

**CORSO DI LAUREA
LINGUE MODERNE PER IL WEB
A.A.2005/2006**

Lingua e Traduzione Inglese II

Semester: October / January

Prerequisites

Students are expected to have reached the competence and communicative skills at the *Threshold (B1)* level according to the European Framework.

Working language

English in all places of training

AIMS AND OBJECTIVES

The aims of the modules are

- to achieve a gradual and integrated development of the four skills (Listening, speaking, reading and writing) in order to get a linguistic and communicative competence at **“Vantage Level” (B2)**, according to the **Common European Framework** (they should *understand* the main ideas of complex spoken and written English on both concrete and abstract topics, *interact with a degree of spontaneity* with native speakers of English explaining their viewpoint on a topical issue giving the advantages and disadvantages of various options, *read and write* clear text on a wide range of subjects).
- to develop the ability to *identify translation problems* and *set up strategies and procedures* to solve them
- to develop an awareness of the distinction between general language and language for special purpose and of how this impacts on translation and terminology.

Learning Outcomes

Module 0 Self-awareness tests and remedial work

Module A Listening – Speaking Strategies and presentation of topics

Students should:

- Understand the standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic life;
- Understand in detail what is said to them by a native speaker in standard spoken English;
- Give clear, detailed descriptions and presentations on subjects related to their fields of interest;
- Take an active part in discussion in familiar contexts, accounting for and sustaining their views;
- Present clear and detailed descriptions on a wide range of subjects related to their field of interest;
- Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- Discuss on current and/or general interest matters;
- Be ready to engage a spontaneous discussion about a topic chosen from the list of subject areas listed for the level, using notes or diagrams to assist them and maintain the flow of conversation in the interactive exchanges.

Module B Reading Strategies

Reading for information and argument, processing a text

Students should

- understand articles and reports concerned with contemporary problems, including areas of specialisation (ICT), in which the writers adopt particular viewpoints;
- summarise a wide range of factual and imaginative extracts from news items, documents containing opinions, argument and discussion.

Module C Writing Strategies

Correspondence, factual writing, creative/descriptive writing

Students should

- produce *clear, detailed texts* on a variety of subjects related to their field of interests and evaluate information and arguments from a number of sources;
- write personal e-mails or letters conveying emotions, events and experiences ;
- write an *essay or report* which develops an argument, giving reasons for or against the support of a point of view, or giving solutions to problems;
- write clear, detailed descriptions of real or imaginary events or events related to their field of interest.

Module D

Students will be introduced to fundamental notions in translation and to the crucial part they play in decisions and choices made in the translation process. They also learn about the different translation types/methods and their context of use. The module develops students' ability to identify and describe translation problems and discuss the strategies and procedures used to solve them. Students are made aware of the distinction between general language and language for special purposes and how this impacts on the translation of specialised texts.

Teaching material is drawn from the main textbooks and professors' personal production

Language requirements

All the items specified in LXWEB PROGRAM I +

- Simple passive constructions
- Future perfect tense
- Present perfect continuous tense
- Past perfect tense
- *Used to*
- Second and third conditional sentences
- Reported speech
- Relative clauses
- Modals and phrases used to express possibility and uncertainty, e.g. *may, might, I'm not sure*
- Modals and phrases used to give advice and make suggestions, e.g. *should/ought to, could, you'd better*
- Linking expressions, e.g. *even though, in spite of, unless*
- Cohesive devices, e.g. *in other words, for example*
- Discourse connectors *though, in case*

Lexis

- Vocabulary specific to the topic and subject areas
- Expressions of agreement and disagreement
- Appropriate words and expressions to indicate interest and show awareness of the speaker, e.g. *really? Oh dear! Did you?*
- Simple fillers to give time for thought, e.g. *well ... um ...*
- Reporting verbs, e.g. *say, tell, ask, report, advise, promise*
- Appropriate words and expressions to encourage further participation, e.g. *and then? What about you?*

Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- Rising intonation to indicate surprise/interest and falling intonation to indicate the end of a turn
- Intonation and features of connected speech beyond sentence level
- Stress, intonation and pitch relevant to the functions listed below

Language functions

- Expressing possibility and uncertainty
- Eliciting further information and expansion of ideas and opinions
- Expressing agreement and disagreement
- Expressing feelings and emotions
- Expressing impossibility
- Describing past habits
- Giving advice
- Making suggestions
- Persuading and discouraging
- Reporting the conversations of others
- Speculating

Subject areas

All of the subject areas listed in the LXWEB Program I and in addition:

- Travelling and Tourism
- The Press and the Media
- Education
- The World of Work: Trade, Business and Money
- Society and Living Standards
- Natural Environmental Concerns
- Village and City Life (Homes and Places)
- The World of ICT
- National Customs
- The World of Entertainment (Cinema, Theatre, TV, etc.)

Teaching and Learning Methods

6 hours taught lecture

- Formal lectures 60 hours
- Lecture related independent learning 120 hours
- Seminars (lettere) 40 hours
- Seminar related independent learning 80 hours
- Assessment related independent learning 20 hours
- Total 320 hours

BOOKLIST

Indicative Bibliography

On Learning integrated skills

Rachel Finnie, Nicholas Stephens, **LINK Course Book + Workbook Upper-intermediate**, New Editions, 2001

Jeremy Harmer, **JUST Listening and Speaking, Intermediate**, Marshall Cavendish ELT

Jeremy Harmer, **JUST Reading and Writing, Intermediate**, Marshall Cavendish ELT

On Translating Strategies and Procedures

Baker, M. **In Other Words**, London/New York, Routledge

On the world of ICT

H.L Dreyfus, **On the Internet**, Routledge

Suggested Resource Materials:

- Collins, Advanced Learner's English Dictionary, COBUILD
- A.S.Hornby, Oxford Advanced Learner's Dictionary, OUP
- Cambridge Advanced Learner's Dictionary, CUP
- **Collins COBUILD English Grammar, Sinclair, John**
- **John Eastwood, Oxford Practice Grammar, with answers, OUP**
- **Raymond Murphy, Grammar in Use, Intermediate, + Answer key, CUP**
- Other materials to be determined during lessons

EXAM

The exam is one and made up of two tests (oral and written).

Written test

- a) written translation of a text (English into Italian) 50 minutes
- b) writing task (from a range of writing activities : reports / articles / informal/transactional letters / reviews) 50 minutes
Students are allowed to use an English dictionary for foreign students (monolingual) and not a translating dictionary (bilingual).
- c) reading comprehension test 30 minutes
- d) Use of English test 30 minutes

Students are not allowed to use any dictionary

Oral test

- a) discussion of the students' production of research and written work in 4 subjects discussed during the course.
(Students must get information on the above subject areas from a wide range of sources in order to demonstrate the ability to deal with different types of writing and to discuss them. Selected texts and written work produced have to be shown during this phase of oral assessment).
- b) conversation on topics chosen by the teacher examining the students.
(During the conversation students should be able to show interactional abilities at the level required).