

PROGRAMMA DEL CORSO DI LINGUA INGLESE

SETTORE SCIENTIFICO

NN

CFU

6

VERIFICA

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size: 12px; display: flex; flex-direction: column; align-items: center; justify-content: space-between; padding-left: 5px; }
.lf-preview { height: 60px; width: 60px; } .lf-popover-snapshot { width: 150px; } .lf-popover-snapshot h5 { margin: 5px
0 10px 0; font-size: 0.75rem; } .lf-popover-snapshot a { display: block; text-decoration: none; } .lf-popover-snapshot
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L'esame può essere sostenuto sia in forma scritta che in forma orale. L'esame orale consiste in un colloquio con la Commissione sui contenuti dell'insegnamento. L'esame in forma scritta consiste nello svolgimento di un test composto da 31 domande. Per ogni domanda lo studente deve scegliere una delle 4 possibili risposte. Solo una risposta è corretta e, in caso di risposte errate o mancanti, non sarà attribuita alcuna penalità. Rispondendo correttamente a tutte le 31 domande, si conseguirà la lode.

Oltre alla prova d'esame finale, il percorso prevede attività di didattica interattiva sincrona e prove intermedie che consentono alle studentesse e agli studenti di monitorare il proprio apprendimento, attraverso momenti di verifica progressiva e consolidamento delle conoscenze.

La partecipazione alle attività di didattica interattiva sincrona consente di maturare una premialità fino a 2 punti sul voto finale, attribuiti in funzione della qualità della partecipazione alle attività e dell'esito delle prove.

Per accedere alle prove intermedie è necessario aver seguito almeno il 50% di ogni ora di didattica interattiva. Le prove intermedie possono consistere in un test di fine lezione o nella predisposizione di un elaborato. Le prove intermedie si considerano superate avendo risposto correttamente ad almeno l'80% delle domande di fine lezione.

In caso di prove intermedie che prevedano la redazione di un elaborato, il superamento delle stesse ai fini della premialità sarà giudicata dal docente titolare dell'insegnamento. I punti di premialità, previsti per le prove intermedie, sono sommati al voto finale d'esame solo se la prova d'esame è superata con un punteggio pari ad almeno 18/30 e possono contribuire al conseguimento della lode.

Le modalità d'esame descritte sono progettate per valutare il grado di comprensione delle nozioni teoriche e la capacità di applicazione delle stesse e consentiranno di valutare il livello di competenza e l'autonomia di giudizio maturati dalla studentessa e dallo studente. Le abilità di comunicazione e la capacità di apprendimento saranno valutate anche attraverso le interazioni dirette che avranno luogo durante la fruizione dell'insegnamento.

DESCRIZIONE

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Il programma si articola nelle seguenti lezioni:

1. Introductions
2. The Parts of Speech
3. Verb Tenses 1
4. Verb Tenses 2
5. Verb Tenses 3 and Conditionals
6. Verb Tenses 4
7. Idioms and Proverbs
8. Active and Passive Voices
9. Improving Vocabulary
10. Conjunctions
11. Eating Out
12. Traveling
13. Renting or Buying a House
14. Renting a Car
15. English in Film and TV Productions
16. English in Media and Journalism
17. Phrasal Verbs
18. The Queen's English
19. Adjectives of Nationality
20. Punctuation Rules
21. Climate Change
22. Public Speaking
23. Gender-sensitive language
24. English as a Global Language
25. Intercultural Communication
26. The role of culture in ICC
27. Translating and interpreting in the community
28. History and evolution of public service interpreting
29. Native Nations influence in American English
30. English in Advertising

AGENDA

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Nella sezione Informazioni Appelli, nella home del corso, per ogni anno accademico vengono fornite le date degli appelli d'esame.

Le attività di didattica interattiva sincrona sono calendarizzate in piattaforma nella sezione Class.

Le attività di ricevimento di studenti e studentesse sono calendarizzate nella sezione Ricevimento Online.

ATTIVITÀ DI DIDATTICA INTERATTIVA (DI)

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Le attività di Didattica Interattiva (TEL-DI) consistono, per ciascun CFU, in 2 ore erogate in modalità sincrona su piattaforma Class, svolte dal docente anche con il supporto del tutor disciplinare, e dedicate a una o più tra le seguenti tipologie di attività:

- Sessioni live, in cui il docente guida attività applicative, stimolando la riflessione critica e il confronto diretto con gli studenti tramite domande in tempo reale e discussioni collaborative;
- Webinar interattivi, arricchiti da sondaggi e domande dal vivo, per favorire il coinvolgimento attivo e la costruzione della conoscenza;
- Lavori di gruppo e discussioni in tempo reale, organizzati attraverso strumenti collaborativi come le breakout rooms, per sviluppare strategie di problem solving e il lavoro in gruppo;
- Laboratori virtuali collettivi, in cui il docente guida esperimenti, attività pratiche o l'analisi di casi di studio, rendendo l'apprendimento un'esperienza concreta e partecipativa;

Tali attività potranno essere eventualmente supportate da strumenti asincroni di interazione come per esempio:

- forum;
- wiki;
- quiz;
- glossario.

Si prevede l'organizzazione di almeno due edizioni di didattica interattiva sincrona nel corso dell'anno accademico. Si precisa che il ricevimento degli studenti, anche per le tesi di laurea, non rientra nel computo della didattica interattiva.

ATTIVITÀ DI DIDATTICA EROGATIVA (DE)

```

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a:before { content: '?'; margin-right: 5px; } .lf-popover-snapshot .lf-note { display: block; margin-top: 10px; color:
#999; } .lf-player-controls > div { margin-right: 5px; margin-left: 5px; } .lf-player-controls > div:first-child { margin-
left: 0px; } .lf-player-controls > div:last-child { margin-right: 0px; }

```

Le attività di Didattica Erogativa consistono, per ciascun CFU, nell'erogazione di 5 videolezioni della durata di circa 30 minuti. A ciascuna lezione sono associati:

- Una dispensa (PDF) di supporto alla videolezione oppure l'indicazione di capitoli o paragrafi di un ebook di riferimento, scelto dal docente tra quelli liberamente consultabili in piattaforma da studentesse e studenti;
- Un questionario a risposta multipla per l'autoverifica dell'apprendimento.

RISULTATI DI APPRENDIMENTO ATTESI

```

.lf-progress { -webkit-appearance: none; -moz-appearance: none; width: 100%; margin: 0 10px; height: 4px; border-
radius: 3px; cursor: pointer; } .lf-progress:focus { outline: none; border: none; } .lf-progress::-moz-range-track { cursor:
pointer; background: none; border: none; outline: none; } .lf-progress::-webkit-slider-thumb { -webkit-appearance:
none !important; height: 13px; width: 13px; border: 0; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-
progress::-moz-range-thumb { -moz-appearance: none !important; height: 13px; width: 13px; border: 0; border-radius:
50%; background: #0fccce; cursor: pointer; } .lf-progress::-ms-track { width: 100%; height: 3px; cursor: pointer;
background: transparent; border-color: transparent; color: transparent; } .lf-progress::-ms-fill-lower { background:
#ccc; border-radius: 3px; } .lf-progress::-ms-fill-upper { background: #ccc; border-radius: 3px; } .lf-progress::-ms-
thumb { border: 0; height: 15px; width: 15px; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-
progress:focus::-ms-fill-lower { background: #ccc; } .lf-progress:focus::-ms-fill-upper { background: #ccc; } .lf-player-
container :focus { outline: 0; } .lf-popover { position: relative; } .lf-popover-content { display: inline-block; position:
absolute; opacity: 1; visibility: visible; transform: translate(0, -10px); box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26);
transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); } .lf-popover-content.hidden { opacity: 0; visibility: hidden;
transform: translate(0, 0px); } .lf-player-btn-container { display: flex; align-items: center; } .lf-player-btn { cursor:
pointer; fill: #999; width: 14px; } .lf-player-btn.active { fill: #555; } .lf-popover { position: relative; } .lf-popover-
content { display: inline-block; position: absolute; background-color: #ffffff; opacity: 1; transform: translate(0, -10px);
box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26); transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); padding: 10px; } .lf-
popover-content.hidden { opacity: 0; visibility: hidden; transform: translate(0, 0px); } .lf-arrow { position: absolute; z-
index: -1; content: ''; bottom: -9px; border-style: solid; border-width: 10px 10px 0px 10px; } .lf-left-align, .lf-left-align
.lf-arrow { left: 0; right: unset; } .lf-right-align, .lf-right-align .lf-arrow { right: 0; left: unset; } .lf-text-input { border: 1px

```

```
#ccc solid; border-radius: 5px; padding: 3px; width: 60px; margin: 0; } .lf-color-picker { display: flex; flex-direction: row; justify-content: space-between; height: 90px; } .lf-color-selectors { display: flex; flex-direction: column; justify-content: space-between; } .lf-color-component { display: flex; flex-direction: row; font-size: 12px; align-items: center; justify-content: center; } .lf-color-component strong { width: 40px; } .lf-color-component input[type='range'] { margin: 0 0 0 10px; } .lf-color-component input[type='number'] { width: 50px; margin: 0 0 0 10px; } .lf-color-preview { font-size: 12px; display: flex; flex-direction: column; align-items: center; justify-content: space-between; padding-left: 5px; } .lf-preview { height: 60px; width: 60px; } .lf-popover-snapshot { width: 150px; } .lf-popover-snapshot h5 { margin: 5px 0 10px 0; font-size: 0.75rem; } .lf-popover-snapshot a { display: block; text-decoration: none; } .lf-popover-snapshot a:before { content: '?'; margin-right: 5px; } .lf-popover-snapshot .lf-note { display: block; margin-top: 10px; color: #999; } .lf-player-controls > div { margin-right: 5px; margin-left: 5px; } .lf-player-controls > div:first-child { margin-left: 0px; } .lf-player-controls > div:last-child { margin-right: 0px; }
```

In linea con i descrittori di Dublino, i risultati di apprendimento attesi sono i seguenti:

- **Conoscenza e comprensione:** Gli studenti e le studentesse dovranno dimostrare di conoscere le principali strutture della lingua inglese.
- **Capacità di applicare conoscenza e comprensione:** Gli studenti e le studentesse dovranno dimostrare di saper utilizzare consapevolmente le strutture linguistiche apprese in contesti comunicativi appropriati.
- **Autonomia di giudizio:** Gli studenti e le studentesse dovranno mostrare la capacità di trasferire le conoscenze acquisite in diverse situazioni, adattando il proprio uso della lingua ai contesti specifici.
- **Abilità comunicative:** Gli studenti e le studentesse dovranno essere in grado di esprimersi in modo chiaro e corretto, utilizzando il lessico e le strutture grammaticali in maniera adeguata.

Capacità di apprendimento: Gli studenti e le studentesse dovranno dimostrare buone competenze nell'apprendimento della lingua, supportate dalle strategie didattiche adottate e dall'esposizione a materiali autentici.

OBBLIGO DI FREQUENZA

```
.lf-progress { -webkit-appearance: none; -moz-appearance: none; width: 100%; margin: 0 10px; height: 4px; border-radius: 3px; cursor: pointer; } .lf-progress:focus { outline: none; border: none; } .lf-progress::-moz-range-track { cursor: pointer; background: none; border: none; outline: none; } .lf-progress::-webkit-slider-thumb { -webkit-appearance: none !important; height: 13px; width: 13px; border: 0; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-progress::-moz-range-thumb { -moz-appearance: none !important; height: 13px; width: 13px; border: 0; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-progress::-ms-track { width: 100%; height: 3px; cursor: pointer; background: transparent; border-color: transparent; color: transparent; } .lf-progress::-ms-fill-lower { background: #ccc; border-radius: 3px; } .lf-progress::-ms-fill-upper { background: #ccc; border-radius: 3px; } .lf-progress::-ms-thumb { border: 0; height: 15px; width: 15px; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-progress:focus::-ms-fill-lower { background: #ccc; } .lf-progress:focus::-ms-fill-upper { background: #ccc; } .lf-player-container :focus { outline: 0; } .lf-popover { position: relative; } .lf-popover-content { display: inline-block; position: absolute; opacity: 1; visibility: visible; transform: translate(0, -10px); box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26); transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); } .lf-popover-content.hidden { opacity: 0; visibility: hidden; transform: translate(0, 0px); } .lf-player-btn-container { display: flex; align-items: center; } .lf-player-btn { cursor: pointer; fill: #999; width: 14px; } .lf-player-btn.active { fill: #555; } .lf-popover { position: relative; } .lf-popover-content { display: inline-block; position: absolute; background-color: #ffffff; opacity: 1; transform: translate(0, -10px); box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26); transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); padding: 10px; } .lf-popover-content.hidden { opacity: 0; visibility: hidden; transform: translate(0, 0px); } .lf-arrow { position: absolute; z-
```

```

index: -1; content: ''; bottom: -9px; border-style: solid; border-width: 10px 10px 0px 10px; } .lf-left-align, .lf-left-align
.lf-arrow { left: 0; right: unset; } .lf-right-align, .lf-right-align .lf-arrow { right: 0; left: unset; } .lf-text-input { border: 1px
#ccc solid; border-radius: 5px; padding: 3px; width: 60px; margin: 0; } .lf-color-picker { display: flex; flex-direction:
row; justify-content: space-between; height: 90px; } .lf-color-selectors { display: flex; flex-direction: column; justify-
content: space-between; } .lf-color-component { display: flex; flex-direction: row; font-size: 12px; align-items: center;
justify-content: center; } .lf-color-component strong { width: 40px; } .lf-color-component input[type='range'] { margin:
0 0 0 10px; } .lf-color-component input[type='number'] { width: 50px; margin: 0 0 0 10px; } .lf-color-preview { font-
size: 12px; display: flex; flex-direction: column; align-items: center; justify-content: space-between; padding-left: 5px; }
.lf-preview { height: 60px; width: 60px; } .lf-popover-snapshot { width: 150px; } .lf-popover-snapshot h5 { margin: 5px
0 10px 0; font-size: 0.75rem; } .lf-popover-snapshot a { display: block; text-decoration: none; } .lf-popover-snapshot
a:before { content: '?'; margin-right: 5px; } .lf-popover-snapshot .lf-note { display: block; margin-top: 10px; color:
#999; } .lf-player-controls > div { margin-right: 5px; margin-left: 5px; } .lf-player-controls > div:first-child { margin-
left: 0px; } .lf-player-controls > div:last-child { margin-right: 0px; }

```

A studentesse e studenti viene richiesto di partecipare ad almeno il 70% dell'attività di didattica erogativa (70% della TEL-DE).

OBIETTIVI

```

.lf-progress { -webkit-appearance: none; -moz-appearance: none; width: 100%; margin: 0 10px; height: 4px; border-
radius: 3px; cursor: pointer; } .lf-progress:focus { outline: none; border: none; } .lf-progress::-moz-range-track { cursor:
pointer; background: none; border: none; outline: none; } .lf-progress::-webkit-slider-thumb { -webkit-appearance:
none !important; height: 13px; width: 13px; border: 0; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-
progress::-moz-range-thumb { -moz-appearance: none !important; height: 13px; width: 13px; border: 0; border-radius:
50%; background: #0fccce; cursor: pointer; } .lf-progress::-ms-track { width: 100%; height: 3px; cursor: pointer;
background: transparent; border-color: transparent; color: transparent; } .lf-progress::-ms-fill-lower { background:
#ccc; border-radius: 3px; } .lf-progress::-ms-fill-upper { background: #ccc; border-radius: 3px; } .lf-progress::-ms-
thumb { border: 0; height: 15px; width: 15px; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-
progress:focus::-ms-fill-lower { background: #ccc; } .lf-progress:focus::-ms-fill-upper { background: #ccc; } .lf-player-
container :focus { outline: 0; } .lf-popover { position: relative; } .lf-popover-content { display: inline-block; position:
absolute; opacity: 1; visibility: visible; transform: translate(0, -10px); box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26);
transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); } .lf-popover-content.hidden { opacity: 0; visibility: hidden;
transform: translate(0, 0px); } .lf-player-btn-container { display: flex; align-items: center; } .lf-player-btn { cursor:
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content { display: inline-block; position: absolute; background-color: #ffffff; opacity: 1; transform: translate(0, -10px);
box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26); transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); padding: 10px; } .lf-
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.lf-arrow { left: 0; right: unset; } .lf-right-align, .lf-right-align .lf-arrow { right: 0; left: unset; } .lf-text-input { border: 1px
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row; justify-content: space-between; height: 90px; } .lf-color-selectors { display: flex; flex-direction: column; justify-
content: space-between; } .lf-color-component { display: flex; flex-direction: row; font-size: 12px; align-items: center;
justify-content: center; } .lf-color-component strong { width: 40px; } .lf-color-component input[type='range'] { margin:
0 0 0 10px; } .lf-color-component input[type='number'] { width: 50px; margin: 0 0 0 10px; } .lf-color-preview { font-
size: 12px; display: flex; flex-direction: column; align-items: center; justify-content: space-between; padding-left: 5px; }
.lf-preview { height: 60px; width: 60px; } .lf-popover-snapshot { width: 150px; } .lf-popover-snapshot h5 { margin: 5px

```

```
0 10px 0; font-size: 0.75rem; } .lf-popover-snapshot a { display: block; text-decoration: none; } .lf-popover-snapshot a:before { content: '?'; margin-right: 5px; } .lf-popover-snapshot .lf-note { display: block; margin-top: 10px; color: #999; } .lf-player-controls > div { margin-right: 5px; margin-left: 5px; } .lf-player-controls > div:first-child { margin-left: 0px; } .lf-player-controls > div:last-child { margin-right: 0px; }
```

Gli obiettivi formativi del corso sono definiti secondo le linee guida del Quadro Comune Europeo di Riferimento per le Lingue (QCER).

L'obiettivo principale del corso è il consolidamento delle strutture del sistema linguistico inglese (livello B2) al fine di sviluppare competenze comunicative, sia scritte che orali, per poter interagire in modo appropriato su un'ampia varietà di tematiche e per la comprensione di testi tecnici in lingua inglese.

L'apprendimento delle strutture linguistiche sarà supportato da didattica frontale (DE) e interattiva (DI), con esercitazioni mirate anche all'acquisizione di terminologia specifica relativa all'ambito di studio. Questo permetterà agli studenti e alle studentesse di comprendere ed elaborare testi in lingua inglese, inclusi quelli di natura tecnica.

Le strategie didattiche adottate mirano a favorire lo sviluppo dell'autonomia nello studio della lingua. A tal fine, verranno utilizzati materiali autentici (scritti, orali e digitali) selezionati in base al livello degli studenti e delle studentesse e finalizzati al potenziamento progressivo delle quattro abilità linguistiche.

RISORSE

```
.lf-progress { -webkit-appearance: none; -moz-appearance: none; width: 100%; margin: 0 10px; height: 4px; border-radius: 3px; cursor: pointer; } .lf-progress:focus { outline: none; border: none; } .lf-progress::-moz-range-track { cursor: pointer; background: none; border: none; outline: none; } .lf-progress::-webkit-slider-thumb { -webkit-appearance: none !important; height: 13px; width: 13px; border: 0; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-progress::-moz-range-thumb { -moz-appearance: none !important; height: 13px; width: 13px; border: 0; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-progress::-ms-track { width: 100%; height: 3px; cursor: pointer; background: transparent; border-color: transparent; color: transparent; } .lf-progress::-ms-fill-lower { background: #ccc; border-radius: 3px; } .lf-progress::-ms-fill-upper { background: #ccc; border-radius: 3px; } .lf-progress::-ms-thumb { border: 0; height: 15px; width: 15px; border-radius: 50%; background: #0fccce; cursor: pointer; } .lf-progress:focus::-ms-fill-lower { background: #ccc; } .lf-progress:focus::-ms-fill-upper { background: #ccc; } .lf-player-container :focus { outline: 0; } .lf-popover { position: relative; } .lf-popover-content { display: inline-block; position: absolute; opacity: 1; visibility: visible; transform: translate(0, -10px); box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26); transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); } .lf-popover-content.hidden { opacity: 0; visibility: hidden; transform: translate(0, 0px); } .lf-player-btn-container { display: flex; align-items: center; } .lf-player-btn { cursor: pointer; fill: #999; width: 14px; } .lf-player-btn.active { fill: #555; } .lf-popover { position: relative; } .lf-popover-content { display: inline-block; position: absolute; background-color: #ffffff; opacity: 1; transform: translate(0, -10px); box-shadow: 0 2px 5px 0 rgba(0, 0, 0, 0.26); transition: all 0.3s cubic-bezier(0.75, -0.02, 0.2, 0.97); padding: 10px; } .lf-popover-content.hidden { opacity: 0; visibility: hidden; transform: translate(0, 0px); } .lf-arrow { position: absolute; z-index: -1; content: ''; bottom: -9px; border-style: solid; border-width: 10px 10px 0px 10px; } .lf-left-align, .lf-left-align .lf-arrow { left: 0; right: unset; } .lf-right-align, .lf-right-align .lf-arrow { right: 0; left: unset; } .lf-text-input { border: 1px #ccc solid; border-radius: 5px; padding: 3px; width: 60px; margin: 0; } .lf-color-picker { display: flex; flex-direction: row; justify-content: space-between; height: 90px; } .lf-color-selectors { display: flex; flex-direction: column; justify-content: space-between; } .lf-color-component { display: flex; flex-direction: row; font-size: 12px; align-items: center; justify-content: center; } .lf-color-component strong { width: 40px; } .lf-color-component input[type='range'] { margin: 0 0 10px; } .lf-color-component input[type='number'] { width: 50px; margin: 0 0 10px; } .lf-color-preview { font-
```

```
size: 12px; display: flex; flex-direction: column; align-items: center; justify-content: space-between; padding-left: 5px; }  
.lf-preview { height: 60px; width: 60px; } .lf-popover-snapshot { width: 150px; } .lf-popover-snapshot h5 { margin: 5px  
0 10px 0; font-size: 0.75rem; } .lf-popover-snapshot a { display: block; text-decoration: none; } .lf-popover-snapshot  
a:before { content: '?'; margin-right: 5px; } .lf-popover-snapshot .lf-note { display: block; margin-top: 10px; color:  
#999; } .lf-player-controls > div { margin-right: 5px; margin-left: 5px; } .lf-player-controls > div:first-child { margin-  
left: 0px; } .lf-player-controls > div:last-child { margin-right: 0px; }
```

Balboni, P. E. (2003). Parole comuni culture diverse. Guida alla comunicazione interculturale. Marsilio.

Buri, M. R. (2013). La comunicazione interculturale. Il ruolo dell'interprete per i servizi pubblici. Manni.

Dummett, P., Hughes, J., & Stephenson, H. (2018). Life. Student's book: Pre-Intermediate (2nd ed.). National Geographic Learning.

Murphy, R. (2019). English Grammar in Use. A Self-Study Reference and Practice Book for Intermediate Learners of English (5th ed.). Cambridge University Press.

Si consiglia anche di consultare un dizionario monolingue e/o bilingue recente.