

PARTE B - SYLLABUS PER LO SVILUPPO DI COMPETENZE LINGUISTICHE

Questo syllabus nasce dall'esigenza di fornire una traccia di lavoro comune ai corsi di formazione linguistica.

Nel proporre i contenuti siamo partite dai descrittori di competenza del QCER per i livelli A1, A2 e B1, che sono poi stati declinati tenendo conto delle strutture e delle funzioni principali indicate per ciascun livello dagli enti certificatori internazionali.

Scendere in ulteriori dettagli ci sembrava troppo prescrittivo. Ai formatori resta così un margine di scelta, anche in base ai bisogni dei singoli gruppi, sia per quanto riguarda le funzioni comunicative e le aree lessicali, sia per quanto riguarda le tipologie testuali. Ulteriori precisazioni si potrebbero fare, eventualmente, una volta individuate le modalità di certificazione.

Il syllabus viene fornito in inglese non solo perché la sua lettura può costituire un esercizio di comprensione da svolgere con i corsisti, ma anche perché è immediatamente confrontabile con gli indici e i descrittori di competenza forniti dai libri di testo. La sua analisi, inoltre, potrebbe costituire il punto di partenza per un discorso sulle componenti della comunicazione e sull'approccio comunicativo nell'insegnamento della lingua straniera.

A1 (COMMON EUROPEAN FRAMEWORK OF REFERENCE, 2001)

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A1 SELF-ASSESSMENT GRID

COMPRESIONE	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A1

Functions	Structures	Lexis
Introducing oneself and other people.	Be	Everyday objects. Countries and nationalities. Cardinal numbers.
Greeting and taking leave.		Hello, goodbye, etc.
Giving personal information: name, surname, job, age, phone number, marital status, nationality. Filling in forms.	Articles Possessive adjectives Question words	Introductions. Countries. Jobs. The alphabet. Cardinal numbers (1-100).
Talking about one's family.	Have Plural of nouns	The family. Pets.
Talking about daily routines. Talking about people's jobs.	Simple present: affirmative, interrogative, negative	Days of the week, months, seasons.

Telling the time.	Prepositions	Basic routine actions. Ordinal numbers. Dates. Connectors: and, or, but.
Talking about houses, rooms and furniture.	There is / are Some / any Imperative Place prepositions Demonstratives	Everyday objects. House and flat, rooms, furniture. Types of houses. Common places in a town.
Describing present actions.	Present continuous	
Talking about the weather		Descriptive vocabulary about the weather: it's sunny, etc.
Writing postcards and e-mails.		
Describing people: face, body, clothes.		Descriptive adjectives Clothes
STRATEGIES:	<ul style="list-style-type: none"> • Ask for repetition of important pieces of information • Ask spelling of unknown words • Ask how to say unknown words in English • Ask meaning of unknown words 	

A2 (COMMON EUROPEAN FRAMEWORK, 2001)

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A2 SELF-ASSESSMENT GRID

COMPREHENSION	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

A2

Functions	Structures	Lexis
Giving personal information. Expressing possession.	Possessive pronouns Saxon genitive	
Talking about habits and free time activities. Talking about preferences.	Simple present and adverbs of frequency Like/love + ing	Leisure activities / hobbies.
Giving directions	Imperative Place prepositions	Places in a town. Directions.
Talking about ability	can/can't could/couldn't	
Understanding, talking / writing	Past tense of to be	Connectors: when, where,

about past events. Narrating in chronological sequence, using appropriate tenses and connectors: Telling stories Describing holidays and incidents	Past simple regular & irregular Time expressions Time prepositions Past continuous	because.
Offering food and drink. Accepting / refusing.	Some / any Countable / uncountable nouns Would like	Food and drink.
Forecasting the weather Making suggestions, accepting / refusing	Going to, will future Shall we / Let's / Why don't we	Expanding vocabulary about the weather.
Comparing objects, places, people and animals	Comparatives and superlatives	Animals.
Talking about future plans, predictions, arrangements Express decisions of the moment, make promises	Going to, will future, present continuous Time clauses First conditional	Connectors: when, where, because, if, as soon as, until.
Describing people's personality. Interviewing		Personality.
Describing feelings		Feelings.
Talking about the recent past	present perfect simple already, yet	
Talking about duration	Present perfect simple Since / for How long	
Writing informal letters and e-mails.		
Talking about quantity	A lot, much, many Few / a few / little / a little Use of articles	
Expressing obligation	Have to, must, need.	
Giving advice	Should	
Expressing possibility	May	
Expressing prohibition	Mustn't	
Expressing lack of necessity	Don't have to, needn't	
At the restaurant: Choosing from the menu. Ordering food and drink. Paying.		
Buying things		Shops
At a hotel		
At the doctor's		Health
Travelling		Means of transport
Telephoning		
STRATEGIES:	<ul style="list-style-type: none"> • Ask for clarification of important information • Ask for repetition / clarification of instructions / directions • Ask how to say unknown words in English • Ask meaning of unknown words 	

B1 (COMMON EUROPEAN FRAMEWORK)
 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B1 SELF-ASSESSMENT GRID

COMP RE HENSIO N	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when delivery is relatively slow and clear.
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	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B1

Functions	Structures	Lexis
Talking about preferences and giving reasons		I love, like, hate, don't mind.
Giving information about / describing countries and cities		
Understanding, talking / writing about past events. Narrating in chronological sequence, using appropriate tenses and connectors: Telling stories Describing holidays and incidents Understanding a biography, the news, a story	Past simple Past continuous Past perfect	Connectors: while, before, after, since, as, although, so, so that, to
Giving information about something read / seen, retelling Giving opinions		
Talking about past habits Talking about changes in one's life	Used to	
Reporting conversations	Reported speech: statements, questions and commands Say / tell	
Giving advice	ought to	
Expressing possibility	might	
Speculating	Second conditional If / unless	
Describing simple processes	Passive voice	
	Infinitive / gerund after verbs	
	Causative have/get	
	Verb + object + infinitive Give / send etc. + direct / indirect object	
	Defining relative pronouns	
At the doctor's		Health
Travelling		Cars
STRATEGIES:	<ul style="list-style-type: none"> Ask how to say something in English by reformulating sentences and/or defining the thing Ask for confirmation of meaning (of word / sentence) 	