CENTRO LINGUISTICO di ATENEO
Offerta Linguistica di Ateneo
LINGUA INGLESE
A.A. 2026 - 2027

Syllabus

A. ***Topics***
Contents will refer to the following academic sectors: Social Sciences, Science, Engineering, Humanities.

B. ***Communicative Functions***
Greeting people
Introducing people
Giving/asking for personal information
Giving/asking for information regarding one's studies
Describing daily routines
Talking about likes and dislikes
Talking about current activities
Talking about past experiences
Talking about future plans
Describing job responsibilities
Expressing opinions
Describing and comparing cities, universities, courses

C. ***Academic Skills***
Using a (monolingual) dictionary
Understanding graphs
Describing trends
Taking notes of content words
Reading skills: finding and understanding the main idea of a text, finding specific information, inferring, guessing vocabulary from context
Listening skills: understanding the main idea of an oral text, listening for specific information, making inferences, analyzing the lyrics of a song,
Writing a short text related to academic issues (e.g., courses, study abroad, further study, organizing studies),
Writing a CV.

D. ***Language Focus***
Present simple
Question forms
Wh-questions
Present continuous
Present continuous for future
Past simple- regular and irregular verbs
Present simple passive
Past simple passive
Future forms
Present perfect
Present perfect continuous
Past perfect

Modal verbs – can, could, may, might, should, will, would, must
Conditionals: Zero, 1st, 2nd
Reported speech
Frequency adverbs
Countable and uncountable nouns
Some and any
A lot of, much, many
Relative pronouns
Adjectives and adverbs
Comparatives and superlatives
Prepositions of place and time
Linkers

E. *Lexicon*
The lexicon that will be presented in class will be linked to content-oriented topics and will reflect basic technical terminology. The purpose is to provide students with the necessary, although basic, terminological knowledge they will need in more advanced academic studies in English.

F. Autonomous Learning
Autonomous Learning will help students understand that they can manage their own studies on the basis of personal interests, study patterns and abilities. Learners are encouraged to assume a leading role when taking care of their own learning and they are, therefore, encouraged to decide what to practice, the rhythm of their study, the strategies to adopt. In other words, they should become aware of all their learning actions.
Self-study activities in English are offered on the CLA website http://cla.unical.it, where material is provided in order to help develop linguistic skills in the following fields: academic, business, social, economic, scientific, educational fields. All this takes place through interactive programs, videos on current cultural issues, and music videos that help learners develop a pleasant musical approach. Students can visit the CLA website http://cla.unical.it (self study area) to discover the carefully selected material for learners interested in improving their language knowledge autonomously.

G. *Objectives*
Students need to achieve the B1 Level (CEFR), as shown by the descriptors (Council of Europe 2001) for A2 and B1 below:

General language (synthetic) descriptors

A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

General language (detailed) descriptors

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to commu-nicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and, "but" and "because".
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns asso-ciated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Academic language (synthetic) descriptors
Note: For the detailed descriptors, please, refer to the European Portfolio University of Calabria (2003- validation code 43)

		A 2	B 1
C O M P R E H E N S I O N	**L i s t e n i n g**	Can understand the global content of a conversation takir place in the classroom or during group work. I can understand the main points of short and simple messages concerning my field of study	Can understand the main points and identify detailed information in a speech related to a specific context.
	R e a d i n g	Can understand the global content of a specialised text from the title and the headings and I can check my prediction through reading. I can understand the content of a short and simple narrative text.	Can understand the global message of in a specific text and identify the typical textual structure. I can understand the meaning of unknown words using a monolingual dictionary.

S P E A K I N G	**Oral Interaction**	Can answer questions related to specialised texts by using simple expressions. I ca interact on simple topics during the lesson or group work.	Can formulate appropriate questions and answers on topics related to the lessons.
	Oral Production	Can describe my academic or working experience using simple expressions.	Can describe the topic of the lesson using simple and coherent sentences. I can express opinions regarding the topic of the lesson.
W R I T I N G	**Written production**	Can take simple notes during the lesson. I can write a short and simple message (e.g.: memo, fax, e-mail).	Can take notes of the most relevant information of an oral or written communication and I can write a simple text according to a given model **(e.g.: CV).**

G. CLA-OLA *Level Test* B1 level (CEFR, Council of Europe 2001, updated 2018)
Students must pass a computer based Test. See the Table below for details.

A. Listening, Reading and Writing sections
Tests and content will refer to the following academic sectors: Social Sciences, Science, Engineering, Humanities.

LISTENING SECTION			
Task and items	**Description of text and number of items**	**Target skills**	**Points**
Listening comprehension: Part 1	Short monologue (approx. 250 words/ approx.2 minutes). **10 items** Multiple choice A B C.	Students are asked to: • Understand the main ideas of a short text mainly related to academic and cultural issues. • Identify specific information within the same text.	**10**
Listening comprehension: Part 2	Short monologue (approx. 250 words/ approx. 2 minutes). **10 items for 10 gaps**	Students are asked to: • Identify key words/information uttered within a given context.	**10**

	Note taking of words/information.	• Note down the key words/information in the appropriate gaps. • Write the words correctly.	
READING and WRITING SECTION			
Text cohesion and analysis of spoken discourse	Five short student profiles (25-30 words) to be matched to six short dialogues, one is a distractor (40-45 words). **5 items** Matching.	Students are asked to: • Recognise both similarities related to lexicon as well as cohesiveness between themes that are expressed in two different text types. • Identify specific information. • Identify lexicon related to his/her field of study.	**5**
Graph analysis	Short text (80-100 words) and a graph dealing with facts and figures. **10 items** Multiple choice T F Ng.	Students are asked to: • Analyse different formats of graphs and their related texts to find specific information. • Recognise academic lexicon. • Distinguish between statements that are true or false or for which the veracity cannot be judged because the information is not available in the texts.	**10**
Reading comprehension	Longer text (370-400 words). **5 items** Matching the heading to a paragraph. **10 items** Multiple choice A B C D.	Students are asked to: • Identify the main idea of a paragraph and link it to the appropriate synthetic description. • Understand relations between different parts of a text. • Find and understand the main idea of a text. • Find and understand specific information.	**15**

Language use in context	A text (100-120 words) from which words have been removed. **10 items** Multiple choice A B C D.	Students are asked to: • Identify and use the L2 grammar within a text. • Understand the general meaning of the paragraph at different levels – single word, single phrase and multiple phrase sections.	**10**
Language use: Sentence transformation	Sentences to be completed using a different structural pattern so that they have the same meaning as the sentences provided. **5 items**	Students are asked to: • Show control and understanding of grammatical structures. • Rephrase and reformulate information.	**5**
Guided writing: Text completion	A semi-formal or informal text related to an academic context (150-160 words) **10 items** Unbanked gap-fill.	Students are asked to: • Complete a semi-formal or informal e-mail/text by providing the missing words, thus showing the ability to provide lexical, grammatical and thematic items within the context of a longer text that requires understanding at a paragraph level.	**10**
			75

Listening section	Listening comprehension: Part 1	10 points
	Listening comprehension: Part 2	10 points
		20 points
Reading and writing section	Text cohesion and analysis of spoken discourse	5 points
	Graph analysis	10 points
	Reading comprehension	15 points

	Language use in context	10 points
	Language use: Sentence transformation	5 points
	Guided writing: Text completion	10 points
		55 points
Total		**75 points**