

PROGRAMMA DEL CORSO DI LINGUA INGLESE

SETTORE SCIENTIFICO

L-LIN/12 (ANGL-01/C)

CFU

3

OBIETTIVI

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Gli obiettivi formativi sono stabiliti in base alle indicazioni del Quadro Comune Europeo di Riferimento per la conoscenza delle lingue (QCER). L'obiettivo principale del corso è l'acquisizione e il consolidamento delle strutture di base del sistema linguistico inglese

(livelli A2-B1) al fine di sviluppare competenze comunicative, sia scritte che orali, per poter interagire in maniera corretta su un'ampia gamma di argomenti.

L'acquisizione e il consolidamento delle strutture linguistiche sarà perseguito tramite DE e DI, con esercitazioni mirate e dirette anche all'apprendimento di terminologia specifica relativa all'ambito di studio che consenta allo/a studente/ssa di poter comprendere ed elaborare testi in lingua inglese anche di carattere tecnico. Le strategie didattiche adottate mirano a consentire agli/alle studenti/esse di acquisire un buon grado di autonomia nello studio della lingua inglese. A tal fine, saranno utilizzati materiali di natura autentica (in forma scritta, orale e digitale) adeguati al livello degli/le studenti/esse e volti all'acquisizione e al progressivo rafforzamento delle strutture linguistiche nelle quattro abilità.

RISORSE

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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.

DESCRIZIONE

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Il programma si articola nelle seguenti lezioni:

1. Pronouns, nouns, quantifiers
2. The verb Be
3. The verb Have
4. The verb Do
5. Adjectives
6. Articles and relative clauses
7. Present tenses
8. Past tenses
9. Irregular verbs
10. Perfect tenses
11. Adverbs and adverbial phrases
12. Future Forms
13. Future Tenses
14. Modal verbs
15. Zero/ First / Second / Third Conditional

```

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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 dalla 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/la docente guida attività applicative, stimolando la riflessione critica e il confronto diretto con gli/le student* 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 di gruppo;
- Laboratori virtuali collettivi, in cui il/la 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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```

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.

AGENDA

```
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```

#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; }

```

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.

RISULTATI DI APPRENDIMENTO ATTESI

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/**/.lf-progress { -webkit-appearance: none; -moz-apperance: 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;
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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-

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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-
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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
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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; }

```

Con riferimento ai descrittori di Dublino, i risultati attesi sono:

Conoscenza e capacità di comprensione: Gli/le studenti/esse dovranno dimostrare di conoscere le principali strutture linguistiche della lingua inglese. Capacità di applicare conoscenza e comprensione: Gli/le studenti/esse dovranno dimostrare di saper applicare le principali strutture linguistiche della lingua inglese. Autonomia di giudizio: Gli/le studenti/esse dovranno dimostrare di saper applicare le conoscenze acquisite in vari contesti situazionali. Abilità comunicative: Gli/le studenti/esse dovranno dimostrare di saper utilizzare il lessico e le strutture linguistiche in modo chiaro. Capacità di apprendimento: Gli/le studenti/esse dovranno dimostrare buone capacità di apprendimento della lingua, grazie alle strategie didattiche proposte e all'esposizione alla lingua in contesti autentici.

OBBLIGO DI FREQUENZA

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/**/.lf-progress { -webkit-appearance: none; -moz-apperance: 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 {
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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 {
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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;
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} .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).

VERIFICA

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 consegnerà 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.

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.