags
- regular and irregular forms of adverbs
- relative clauses (defining and non-defining)
- reported commands/requests (say, ask, tell)
- reported questions (say, ask, tell)
- reported statements (say, ask, tell)
- shall (suggestion, offer)
- short answers
- should (advice)
- singular and plural
- so/nor with auxiliaries
- used to + infinitive (past habits)
- verb + object + infinitive with or without to (make, let, allow)
- verb + object + infinitive + direct/indirect object (give, take, send, bring, show)
- what, what + noun
- when
- where
- who, whose, which
- why
- will (offer)
- would (polite requests)



Testi in inglese

	English
	<p>Content: - language items at level B2</p> <p>- acquisition of terms for buildings as a whole (e.g. church, mansion)</p> <p>refer to: Category:Buildings and structures and List of building types</p> <p>Names for parts of buildings defined by their function (e.g. kitchen, nave)</p> <p>refer to: Category:Rooms</p> <p>The names of styles of buildings or architectural movements (e.g. gothic, Bauhaus)</p> <p>refer to: Category:Architectural styles</p> <p>Building materials or construction methods (e.g. thatch)</p> <p>refer to: Category:Building materials</p>

	Textbooks: Peter May - Cambridge English Compact first Second Edition Student's Book without answers with CD 978-1-107-42842-3
	<p>Aims and Objectives Students should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. This aim corresponds to the recommendations of the Council of Europe's Threshold Specification.</p> <p>Reading Using the structures and topics listed in this Handbook, candidates should be able to understand public notices and signs; to read short texts of a factual nature and show understanding of the content; to demonstrate understanding of the structure of the language as it is used to express notions of relative time, space, possession, etc.; to scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; to read texts of an imaginative or emotional character and to appreciate the central sense of the text, the attitude of the writer to the material and the effect it is intended to have on the reader.</p> <p>Writing Students should be able to give information, report events, and describe people, objects and places as well as convey reactions to situations, express hopes, regrets, pleasure, etc. They should also be able to use the words they know appropriately and accurately in different written contexts, and be capable of producing variations on simple sentences.</p> <p>Listening Students should be able to understand and respond to public announcements; to show precise understanding of short factual utterances and to make identifications on the basis of these; to extract information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of the B1 level Syllabus; to understand the sense of a dialogue and show appreciation of the attitudes and intentions of the speakers.</p> <p>Speaking Students should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate authentic communication. They should be able to ask and to understand questions and make appropriate responses, and should be able to talk freely in order to express emotions, reactions, etc</p>
	Language requirements: The minimum recommended language level is B1
	Frontal lessons, practice activities
	office hours: after class hours
	Exam with final mark

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- changing the topic
- checking on meaning and intention
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- describing simple processes
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- drawing simple conclusions and making recommendations
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