



CORSO COMUNICATIVO CLIL (B2>C1) - A.A. 2018/2019 - SEDE DI MACERATA

COURSE COORDINATOR AND TRAINERS

- Prof. Elena Di Giovanni, course coordinator and trainer: elena.digiovanni@unimc.it
- Dott. Maria Paola Svampa, course trainer: mps2161@gmail.com
- Dott. Sara Castagnoli, course trainer: sara.castagnoli@unimc.it
- Dott. Martin Harper, course trainer: martin.harper@unimc.it

ONLINE TRAINERS

- Dott. Francesca Raffi, course leader and trainer: francesca.raffi@unimc.it
- Dott. Laura Catalini, assistant trainer: laura.catalini.s@gmail.com

Online trainers will work hand in hand with the course coordinator and will communicate directly with the participants.

MATERIALS

- Martin Harper: course materials (in PDF format) will be shared with participants before the classes.
- Maria Paola Svampa: course materials (in PDF format) will be shared with participants before the classes.
- Sara Castagnoli: materials will be shared with participants before or during the classes.
- Elena Di Giovanni: materials will be shared with participants before or during the classes.

COURSE DESCRIPTION

The course aims at providing participants with all the competences that are needed to reach the advanced level of proficiency in English (C1), in line with the Common European Framework for languages. As spelled out in the CEFR descriptors, course participants will receive training in reading, listening, writing, spoken interaction and spoken production, all in line with the level of competence required (for details, see <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>).

The course involves six trainers, two for online activities and four for the face-to-face classes. Online activities aim to strengthen and boost competences as they are built through the course. They are an essential part of the course itself.

Face-to-face classes have been organized in 17 sessions, four hours each. Topics for each class are outlined below. At the end of the course, a two-hour final test will be organized.

Both online and face-to-face activities aim to take participants to a gradual but constant





development of skills and competences. In case any participant feels s/he is not making progress, s/he is more than welcome to ask trainers for assistance.

CLASS OUTLINE

LESSON 1: HARPER

Identifying a problem, making a case; Grammar: Conventional word order in English; Reading: TV and the Internet; Listening: BBC documentary on parental policies limiting children's access to the media; Speaking: Managing adolescents' use of mobile phones and access to online material; Writing: Narrative

LESSON 2: HARPER

Talking about quantities; Grammar: Numerical expressions, countable and uncountable nouns; Listening: BBC documentary about the John Lewis partnership; Speaking: Wireless health and fitness apps

LESSON 3: HARPER

Graphs, trends and statistics; Grammar: Three frames for describing trends; Lexis: Fixed and semi-fixed phrases for describing trends; Reading: Graphics – form and use; Listening: ISTAT Italy in figures / Hans Rosling – '200 Countries, 200 Years, 4 Minutes'; Speaking: Apple consumer products; Writing: World population growth 2010-2100

LESSON 4: HARPER

Deduction, speculation, hypothesizing; Grammar: Modal verbs in English; Reading: Changing patterns of work; Listening: BBC documentary – 'How to Live to 100'; Speaking: Talking about the future; Writing: Culture shock

LESSON 5: HARPER

Describing a historical process; Grammar: Relative pronouns and relative clauses; Reading: The EU, Brexit and Theresa May; Listening: Mini-documentary – 'Brexit Explained'; Writing: Creating a concise Wikipedia entry

LESSON 6: HARPER

Making comparisons; Grammar: Comparing things; Reading: The big 5 factors governing your personality; Listening: 'The Duff' - adolescents at an American High School; Writing: How should children and/or parents and/or teachers deal with online bullying?

LESSON 7: HARPER

Explaining meaning; Grammar: Cause and effect, describing consequences; Reading: All in the Mind – 'The Secrets of Happiness'; Listening: 'Hector and the Search for Happiness'; Writing: Advising adolescents on how to live a full and happy life

LESSON 8: SVAMPA

Making a statement, posing a problem; Grammar: open-ended questions and conditionals;





Reading: Arguments: how we present ideas, interpretations, questions and problems; Writing: Sentence and paragraph structure; Listening: TED talks and the genre of online presentations

LESSON 9: SVAMPA

Showing and telling - and summarizing; Grammar: using past tenses to describe events and their consequences; Reading: presenting a subject: how to give context and background; Writing: summaries and descriptions; Listening: the genre of documentaries

LESSON 10: SVAMPA

Define and explain; Grammar: the passive voice; Reading: handbooks, textbooks, and encyclopaedias; Writing: How to give explanations and definitions and how to simplify information; Listening: excerpts from lectures; the genre of MOOC lectures

LESSON 11: SVAMPA

Other People's Speech; Grammar: reported speech; Reading: how we use sources and create a conversation among them; Writing: direct and indirect discourse; Listening: interviews

LESSON 12: SVAMPA

Making connections and predictions; Grammar: making conjectures about the future; Reading: How we give evidence: presenting facts and creating logical coherence; Writing: Conjunctions and transitions between paragraphs; Listening: podcasts and radio programs

LESSON 13: CASTAGNOLI

LSP (Language for Specific Purposes) and ESP (English for Specific Purposes); LSP/ESP users and types of communication: expert-expert, expert-semi-expert, expert-layperson; Vocabulary: domain-specific terms, collocations and phraseology

LESSON 14: CASTAGNOLI

Learning a specialised language; Identifying and analysing domain-specific vocabulary in/on specialised documents; Introduction to corpus analysis

LESSON 15: CASTAGNOLI

Learning / writing in a specialised language; Hands on session on corpus use?

LESSON 16: DI GIOVANNI

Boosting your oral skills; Planning your classes/presentations; Chairing; Interrupting; Dealing with interruptions; Getting your point across

LESSON 17: DI GIOVANNI

Designing and commenting on students' assignments: How to design assignments; Writing skills; Evaluation skills