

Lingua Inglese Avanzata

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Objective: B2

Reading: communication, travelling, social life

Writing: grammar, phrasal verbs and idioms

Listening: audio extracts, videos, podcasts

Speaking: experiences, plans for the future, working with media. Team and pair work.

Course Contents:

- ▶ 1. Communication
- ▶ 2. Typography
- ▶ 3. Marketing
- ▶ 4. Creativity
- ▶ 5. Branding
- ▶ 6. Writing Copy
- ▶ 7. The Internet and smart technology
- ▶ 8. Senses: talk about looking and seeing
- ▶ 9. Media
- ▶ 10. Life stages

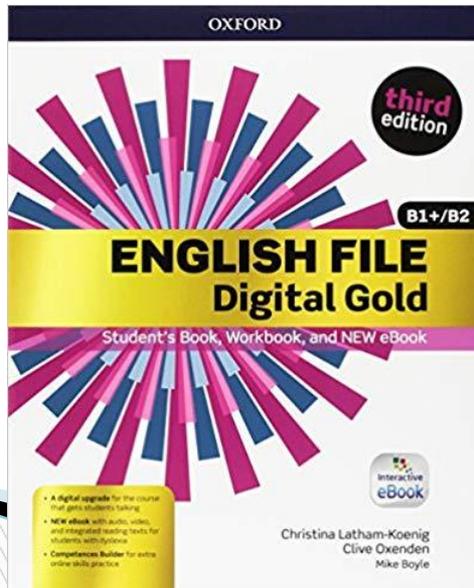
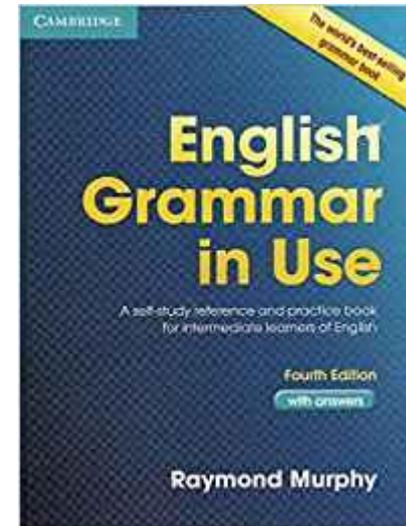
During the Lesson:

- ▶ 20% Revision
- ▶ 30% Vocabulary and Grammar
- ▶ 20% Exercise in class
- ▶ 30% Team / Pair work conversation

BIBLIOGRAPHY

Class workbook, ppt and material from the web and the following books:

English Grammar in Use,
Cambridge University Press



English File Gold B1-B2,
Oxford University Press)

Grammar

Vocabulary

Pronunciation

Practical English

Weblinks

Mini Phrasebook

Test Maker

Learning Record

Downloads



Grammar

Practise your grammar with exercises for each File.



Weblinks

Links to websites for learning more about the topics in English File Pre-intermediate.



Vocabulary

Practise your vocabulary with exercises for each File.



Pronunciation

Practise the sounds of English, and play sounds and word stress.



Practical English

Practise words and phrases from Practical English



Mini Phrasebook

Download two pages of Practical English for travelling.



Test Maker

Practise your English through tailored tests.



Learning Record

Download the Study Link Learning Record.

Useful tips



- **Study every day and use online resources**
(7esl.com, englisch-hilfen.de, TED-ED, VOX, BBC World)
- Pick a place and plan your time. Everyone has their own idea about the best place and time to study
- Enjoy your learning (music, tv series, books&magazine)
- Organize study sessions with your course mates
- After each class session, check and revise
- Ask if something is not clear
- Stay motivated!

Let's start: English Grammar Map.

ITALIAN: WHEN? / ENGLISH: HOW?

How/When	Past	Present	Future
Simple			
Continuous			
Perfect			
Perfect Continuous			

Let's start: English Grammar Map.

How/When	Past	Present	Future
Simple		Life Everyday I am... I have... He likes music He can swim He often watches movies	
Continuous		In this moment -ing=-ndo He is listening to music	
Perfect			
Perfect Continuous			

Let's start: English Grammar Map.

How/When	Past	Present	Future
Simple	<p>Life before/ Yesterday</p> <p>I was/I had I started... I went...</p> <p>I didn't go...</p>	<p>Life Everyday</p> <p>I am... I have... He likes music He can swim</p> <p>He often watches movies</p>	
Continuous	<p>Moment/ period in the past</p> <p>He was reading</p>	<p>In this moment</p> <p>-ing=-ndo</p> <p>He is listening to music</p>	
Perfect			
Perfect Continuous			

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How/When	Past	Present	Future
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Continuous	<p>Moment/ period in the past</p> <p>He was reading</p>	<p>In this moment</p> <p>-ing=-ndo</p> <p>He is listening to music</p>	
Perfect	<p>Effect Past</p> <p>I had eaten</p>	<p>Effect now</p> <p>I have eaten</p>	
Perfect Continuous	<p>Narrative</p> <p>I'd been +ing</p>	<p>Past to Now</p> <p>I've been +ing</p>	

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<p>Simple</p> <p>I was/I had I started... I went...</p> <p>I didn't go...</p>	<p>Life before/ Yesterday</p> <p>I was/I had I started... I went...</p> <p>I didn't go...</p>	<p>Life Everyday</p> <p>I am... I have... He likes music He can swim</p> <p>He often watches movies</p>	<p>Timetables</p> <p>The train arrives at 6pm.</p> <p><i>Will</i> He will watch a movie later.</p>
<p>Continuous</p>	<p>Moment/ period in the past</p> <p>He was reading</p>	<p>In this moment</p> <p>-ing=-ndo</p> <p>He is listening to music</p>	<p>Going to / Fut. Cont.</p> <p><i>Will</i> He will be watching a movie</p>
<p>Perfect</p>	<p>Effect Past</p> <p>I had eaten</p>	<p>Effect now</p> <p>I have eaten</p>	<p>Effect After</p> <p>I will have eaten by 10pm.</p>

Let's start: English Grammar Map.

ITALIAN: WHEN? / ENGLISH: HOW?

How/When	Past	Present	Future
Simple	Life before/ Yesterday	Life Everyday	Timetables <i>Will</i>
Continuous	Moment/ period in the past	In this moment -ing=-ndo	Going to / Fut. Cont. <i>Will</i>
Perfect	Effect Past	Effect now	Effect After
Perfect Continuous	Narrative I'd been +ing	Past to Now I've been +ing	////////

One square at the time!
A lot of stuff?
Good news: this Map is...

75% of English Grammar!

ENGLISH is a Global Language

UK 66m

Ireland 4.7m

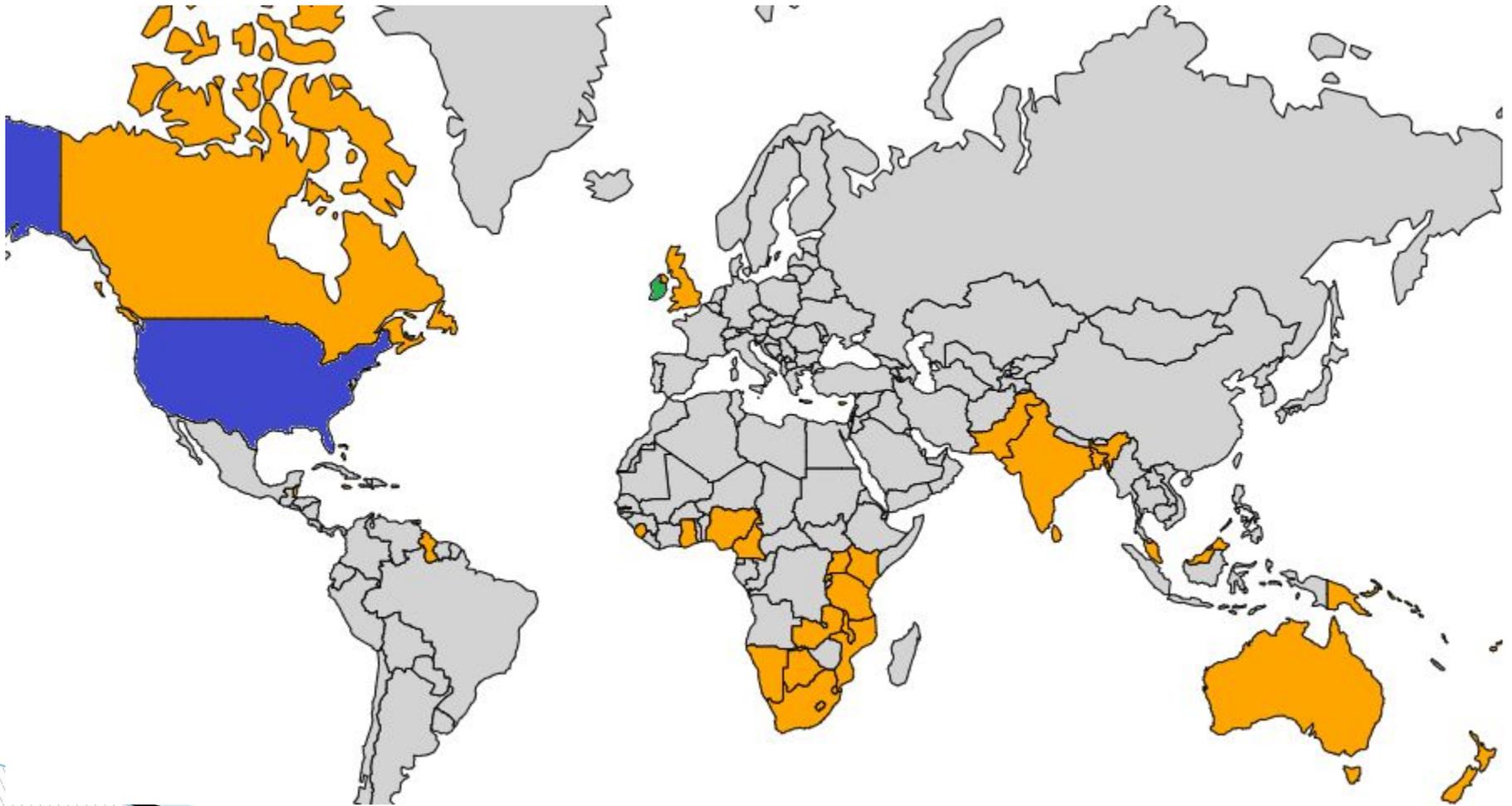
USA 327m

Commonwealth 53 countries on all continents...

2.4 billion or $\frac{1}{3}$ of the world population!

<http://worldpopulationreview.com/countries/british-commonwealth-countries/>

ENGLISH is a Global Language





Cross-cultural communication quiz

1 Think about the distance at which two people who are not close friends stand when they are having a casual conversation. This distance varies between cultures. In North America the distance is 45 cm. Do you think this distance is greater or smaller in the following places? Write G (greater) or S (smaller).

- a Western Europe c the Middle East
 b Japan

2 Which of these nationalities finds silences awkward in conversation?

- a East Asian b Spanish c American

3 Who speaks the loudest? Put the nationalities in order from 1–3 (1 = quiet → 3 = loud).

- a Northern European c East Asian
 b South American

4 In the UK, which of these questions might you ask when making small talk?

- a Who do you think will win the World Cup?
 b How much do you earn?
 c Whereabouts are you from?
 d Who will you vote for in the election?

5 Where do these gestures cause offence? Match each illustration to two countries or regions.



- a Slovakia
 b Greece



- c the Middle East
 d South East Asia



1.1 Listen to a talk by a trainer in cross-cultural communication. Check your answers to the questions in the quiz.



1.1))) Listen again and answer the questions.

- 1 In the Middle East, how far apart do two people, who are not friends, stand during a conversation?
- 2 Why are silences in conversation a positive thing in some parts of East Asia?
- 3 In which country is it acceptable to ask somebody about their salary?
- 4 In the Philippines, what can you be arrested for?

1.1 The rules of conversation

GRAMMAR FOCUS different question types

- **Subject questions**

When *who*, *which*, *what* or *whose* is the subject/part of the subject, we ¹ **use** / **don't use** auxiliaries *do* or *did* in a question.

Who said that? (NOT ~~*Who did say that?*~~)

Which of these nationalities speaks the loudest?

- **Indirect questions**

If we begin a question with an expression like *Do you think* or *Do you know*, what follows keeps normal word order – the subject goes ² **before** / **after** the verb.

Do you think you'll come to the party?

- **Questions with prepositions**

When a *Wh-* word is the object of a preposition, the preposition usually comes at the ³ **beginning** / **end** of the question.

What are you talking about?

Cross-cultural communication

Look again at the highlighted questions in the quiz in exercise 4. Find examples of ...

- 1 subject questions where there is no auxiliary verb.
- 2 indirect questions.
- 3 questions with a preposition at the end.

Casual conversation. This distance varies between cultures. In North America the distance is 45 cm.

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a Slovakia



c the Middle East

Put the words in the right order to make questions.

- 1 laugh / what / makes / you ?
- 2 favourite / about / what's / your / book ?
- 3 awake / what / night / keeps / you / at ?
- 4 out / do / you / think / go / will / you / tonight ?
- 5 most / who / in / your / family / similar / to / are / you ?
- 6 your / do / you / why / parents / know / name / chose / your ?

1.2 The letter is dead, long live the letter!

GOALS ■ Talk about written communication ■ Use present perfect tenses

Vocabulary & Speaking written communication

1 With a partner, divide the words in the box into groups 1-3.

confidential copy somebody in/cc somebody into
cross out delete emoticon handwriting handwritten
inbox instant in tray texting postage stamp
punctuation stationery

- 1 electronic communication 3 both
2 paper communication

2a Complete each question with a word or phrase from exercise 1.

- 1 When did you last send or receive a letter?
- 2 Have you ever accidentally sent a email or text to the wrong person?
- 3 Do you know the cost of a ?
- 4 Which (e.g. 😊) do you use most often?
- 5 How neat is your ?
- 6 Which do you do more, messaging or email? Why?

b Ask and answer the questions with a partner.

The death of the handwritten letter?

¹ People have been communicating by letter for at least 2,000 years. Now, however, ^a [redacted], the handwritten letter is in serious decline. But have we given enough consideration to what we will lose if we abandon the letter completely?

When we handwrite a letter, we write more thoughtfully. When we receive an email, ^b [redacted] and we don't always think carefully about how to express our feelings, often choosing to use emoticons instead.

Writing letters may be hard work, but receiving one can be one of life's greatest pleasures. There is so much to appreciate: the feel of the paper, the style of the handwriting and simply knowing someone has taken the trouble to write to you.

Texts and emails allow instant communication but are quickly deleted, while letters stay around for longer, allowing us to keep a record of our past. Many of us keep special letters ^c [redacted]. But what correspondence will we leave behind for future generations? Nothing. That for me would be the greatest loss to our culture if letters died out completely.

However, ² there are signs that people have been writing more letters recently. ³ Newspapers have reported a rise in stationery sales and ⁴ several internet campaigns have sprung up in an attempt to save the art of letter-writing, such as the annual *Month of Letters*, in which thousands of participants ^d [redacted] for a month.

So letter-writing may not be ready to die ... quite yet.

GRAMMAR FOCUS
Look at the phrases
in blue

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Grammar & Reading present perfect simple and continuous

- 3** Read the article and readers' comments and put phrases 1-5 in gaps a-e.
 - 1 send something by post every day
 - 2 with the speed and efficiency of digital media
 - 3 there is pressure to respond instantly
 - 4 life's too short
 - 5 written by older generations
- 4** Read the article again and answer the questions.
 - 1 What are the writer's three main arguments in defence of the handwritten letter?
 - 2 What evidence is given of a renewed interest in letter-writing?
 - 3 What advantages of electronic communication are mentioned in the readers' comments?
- 5** What are your views about letter-writing? Discuss with a partner.

1.2 The letter is dead, long live the letter!

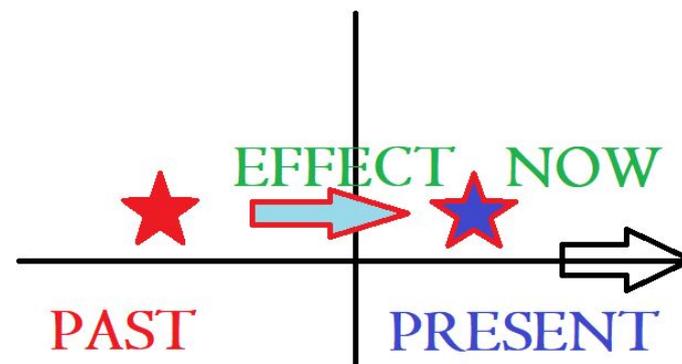
GOALS ■ Talk about written communication ■ Use present perfect tenses

Read the Grammar focus box and match rules a–d to the phrases in blue in the article and *Your comments* column. Some phrases relate to more than one rule.

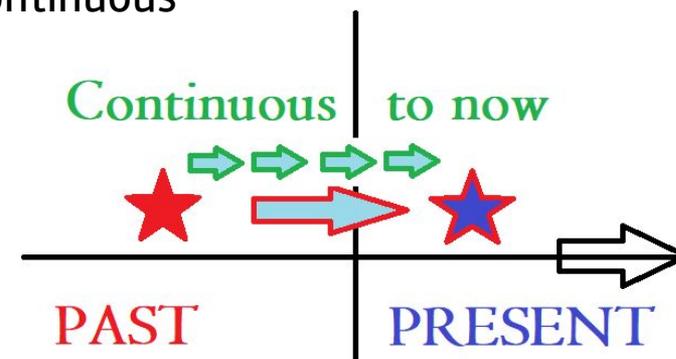
GRAMMAR FOCUS present perfect simple and continuous

- We use the present perfect to talk about something that started in the past and is continuing now, or is repeated up to now, when how long is mentioned in the sentence, or when how long is clear from the situation.
 - We can often use **either the present perfect simple or the present perfect continuous** when we use *since* or *for* to talk about actions that are still going on.
He has worked/has been working at the post office since 1987.
 - We usually use **the present perfect continuous** for actions continuing or repeated for a short time up to the present, e.g. with phrases like *all day* and *recently*.
You've been working on that letter all morning – isn't it good enough now?
 - We usually use **the present perfect simple** to talk about states rather than actions, with verbs like *be*, *have* and *know*.
Writing has been much easier since spellcheckers were invented.
 - We use **the present perfect simple** to talk about something that happened once, or more than once, at an unspecified time in the past, when there is a link to the present.
Researchers have found that texting can improve children's spelling.

Present Perfect Simple



Present Perfect Simple and Continuous



7a Complete the article with the present perfect simple or continuous form of the verbs in brackets. Sometimes both forms may be possible.

Letters of Note

Shaun Usher is a blogger who, since 2009, 1 (collect) letters written by famous people, from the 14th century to the present day.

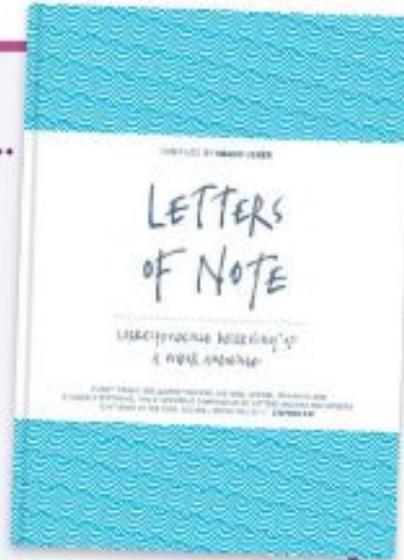
He 2 (post) them on his website, which

3 (become) extremely popular around

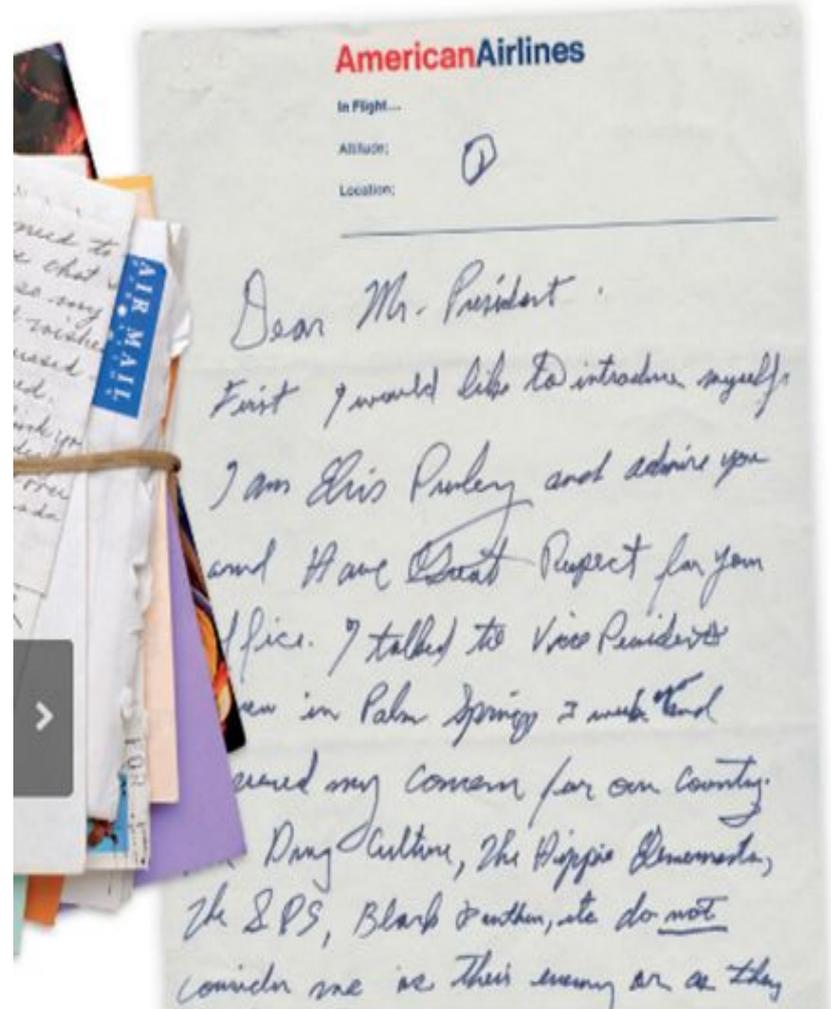
the world. He 4 (get) together a total of 900 letters, including letters by Leonardo da Vinci, Frida Kahlo and Alfred Nobel.

He 5 just (release) the letters in a book, called Letters of Note.

Usher 6 recently (start) a new project: he 7 (gather) lists written by famous people and so far he 8 (obtain) 125 lists, including lists by Marilyn Monroe and Mahatma Gandhi. These will soon be published as a book, Lists of Note.



Letter from
Elvis Presley to
the president





AUDIO 1.02



1.2))) Listen to the sentences and questions. How do we pronounce *have* and *been*?

I've been working very hard lately.

Have you been waiting long?

How long have you been here?

AUDIO 1.03



1.3))) Listen and write the questions you hear.

Work with a partner. Ask and answer the questions in exercise 8b.

Speaking & Writing: Problems on the phone

Vocabulary & Listening dealing with problems on the phone

- 1 Work with a partner. Discuss the questions.
 - 1 On average, how many phone calls do you make in a day?
 - 2 Do you generally prefer phoning, Skyping or another form of communication? Why?
 - 3 What things can go wrong when you speak on the phone?

1.5))) Listen to four phone conversations in which a problem occurred. Match conversations 1-4 to problems a-d.

- a an unclear telephone line
- b one of the speakers is distracted
- c an unwanted sales call
- d a friend wants to talk for too long



Speaking & Writing: Problems on the phone

- 3 1.6))) Listen and complete the sentences in the Language for speaking box.

LANGUAGE FOR SPEAKING dealing with problems on the phone

Getting rid of unwanted callers

- 1 I don't a sales calls.
- 2 Would you remove my b from your database?

Ending a conversation politely

- 3 It's been great c to you.
- 4 I'd d get off the phone.
- 5 I'll let you get on.
- 6 I've got a e of work to do.
- 7 I won't take up any more of your time.

Dealing with distractions

- 8 Just f with me a moment.
- 9 I'm afraid you've g me at a bad time.
- 10 Could you just hold the line?

Dealing with a bad phone line

- 11 The h isn't too good here.
- 12 You're breaking up ...
- 13 I'm i you again.
- 14 Could you call me back on my j ?

Note: We often use the word *Anyway*, ... to signal that we want to end a conversation.



Conversation 1

- A** Hello, am I speaking to Mrs Helen Carter?
- B** Er yes, speaking.
- A** How are you today, Mrs Carter?
- B** Fine ... erm ... Who am I speaking to?
- A** I'm calling from The Northern Energy Company, and I would like to inform you of a superb electricity deal that we are offering ...
- B** Er, no, can you just stop there, please? I'm not interested.
- A** You're not interested in saving money on your energy bills, Mrs Carter?
- B** No, I'm not interested in buying anything from you. I don't take sales calls. So would you remove my details from your database, please? Thank you. Goodbye.

Conversation 2

- A** ... Well, Joe, it's been great talking to you. Thanks a lot for calling.
- B** My pleasure. It's been good to hear all your news.
- A** Yeah ... No ... Absolutely ... But listen, I'd better get off the phone ... I'm still at the office and I've got a ton of work to do.
- B** Yes, yes. I'll let you get on. OK. Listen, before you go ... tell me, do you ever see anything of Clive?
- A** Clive? Yes, yes, I see him occasionally. He's fine. Anyway, ...
- B** We used to have such a laugh together, me and Clive. Never hear anything from him these days ...
- A** No, well, you know, he's pretty busy ... Anyway, listen Joe, I've really got to get off the phone. I'll give you a call soon. We'll get together for a drink or something.
- B** Yes, that would be good. We could go to that place down by the river, er ... what's it called?
- A** Yeah, yeah, we'll work that out when we speak. OK. Cheers, Joe. I'll be in touch. Bye.

Conversation 3

A Hello, is that Sarah Fox?

B Yes, it is.

A Oh hello, this is Steve from the garage. Just calling to let you know that we've had a look at the car and we estimate that it's going to cost £550 to repair the engine. So if you'd like us to go ahead with it, could you ...

B Sorry, Steve ... just bear with me a moment ... Rosie, let Thomas play with the balloon, please ... What? Yes, I know it's your special birthday balloon, but I told you you've got to share.

Sorry about that. Yes, 550, did you say? ...

Erm ... well, yes, that's more than I'd hoped, but if it needs to be done, then ... Sorry. Oi! Children! Stop that! ... Steve, look, I'm going to have to go and deal with this. I'm afraid you've caught me at a bad time. I'll call you back in a few minutes.

A That's no problem at all. I'll wait to hear from you.

Conversation 4

Hi Rafa, thanks for getting back to me. Yes, I was just calling to talk through the agenda for the management training day next Tuesday. Yes, that's right. Yes ... Yes ... Yes ... Sorry? ... Sorry, it's just that I can't hear you very well. I'm working from home today, and the coverage isn't too good here ... Yes ... Sorry, Rafa, you're breaking up again. Could you just say that again? ... Yes, yes, I'll contact the managers about that ... Yes ... Rafa, sorry ... I'm losing you again. Could you do me a favour? Could you call me back on my landline? You've got my number, haven't you? Cheers.

Speaking: role play

Student A

1 It's 8 p.m. You are a salesperson (decide what you are selling, e.g. a mobile phone). Call Student B and try to sell your product. Try to keep them on the phone for at least two minutes by explaining the benefits of the product. Remember your boss said you need to increase your sales and you're feeling under pressure.

2 You work at the same company as Student B, but in different offices. It's 5 p.m. and you've finished your work, but can't leave till 5.30. Call Student B to arrange to meet for a drink some time. You're bored and in the mood for a chat. You have some interesting gossip (decide what) that you want to share.

3 You have arranged to meet your friend, Student B, for dinner tonight, but haven't decided on a place or time. Call Student B to finalize arrangements. The line is very bad and you can't hear him/her very well.

Student B

1 It's 8 p.m. and you are at home watching a film. The phone rings. You are expecting a call from your aunt in Canada. You need to speak to her to give her some important family news. Answer the phone.

2 You've got to meet a deadline by the end of the day (decide what you have to do). You had to deal with a work crisis (decide what) earlier in the day and will have to work hard to meet your deadline. Answer the phone to Student A.

3 You are travelling on a train on your way to work. Your friend, Student A, calls you. Because you are on the train your phone line is not clear and you'll soon be going through a tunnel. Answer the phone and explain.

1.5 English as Global Language Coursebook's resource video

1 Match the sentence halves.

- 1 An **official** language is a language
 - 2 An **indigenous** language is a language
 - 3 A **dominant** language is the language
 - 4 A **minority** language is an official language that is spoken
 - 5 A **global** language is spoken
- a that most people in a country speak.
 - b by just a small number of people in a country or region.
 - c with special legal status, used by the government, etc.
 - d all around the world.
 - e native to a country or region.

Watch the video at page 14:

