

Welcome



Bienvenus

Willkommen

Bienvenidos

Benvenuti

Benibenius

FACOLTÀ DI STUDI UMANISTICI

Lingue e Comunicazione

Lingua Inglese 2

Luisanna Fodde

a.a. 2021-2022





Luisanna Fodde

Websites:

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Office hours:

**Any time (Teams meeting)
by appointment**

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

✓ By appointment

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Aim of the course ...

Understanding texts ...

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



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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. 2021/2022:
 - Lesson notes,
 - Exercises,
 - General information.



John Di Girolamo

Office hours:

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Alistair Dempsey

Office hours:

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GRUPPO A – MATRICOLE PARI – John Di Girolamo
 GRUPPO B – MATRICOLE DISPARI – Alistair Dempsey



SCHEDULE	MO	TUE.	WED.	THU.	FRI.
8.30-10		Esercit. Inglese GR. A DEMPSEY WEBEX STUDIUM 5	L. Fodde Aula 3	Esercit. Inglese GR. A/B DI GIROLAMO/ DEMPSEY WEBEX STUDIUM 5/4	
10.15-11.45					
12-13.30	Esercit. Inglese DI GIROLAMO GR. B WEBEX STUDIUM 4				
15.30-17	Esercit. Inglese GR. A DEMPSEY WEBEX STUDIUM 5		Esercit. Inglese DI GIROLAMO GR. B WEBEX STUDIUM 4 17.15-18.45	L. Fodde Aula 3 17.15-18.45	

Tentative Calendar

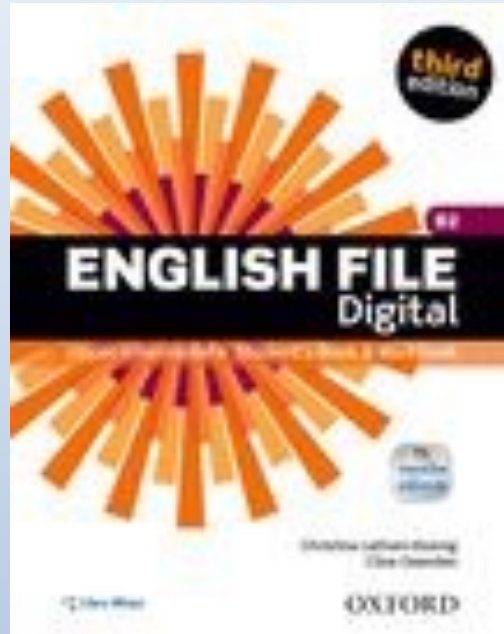


Marzo 2022: 2, 3, 9, 10, 16, 17, 23, 24, 30, 31

Aprile 2022: 6, 7, 13, 20, 21; 27, 28

Maggio: 4, 5, 11

Books



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

Some extra material and fun



- www.bbc.com
- <http://www.bbc.co.uk/learningenglish/>
- <http://lyricstraining.com/play/adele/hello/HaJ3ymUsra#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.wonestopenenglish.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 – 90-92 hours taught by an expert English instructor.

The students will attend 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 – 30 hours taught by the professor.

The students will attend the lectures focusing 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. *Thematization*
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 skills (*listening, reading, writing & speaking*);
- good practice and theoretical 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. End-of-course assessments will be organised.....



Assessment

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



The written exam

a. 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 written exam



b. 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 written exam



c. The students will be allowed to skip the written test if they have recently obtained **international certifications** (TOEFL, IELTS, Cambridge, etc.). Minimum level: B2. Also a Language Centre certification.



The oral exam

- The oral exam will require the students to discuss in English the issues on Functional Linguistics dealt with during the 30-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 some practical work carried out in class, which may be evaluated.

Some more 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.
- Check last year's results!!!

Sonnet 18: Shall I compare thee to a summer's day?

BY WILLIAM SHAKESPEARE

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:
 So long as men can breathe or eyes can see,
 So long lives this, and this gives life to thee.

Microsoft's new boss

Adapted from The Economist, Feb 4th 2014

(I) AT LAST, almost six months after Steve Ballmer said he was standing down as Microsoft's chief executive, the company has appointed a successor: Satya Nadella, the head of its cloud and enterprise group. On February 4th the company also announced that Bill Gates, its founder, would be its chairman no longer, but would become a "technology adviser". John Thompson, the director who oversaw the process of choosing Mr Nadella, will succeed Mr Gates as chairman.

(II) Two months before he said he would abandon his job, Mr Ballmer unveiled a reorganisation of the giant firm's business structures, accounting and management, declaring that Microsoft would from now on be a "devices and services" company. Since then much of the talk about Microsoft—apart from gossip about who might succeed Mr Ballmer—has been about devices. Microsoft is buying Nokia's troubled mobile-phone business, which is by far the biggest maker of smartphones that use Microsoft's mobile operating system. The firm's Surface tablet, despite encouraging results last quarter, has not sold well. Its Xbox entertainment console, however, has sold very quickly.



Emma
Ukraine was
just 5 years old. Her
family was living on the
margin of hunger. One
sunny afternoon in May,
Emma was playing in a
field behind her
Uncle's house. There,
she spotted two little
rabbits. As soon as she
started toward them,
the rabbits took off.
So she began running.
Five feet. Ten feet.
That's when it
happened. An ear-
shattering explosion
ripped through
Emma's body —
severing her left leg
and leaving the rest
of her body unscathed.
Every 22 minutes
another innocent
civilian is killed
or maimed by
a land mine.
Right now
there are over
60 million
unexploded
land mines
waiting just
beneath the
earth in nearly
70 countries.
We need your
help to rid the
planet of land
mines and to help
its victims like
Emma.

Physicians Against Land Mines
Member of the International Campaign to Ban Land Mines

www.banmines.org

Chapter 1- Loomings

Call me Ishmael. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen and regulating the circulation. Whenever I find myself growing grim about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off—then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me.

ABSTRACT

Background: Recent data suggest that imbalances in the composition of the gut microbiome (GM) could exacerbate the progression of Parkinson's Disease (PD). The effect of Levodopa (LD) has been poorly assessed and those of LD-carbidopa intestinal gel (LCIG) have not been evaluated so far.

Objective: The aim of this study was to identify the effect of LD and, in particular, LCIG on the GM and metabolome.

Methods: Faecal DNA samples from 107 patients were analyzed by next-generation sequencing of the variable V3 and V4 regions of the 16S rRNA gene. The PD patients were classified in different groups: patients treated with LCIG (LCIG-Group) (n= 38) and on LD (LD-Group) (n= 46). We also included a group of patients (n = 23) without antiparkinsonian medicaments (Naïve-Group). Faecal metabolic extracts were evaluated by Gas Chromatography Mass Spectrometry (GC-MS).

Results: The multivariate analysis showed a significant higher abundance in the LCIG-Group of *Enterobacteriaceae*, *Escherichia* and *Serratia* compared to LD-Group. Compared to the Naïve-Group, the univariate analysis showed a reduction of *Blautia*, *Lachnospirae* in LD-Group.