



General information	
Academic subject	English
Degree course	Physics, undergraduate
Academic Year	2nd
European Credit Transfer and Accumulation System (ECTS)	6 (pass/fail)
Language	LIN/12
Academic calendar (starting and ending date)	English
Attendance	1st semester

Professor/ Lecturer	
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Virtual headquarters (Microsoft Teams code)	/
Tutoring (time and day)	Lunedì 11.30-12.30 o per appuntamento (nello studio del docente o online)

Syllabus	
Learning Objectives	Preparing students, by means of a re-elaboration of their prior knowledge of the language, to understand and express themselves in concise, well organised academic English
Course prerequisites	An entry level of CEFR level of B1 or above is advisable
Contents	<p>Lexical/functional course content:</p> <ul style="list-style-type: none">• Expressing numbers and basic operations, describing 2- and 3-dimensional figures, defining• simple tools: shape, size and use.• Describing angles, lines & graphs, reading mathematical symbols, equations & formulae.• Describing position, movement, action and direction of objects in space.• Describing qualities, including colour, appearance, texture, strength, of materials and substances and simple apparatus.• Classification, definition and comparison of substances and physical properties.• Simple instructions, directions, warnings.• Time and logical sequencing in the description of a process.• Explaining cause and reason, drawing contrast, difference and similarity.• Stating probable, hypothetical and theoretical results, suggesting possible cause, effect and result.• Reporting actions, observations and findings, accounting for results, stating conclusions.• The main parts of a scientific report: conceptual paragraphs and logical organization of content matter and argumentation. <p>Morphological/ syntactical course content:</p> <ul style="list-style-type: none">• To be and to have as main and auxiliary verbs. Impersonal statements with 'it' and 'there'.• Nouns: countable, uncountable, dual and mass.• The simple present: to express states, general truths, habits, mathematical concepts.• The future tense: to signal predictions, intentions and anticipation.• Adverbs and prepositions of space and movement, manner, means and instruments.• Simple statements of comparison and contrast: equal, different and proportional relations.• The possessive genitive: Saxon and 'of' genitive in descriptive statements.• Fronted statements. Noun phrases, modifiers and qualifiers of nouns and



	<p>phrases.</p> <ul style="list-style-type: none"> • Use of modals for possibility, probability, deduction, obligation, prohibition, permission. • The imperative mood: direct and hedged forms in scientific instructions. • The passive voice: present and past tense, by and the agent, agentless passive or thematic focus in instructions, descriptions of processes, observations and deductions. • Relative clauses: identifying, non-identifying and reduced relative clauses. • Use of articles: generalizing, forward & back reference, specificity & uniqueness, common exceptions. • The present perfect: to focus on events and results. • The simple past and past perfect: to locate experimental data within a time frame. • The first, second and third type conditional: implications and possible adverbials. • Time sequencing and logical connectors to signal cause, effect and results.
Books and bibliography	<ul style="list-style-type: none"> • <i>Grammar for IELTS</i> Cambridge University Press (for individual grammar review); • Handouts, authentic materials (contact teacher)
Additional materials	/

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
150	32	30	88
ECTS			
6	4	2	

Teaching strategy	<p>course activities include the following typologies:</p> <ul style="list-style-type: none"> • exercises and activities aimed at broadening the student's knowledge of core scientific vocabulary common to scientific disciplines • detailed review of grammar appropriate to scientific discourse through specific exercises • exercises aimed at improving pronunciation • exercises and activities aimed at improving the student's ability to recognize, and use the organization specific to scientific texts, passing from sentence level to text level • graded exercises aimed at improving the student's reading speed and ability to pick out the important points of a scientific text in English through the analysis of selected brief authentic texts
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Expected learning outcomes	
Knowledge and understanding of:	<ul style="list-style-type: none"> • the morpho-syntactic basis of academic prose in English (formal) • core scientific vocabulary (formal) • classroom language in English (semi-formal)
Applying knowledge and understanding of:	<p>Applying knowledge and understanding (Subject Specific Practical Skills):</p> <ul style="list-style-type: none"> • ability to watch/listen to a lesson on a familiar scientific topic in English and produce a well-organized oral and note form summary of the contents. • ability to write a well-organized report of an experiment carried out by the student during his/her physics studies, using appropriate aids • ability to discuss a topic of current scientific interest following the reading or vision of didactic and /or outreach materials



Soft skills	<ul style="list-style-type: none"> • Making informed judgments and choices • ability to analyse a text in English and judge if the general level of formality and the content are appropriate to the purpose of the document <p>Transferable Communication skills:</p> <ul style="list-style-type: none"> • awareness of the importance of organization when writing a text • ability to assess and improve own work • ability to present an argument or describe a phenomenon in a logical linear and concise manner <p>Lifelong learning skills:</p> <ul style="list-style-type: none"> • the student will learn to be responsible for improving his/her own language skills making efficient use of using appropriate aids
Assessment and feedback	<p>The written test comprises a series of written assignments, assigned weekly during the course, to be handed in at least one week before the oral exam. Students who do not meet this deadline will not be admitted to the oral until the next exam date. This organization allows students to choose whether to hand in work during the course or before the oral exam, working at their own pace. Students will be expected to work files following feedback.</p> <p>The oral exam lasts about 15-20 minutes and consists in three phases: general conversation about life as a student and studies etc., questions on the content of audio/written texts on scientific topics chosen amongst those studied, description and explanation of an experiment carried out in one of the lab courses and chosen by the student.</p>
Methods of assessment	
Evaluation criteria	<p>Knowledge of and ability to use the most salient functional and syntactic-morphological features of scientific prose</p> <p>Knowledge of and ability to describe the rhetorical organization of a scientific report</p> <p>Ability to write up a lab report from lab notes, tables and graphs.</p> <p>Ability to present orally the results of an experiment in English</p> <p>Ability to understand and summarize the contents of a brief scientific outreach video and to express own opinion on the topic</p> <ul style="list-style-type: none"> • Ability to understand and summarize the contents of a brief video taken from an online physics lesson on a topic suitable for a 2nd year physics student
Criteria for assessment and attribution of the final mark	
Additional information	