

MODULI/UNITA' DIDATTICHE	CONTENUTI	OBIETTIVI/COMPETENCE/ CAPACITA'	SCELTE METODOLOGICHE	TEMPI	TIPOLOGIA DI VERIFICA
<b>MODULO 1</b> <b>At the roots of the English language</b>	<ul style="list-style-type: none"> <li>-Old English (450-1100)</li> <li>-Middle English (1100-1550)</li> <li>-Early Modern English (1550-1750) Late</li> <li>-Modern English (1750 onwards)</li> <li>-Varieties of English</li> <li>-British English and American English</li> <li>-Grammar - Passive Voice</li> <li>-Recovery work (Worksheets with the use of the Modal verbs)</li> </ul>	<p><b>By the end of this module the students have got these competences and abilities:</b></p> <ul style="list-style-type: none"> <li>-Understanding a text and using the critical thinking</li> <li>-Acquiring information about the History of the English language, British English and American</li> <li>-English vocabulary</li> <li>-Writing, Speaking and Research (Productive) Skills</li> <li>-Digital Competences: Surfing the Net to find out and write about the origin of your own language (being a multicultural class) helps students to get to know the origin of different languages</li> </ul>	<ul style="list-style-type: none"> <li>-Reading, interpreting and understanding information, understanding a text</li> <li>-Listening for specific information</li> <li>-Deciding if the sentences are T/F</li> <li>-Communicative language</li> <li>-Filling in the blanks</li> <li>-Completing the sentences using the correct form</li> <li>-Matching words and sentences</li> <li>-Watching a BBC documentary about "The History of the English Language"</li> <li>-LIM/Projector/Touchscreen</li> </ul>	5h	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test</li> <li>Skills test</li> </ul>
<b>MODULO 2</b> <b>The Republic of Ireland</b>	<ul style="list-style-type: none"> <li>-Geography: ID card. A green land</li> <li>-Society and Culture: A country of Complex identities Traits of the Irish character Language</li> <li>In Depth - Irish migrants</li> <li>The richness of Irish culture</li> <li>Irish literature</li> <li>-Economy: Ups and downs of the Irish Economy</li> <li>-A troubled history: The origins. Early Christian Ireland. From the Vikings to the Normans. Plantations and Penal Laws. Union with Great Britain. The Great Famine. Home Rule. Easter Rising. From the War of Independence to the Republic. Northern Ireland. History and Institutions</li> <li>-Vocabulary</li> </ul>	<p><b>By the end of this module the students have got these competences and abilities:</b></p> <ul style="list-style-type: none"> <li>-Understanding a text and using the critical thinking</li> <li>-Acquiring information about the Republic of Ireland</li> <li>-Writing, Speaking and Research (Productive) Skills</li> <li>-Digital Competences: 1) Surfing the Net to find out and write about the Great Potato Famine 2) Searching the web to find information about Irish Tinkers and talking about them</li> <li>-Thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Flipped Classroom</li> <li>-Reading, interpreting and understanding information;</li> <li>-Listening for specific information: Listening to the song "Bloody Sunday Bloody" by U2 on YouTube and completing the text</li> <li>-Watching short videos about: 1) The Republic of Ireland. Geography 2)The Great Potato Famine 1845-1847 3)The Celtic Tiger</li> <li>Writing</li> <li>-Completing the sentences using the correct form;</li> <li>-Answering to the questions</li> <li>-Matching verbs with the correct prepositions</li> <li>-Word combinations</li> <li>-Processing language</li> <li>-Making collocations</li> <li>-Expressing personal opinions, talking about and comparing personal experiences on a given topic</li> <li>-Promoting collaboration and support within the classroom</li> <li>LIM/Projector</li> <li>DAD</li> </ul>	19h	<ul style="list-style-type: none"> <li>Oral testing</li> <li>Written test</li> <li>Skills test</li> <li>Topic Presentation</li> </ul>
<b>CIVIC EDUCATION</b> <b>Erasmus</b>	<ul style="list-style-type: none"> <li>Erasmus+</li> <li>Erasmus Projects</li> <li>Erasmus Mundus</li> </ul>	<p><b>By the end of this module the students have got these competences and abilities:</b></p> <ul style="list-style-type: none"> <li>-Writing a composition about Erasmus+, Which place to go and why?</li> <li>-Communicative language</li> <li>-Using Critical thinking</li> <li>-Key Competences of participation and collaboration</li> <li>-Writing language Competences</li> <li>-Social and Civic Competences</li> </ul>	<ul style="list-style-type: none"> <li>-Reading, interpreting and understanding information, understanding a text</li> <li>-Communicative language learning</li> <li>-Writing</li> </ul>	4h	<ul style="list-style-type: none"> <li>Oral Test</li> <li>Skill Test</li> <li>Topic Presentation</li> </ul>

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<b>MODULO 3</b> <b>Communication</b>	<p>Breaking News - reading comprehension text. The difference between “breaking news” and “rolling news”</p> <p>Welcome to the Blogosphere - Reading comprehension text</p> <p>Teenager, Screenager - Reading an article about What does media bombardment mean?</p> <p>Communication skills: Barriers to communication, Language Barriers, Psychological barriers and Listening Barriers</p> <p>-Grammar: -Past tenses review -Past simple vs past perfect</p> <p>-Vocabulary: Correspondence</p>	<p><b>By the end of this module the students have got these competences and abilities:</b></p> <p>-Making use of grammar in using English language -Recounting a story -Reading skills - Understanding paragraphs -Life skills: Communication skills -Writing skills. -Citizens and competency skills: Collaborating and participating</p>	<p>-Reading, interpreting and understanding information, understanding a text -Listening for specific information -Communicative language learning</p> <p>-Matching the collocations and expressions to their definition. -Completing the sentences using the correct form -Choosing the correct alternative</p> <p>-Watching short video lessons -Flipped classroom -DAD</p>	9h	<p>Oral testing Written test Skills test</p>
<b>MODULO 4</b> <b>Advertising</b>	<p>Grammar: Direct and reported speech. Reported questions</p> <p>Vocabulary: -Emotive words Strong adjectives and intensifiers</p> <p>- Reading comprehension articles: The Ads strike back What's the most effective way to advertise</p>	<p><b>By the end of this module the students have got these competences and abilities:</b></p> <p>-Understanding a text or article and using critical thinking</p> <p>-Knowing the form and use of Reported Speech -Reading skills: Read between the lines -Speaking skills: Persuading -Listening skills: Conversation about advertising -Digital skills: Searching on the Net one's favourite advert and discuss about it Academic skills: Note taking (Summarising the text)</p>	<p>-Flipped Classroom -Reading, interpreting and understanding information, understanding a text -Communicative language: Finding on the Net the advertising that you like most, explain what it is about and why you like it. Sharing the advertising with the class during the discussion -Writing an opinion essay -Writing a formal email</p> <p>-Matching the collocations and expressions to their definition. -Completing the sentences using the correct form Inclusive strategies: Looking at the photos and guessing what the title of the article is about</p> <p>-Watching a short video about Reported Speech -LIM/Projector -DAD</p>	12h	<p>Oral testing Written test Skills test Topic Discussion</p>
<b>Module 5</b> <b>A better world</b>	<p>The Power of Money Online security The Green zone</p> <p>-An opinion essay -A formal email -Topic for discussion: Should babies or very small children have smartphones or tablets?</p>	<p><b>By the end of this module the students have got these competences and abilities:</b></p> <p>-Understanding a text or article and using critical thinking -Writing skills: 1) Writing a formal email 2) Writing an essay</p>	<p>-Watching a video of Cambridge University how to write an essay in English -Watching a video on YouTube: Smart Phones, children and digital media/ DW Documentary -LIM/Projector -DAD</p>	12h	<p>Oral testing Written test Skills test Topic Discussion</p>