

Welcome



Bienvenus

Willkommen

Bienvenidos

Benvenuti

Benibenius

FACOLTÀ DI STUDI UMANISTICI
Lingue e culture per la mediazione
linguistica

Lingua Inglese 2

Olga Denti

a.a. 2020-2021



Olga Denti



Websites:

https://www.unica.it/unica/it/ateneo_s07_ss01.page

<http://people.unica.it/olgadenti/>

Office hours:

✓ **Monday 14.00-16.00** (Studio 25, Il piano, V. San Giorgio 12/**Skype**)

✓ **Thursday 14.00-15.25** (Studio 25, Il piano, V. San Giorgio 12/**Skype**)

PLEASE, ALWAYS CHECK POSSIBLE CHANGES DUE TO OTHER INSTITUTIONAL COMMITMENTS!

✓ **By appointment** 0706756658 odenti@unica.it



Some statistics

2018-2019

- Oral Mid-term assessment: 83 students
- Written Mid-term assessment: 61 (12)
- Finals: 69-36-27-14=146

2019-2020

- Oral Mid-term assessment: 83 students
- Written Mid-term assessment: 83 (6)
- Finals: 88 (51)+ 63 (42)+ 53 (29) + 30 (22)



Aim of the course ...

Understanding texts ...

- **B2 LEVEL OF THE CEFR**
- **FUNCTIONAL LINGUISTICS**



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<http://people.unica.it/olgadenti/>

What can I find in the site?

- Course and office hour schedule, frequent updating notices - DON'T FORGET TO CHECK!!!!
- General rules
- Downloadable material relating to each lesson for the a.y. 2020/2021:
 - Lesson notes,
 - Exercises,
 - General information.

GRUPPO A – MATRICOLE PARI – Omissi-Smith
 GRUPPO B – MATRICOLE DISPARI – Jeremy Schofield



SCHEDULE	MO	TUE.	WED.	THU.	FRI.
8-10					
10.15-11.45			Omissi Webex 3 Gruppo M. Dispari Dempsey Webex 2 Gruppo M. Pari		
12.00-13.30	Denti Aula 7 M. Dispari			Omissi Webex 3 Gruppo M. Dispari Dempsey Webex 2 Gruppo M. Pari	
14-16					
15.30-17				Denti Aula 7	

Esercitazioni



[DEMPSEY ALISTAIR](#)

alidemp81@gmail.com

Gruppo M. Pari

mercoledì (10:15 - 11:45) - Aula

Webex 2

giovedì (12:00 - 13:30) - Aula

Webex 2

[OMISSI CESARE](#)

cesareomissi@gmail.com

Gruppo M. Dispari

mercoledì (10:15 - 11:45) - Aula

Webex 3

giovedì (12:00 - 13:30) - Aula

Webex 3

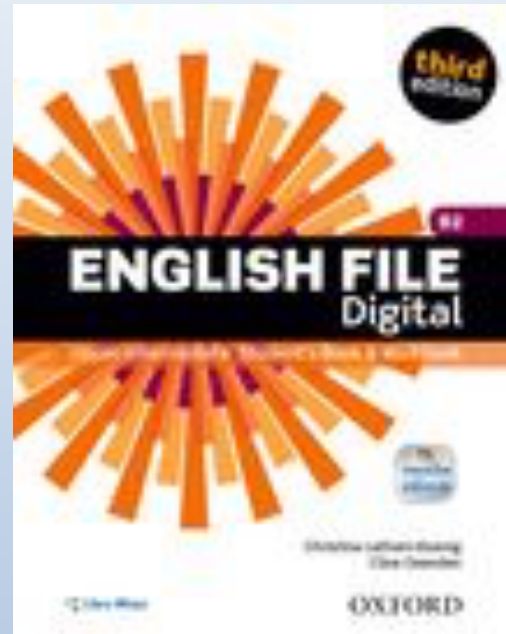


Calendar (Dispari+Pari)

OTTOBRE/NOVEMBRE	NOVEMBRE/DICEMBRE
12+15/10/2020 Introduction + Phonetics (da recuperare)	23+26/11/2020 Lesson 6
19+22/10/2020 Lesson 1	30/11+03/12/2020 Lesson 7
26+29/10/2020 Lesson 2	07/12/2020 Dispari Lezione 8 (da recuperare)
02+05/11/2020 Lesson 3	10/12/2020 Pari Lesson 8
09+12/11/2020 Lesson 4	14+17/12/2020 Lesson 9
16+19/11/2020 Lesson 5	Mid-term assessment December/January



Books



https://elt.oup.com/catalogue/items/local/it/english_file_3rd_Dig_it/english_file_dig_third_edition_upper-Int/?cc=it&selLanguage=it



Some extra material and fun

- www.bbc.com
- <http://www.bbc.co.uk/learningenglish/>
- Lyricstraining.com
- <https://lyricstraining.com/play/billie-eilish/no-time-to-die/H8nMdGuqN8#ibw>
- <https://lyricstraining.com/play/jawsh-685-jason-derulo/savage-love-laxed-siren-beat/HFPTX6wq9F#ibw>
- TANDEM: an exchange between students of diverse languages and cultures (CLA)
- ... and much more...



Some more interesting sites ...

- <http://news.bbc.co.uk/> ; bbc.co.uk/worldservice/learningenglish
- <http://www.businessweek.com>
- <http://www.guardian.co.uk/>
- http://www.club_internet.fr (vocabulary)
- <http://www.time.com/>
- <http://www.newsweek.com/>
- <http://www.economist.com/>
- <http://www.nationalgeographic.com>
- <http://www.iht.com/> (International Herald Tribune)
- <http://www.yourdictionary.com/>
- <http://www.howjsay.com> (pronunciation)
- <http://www.merriam-webster.com/dictionary/> (meaning+pronunciation)
- <http://www.granddictionnaire.com/>
- <http://www.wonestopenglish.com>
- <https://sites.google.com/site/caransay/Home/english>



Books

Theoretical part:

- Widdowson, H.G. 2007. *Discourse Analysis*. Oxford: Oxford University Press.
- Ulrich, M. 1992. *Translating Texts. From Theory to Practice*. Rapallo: CIDEB Editrice (extracts on language functions, NOT on translation, Ch. 2- 7)

ADDITIONAL READINGS

- Halliday, M.A.K. 1978. *Language as social semiotic. The social interpretation of language and meaning*. London: Edward Arnold.
- Halliday, M.A.K., Hasan, R. 1985. *Language Context and Text: Aspects of Language in a Social-semiotic Perspective*. Oxford: Oxford University Press.
- Halliday, M.A.K., Matthiessen, C. M.I.M. 2013. *An Introduction to Functional Grammar*, Third Edition. Oxon, New York: Routledge.
- Christiansen, T. 2011. *Cohesion: a Discourse Perspective*. Bern: Peter Lang.
- McCarthy, M. 1991. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge Language Teaching Library, CUP.



Course Content

- PRACTICAL PART – 91 hours taught by a mother-tongue English instructor.

The students will attend 91-hour classes of General English (the schedule is available on the website). The objective will be to reach the B2 level of the Common European Framework of Reference for Languages for all abilities: listening, reading, writing and speaking. A syllabus will be available online.

- THEORETICAL PART – 20 hours taught by the professor.

The students will attend the lectures which focus on Functional Linguistics and, in particular, Functional Grammar.



More precisely,

1. *From structural to functional linguistics, Language Micro- & Macro-functions*
2. *Text & Context, Halliday's metafunctions*
3. *Text types*
4. *Discourse Analysis, Communicative competence, text and images*
5. *Cohesion and Coherence*
6. *Thematisation*
7. *Style, Discourse Genre*
8. *Schematic v systemic knowledge, Grice's maxims CDA*
9. *Textual analysis, Advertising*



Objectives

The students will have to achieve:

- a good B2 level of English in all four abilities (*listening, reading, writing & speaking*);
- good skills to analyse language functions and interpret diverse text types and genres.

Prerequisites

- English Language 1 / B1 level of the Common European Framework of Reference for Languages



Methodology

- The PRACTICAL PART includes practical lessons taught by a mother-tongue English instructor, from October to May with no interruption. In January and February students will attend these classes once or twice a week to keep practicing. Mid-term assessments will be organised.
- The THEORETICAL PART includes lessons taught by the professor and seminars. Mid-term assessments will be organised.



Assessment

The final exam will include both a WRITTEN EXAM and an ORAL EXAM, aiming at assessing, alternatively, the students' acquisition of the English Language at the B2 level of the Common European Framework of Reference for Languages, and Functional Linguistics.



The written exam

- The written exam, divided into **3 parts**, **will evaluate the linguistic competences foreseen in the B2 level** of the Common European Framework of Reference for Languages. It will include: **a Listening Comprehension test and a Multiple Choice test, both in the lab, and a Reading Comprehension test, in one of the rooms.**
- The aim of the written exam is to assess the students' skills to understand the language spoken by native speakers from the UK, the USA and Australia, but also by non-native speakers, who speak English as a Lingua Franca. Issues and content will be both of general and specialised English, with a special reference to the international university world. Grammar and lexis will be evaluated as well. The third part of the written test will assess the students' skills in understanding different text types and topics, sentence transformation and word-formation.
- The students will be allowed to skip the written test if they hold recently obtained **international certifications** (TOEFL, IELTS, Cambridge, etc.). Minimum level: B2. Also a Language Centre certification.



Check the site for

- Pre-exam & Exam Syllabuses
- Exam rules
- Certifications

https://www.unica.it/unica/it/ateneo_s07_ss01_sss03.page?contentId=SHD30319



The oral exam

- The oral exam will require the students to discuss in English the issues on Functional Linguistics dealt with during the 20-hour lectures.
- The students will have to prepare the **analysis of a text** of any type, showing that they have acquired the right terminology and concepts, and that they can apply them to practical cases.
- For those students who will regularly attend the lectures, the final mark will be made up of mid-term assessments as well, and of the practical work carried out in class, which will be evaluated.



Some more information

- The students will be required to download the material from Olga Denti's personal webpage https://www.unica.it/unica/it/ateneo_s07_ss01_sss03.page?contentId=SHD30319, **before the lectures**. Please, check the website for updates and further information.
- Attending lectures and classes is not compulsory but is highly recommended. Moreover, only those students who will regularly attend the lectures, will be entitled to take the mid-term assessments. Lectures and classes will take place both in rooms and labs. Lab classes will be an integral part of the course, both in terms of attendance and preparation.

SCRAP SOCIAL DISTANCING TO REOPEN OUR SCHOOLS

We need radical action to get children back in the classroom and that starts with common sense on the two-metre rule

In America they have been holding socially-distanced parades and virtual proms to celebrate young people graduating this summer, with Beyoncé sending her congratulations to the class of 2020. In France lessons will resume as normal next week; in Germany pupils are sitting their exams. Only in Britain do children seem to come last as politicians wrangle over which businesses and entertainments to reopen next.

Everyone from garden centres to Greggs have pleaded that the economy would suffer unless they reopened soon, and travel companies and airlines have lobbied to get back in business in time for the summer holidays. But pupils and students have been neglected in the list of national priorities.

Little money has been siphoned their way. While adults have had help with furloughing and companies with grants, students are still paying full price for their almost non-existent degree courses and many disadvantaged pupils have not yet received the laptops they need to take part in online lessons. Four million children now have no regular contact with their teachers. Yesterday's U-turn over denying 1.3 million children free school meals during the summer holiday is only the latest example of the government ignoring the most vulnerable. One frustrated minister who is a father of young children told me that education comes near the bottom — and below hairdressing — in the government list of activities that need reviving to restart normal life. This is insane.

Westminster guide

Westminster is home to many of London's most iconic attractions, such as the Houses of Parliament and Big Ben.



Westminster Abbey. Image courtesy of Shutterstock.

Combining historic sites and some of the world's oldest institutions with beautiful parks and cutting-edge restaurants, Westminster offers a fascinating mix of things to do in London.

Where is Westminster?

One of London's 32 boroughs, the City of Westminster takes in a large area of central London. It lies to the west of the [City of London](#), to the south of the borough of [Camden](#), and to the east of the borough of Kensington and [Chelsea](#).

Within the borough are some of the city's most famous and historic areas, such as [Soho](#), the [West End](#), [Covent Garden](#) and [St James's](#).

However, the neighbourhood most commonly thought of as "Westminster" sits between Victoria and Pimlico to the west, St James's to the north and Trafalgar Square and the Strand to the east. Its southern edge lines the [Thames](#), roughly between Vauxhall Bridge and Waterloo Bridge.

FAMIGLIE LINGUISTICHE MONDIALI

