

Traccia n. 1

Answer each of the questions below following the instructions provided. Please avoid including any identifying information, such as references to real-life situations or personal experiences that might reveal your identity.

- Discuss the main challenges involved in helping university-level EFL learners develop vocabulary and phraseological competence (e.g. collocations, idioms and lexical bundles), and briefly outline effective teaching strategies to address them.
- Provide a detailed lesson plan outlining the objectives, resources, methods and activities for teaching vocabulary and phraseological patterns in a class of 50 university students with an EFL level of competence varying between B2 and C1 (CEFR). Include appropriate examples (where relevant, also from a contrastive perspective, i.e. English vs. Italian), specify approximate timings, interaction patterns (e.g. pair work, group work, whole class), and describe how you would monitor students' performance and provide feedback. Indicate the assessment criteria.

Traccia n. 2

Answer each of the questions below following the instructions provided. Please avoid including any identifying information, such as references to real-life situations or personal experiences that might reveal your identity.

- Discuss the main challenges involved in helping university-level EFL learners develop an effective understanding and use of English past tenses (e.g. past simple, past continuous, present perfect), particularly from a contrastive perspective with Italian, and briefly outline effective teaching strategies to address them.
- Provide a detailed lesson plan outlining the objectives, resources, methods and activities for teaching the use of English past tenses in a class of 50 university students with an EFL level of competence varying between B1 and B2 (CEFR). Include appropriate examples (where relevant, also from a contrastive perspective, i.e. English vs. Italian), specify approximate timings, interaction patterns (e.g. pair work, group work, whole class), and describe how you would monitor students' performance and provide feedback. Indicate the assessment criteria.

Traccia n. 3

Answer each of the questions below following the instructions provided. Please avoid including any identifying information, such as references to real-life situations or personal experiences that might reveal your identity.

- Discuss the main challenges involved in helping university-level EFL learners develop writing skills beyond the sentence level to construct increasingly larger units/texts (e.g. cohesion and coherence, endophoric reference, specialised terminology, etc.), and briefly outline effective teaching strategies to address them.
- Provide a detailed lesson plan outlining the objectives, resources, methods and activities for teaching writing skills beyond the sentence level to construct increasingly larger units/texts (e.g. cohesion and coherence, endophoric reference, specialised terminology, etc.), in a class of 50 university students with an EFL level of competence around C1 (CEFR). Include appropriate examples (where relevant, also from a contrastive perspective, i.e. English vs. Italian), specify approximate timings, interaction patterns (e.g. pair work, group work, whole class), and describe how you would monitor students' performance and provide feedback. Indicate the assessment criteria.