

MODULI/UNITA' DIDATTICHE	CONTENUTI	OBIETTIVI/COMPETENCE/ CAPACITA'	SCELTE METODOLOGICHE	TEMPI	TIPOLOGIA DI VERIFICA
MODULO 1 Time out	<p>-Grammar: Present simple & adverbs of frequency. Present continuous. Present simple v Present continuous</p> <p>-Vocabulary: Free time activities</p> <p>-Language for life: How to express likes and dislikes</p> <p>-Reading comprehension texts: "The Age of the teenager" "Are your kids spending too much time online?" "Teenage life in London" -Revising conjugations of the verbs</p>	<p>By the end of this module the students have got these competences and abilities:</p> <p>-Knowing phone language and use it when speaking on the phone (Speaking competences)</p> <p>-Knowing specific grammar and use it in the sentences or when speaking</p> <p>-Understanding a text and use the critical thinking</p> <p>-Knowing Key phrases to use in real life</p> <p>-Writing Language Competences: read the information and complete the profile</p>	<p>-Reading, interpreting and understanding information, understanding a text</p> <p>-Play role with dialogues</p> <p>-Listening for specific information</p> <p>-Communicative language learning: How to speak on the phone</p> <p>-Fill in the blanks</p> <p>-Completing the sentences using the correct form</p> <p>-Matching words and sentences</p> <p>-Watching short video lessons about Teenage life in London</p> <p>-LIM/Projector</p>	15h	<p>Oral testing</p> <p>Written test</p> <p>Skills test</p>
MODULO 2 That's life	<p>-Grammar: Past simple of be & there was/there were. Past simple: positive & negative. Past simple: questions & short answers, affirmative, interrogative and negative</p> <p>Irregular verbs</p> <p>Conjugations of the verbs</p> <p>Question words</p> <p>Comparative & superlative adjectives</p> <p>-Vocabulary: Life stages. Build your vocabulary suffix - ful. Adjectives</p> <p>-Reading comprehension texts/articles: "Robert Waldaw - a big personality"</p> <p>"The ideal life - about life stages" "An incredible life" "Tudor England" "Doctor by day, rapper by night"</p>	<p>By the end of this module the students have got these competences and abilities:</p> <p>-Knowing grammar about Present simple, Present continuous, Present perfect, Future</p> <p>-Phrasal verbs about food, cooking and money, use them in the sentences</p> <p>-Understanding a text and using the critical thinking</p> <p>-Ordering food at the restaurant and asking for the check/bill</p> <p>-Describing a person</p>	<p>-Flipped classroom.</p> <p>-Reading, interpreting and understanding information;</p> <p>-Listening for specific information;</p> <p>-T/F exercise</p> <p>-Writing</p> <p>-Completing the sentences using the correct form;</p> <p>-Processing language;</p> <p>-Expressing personal opinions, talking about and comparing personal experiences on a given topic</p> <p>-Asking and answering to the questions</p> <p>-Watching short videos illustrating grammar</p> <p>-DAD</p>	25hours	<p>Oral testing</p> <p>Written test</p> <p>Skills test</p>
CIVIC EDUCATION	<p>-Melbourne: Eco-City</p> <p>-The "greenest" island in the world</p> <p>E-Waste: A Toxic Problem"</p>	<p>By the end of this module the students have got these competences and abilities:</p> <p>-Knowing vocabulary for environmental issues</p> <p>-Doing a survey/composition about environmental issues</p> <p>-Giving their opinion about E-Waste</p> <p>-Using Critical thinking</p> <p>-Key Competences of participation and collaboration</p> <p>-Writing language Competences</p> <p>-Social and Civic Competences</p>	<p>-Flipped Classroom</p> <p>-Reading, interpreting and understanding information, understanding a text</p> <p>-Communicative language learning</p>	7h	<p>Oral Test</p> <p>Skill Test</p> <p>Topic Presentation</p>

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MODULO 3 Go for it!	<p>-Grammar: Past continuous. Past continuous v Past simple. Adverbs of manner</p> <p>-Vocabulary: Sports nouns, verbs, phrasal verbs</p> <p>Key phrases about sports</p> <p>Quiz: are you a sport expert? -Research on the Net about a popular sport</p> <p>-Reading comprehension texts/articles about sports events: "The greatest race in history" "Chris Froome wins another TOUR DE FRANCE" "Sports in the USA. The big four"</p>	<p>By the end of this module the students have got these competences and abilities:</p> <p>-Making use of grammar in using English language</p> <p>-Knowing vocabulary about sport</p> <p>-Using Critical thinking</p> <p>-Key Competences of participation and collaboration</p> <p>-Writing language Competences</p>	<p>-Reading, interpreting and understanding information, understanding a text</p> <p>-Listening for specific information</p> <p>-Communicative language learning</p> <p>-Matching the collocations and expressions to their definition.</p> <p>-Completing the sentences using the correct form</p> <p>-Choosing the correct alternative</p> <p>-Watching short video lessons</p> <p>-Flipped classroom</p> <p>-DAD</p>	15h	<p>Oral testing</p> <p>Written test</p> <p>Skills test</p>
MODULO 4	<p>-Present perfect and Past simple</p> <p>-Present perfect with just, still, yet, already. Present perfect with for&since.</p> <p>-Present Perfect Continuous</p> <p>-Passive: Present simple and Past simple passive</p> <p>-How many, how much, a lot of/lots of, a few, a little, too, too much, too many, enough, not enough</p> <p>-Verb+nouns collocations</p> <p>-Reading comprehension text: "What's your strongest sense?" "New Zealand. The Country of Adventure" Reading the blog posts</p> <p>-Making suggestions: dialogue and key phrases</p>	<p>By the end of this module the students have got these competences and abilities:</p> <p>-Knowing sport and relationship vocabulary and using it practical English</p> <p>-Understanding a text or article and using critical thinking</p> <p>-Knowing how to ask politely for information</p> <p>-Knowing the form and use of the Present simple passive and the Past simple passive</p>	<p>-Reading, interpreting and understanding information, understanding a text,</p> <p>-Listening for specific information</p> <p>-Communicative language</p> <p>-Filling in the blanks</p> <p>-Matching the collocations and expressions to their definition.</p> <p>-Completing the sentences using the correct form</p> <p>-Watching short videos about grammar</p> <p>-LIM/Projector</p> <p>-Flipped Classroom</p> <p>-DAD</p>	10h	<p>Oral testing</p> <p>Written test</p> <p>Skills test</p>
Project Work: Orienteering	Selfie Scavenger Hunt	<p>-Communication in the mother tongue</p> <p>-Communication in foreign language (English in this case)</p> <p>-Digital Competences</p> <p>-Learning to learn</p> <p>-Social and Civic Competences (respect for diversity, empathy, working together, responsibility,</p> <p>-Sense of Initiative</p> <p>-Cultural awareness</p> <p>Transversal competence:</p> <p>-Critical and creative thinking</p> <p>-Problem solving</p> <p>-Taking initiative</p>	-Communicative language	4h	<p>Final Product:</p> <p>Two Videos with their selfies and each selfie presented with a funny statement in English.</p>