

MODULI/UNITA' DIDATTICHE	CONTENUTI	OBIETTIVI/COMPETENCE/ CAPACITA'	SCELTE METODOLOGICHE	TEMPI (h)	TIPOLOGIA DI VERIFICA
MODULO 1 ASPIRE	<ul style="list-style-type: none"> -Have to -Modal verbs:: can, could, will be able to, have to/don't have to, should, must, mustn't may, might, shall and ought to -Modal verbs mind map -Wordlist: At School -Build your vocabulary suffixes -er/or, -ist, ian -Courses and Careers (key phrases) - Advice for school leavers -Reading the article: Moocs -Wordlist: At school, Courses and Careers Reading comprehension texts: "One child, one teacher, one book and one pen can change the world" -Courses and Careers Vocabulary -Job interview -Communicative Language learning: Conversation with the language assistant about interest, hobbies 	<ul style="list-style-type: none"> -Knowing modal verbs and using them in the sentences -Understanding a text and using the critical thinking -Expressing opinions and making choices -Making a job interview -Answering interview questions -Getting to know about homeschooling 	<ul style="list-style-type: none"> -Flipped classroom -Reading, interpreting and understanding information, understanding a text, -Listening for specific information: Advice for school leavers. Studying at university in the UK. -Communicative language learning. -Writing -Filling in the blanks -Choosing the correct alternative -Matching the collocations and expressions to their definition. -T/F -Completing the sentences using the correct form- Choosing the correct alternative -Watching short video lessons -Touchscreen 	23	<ul style="list-style-type: none"> Oral testing Written test Skills test
MODULO 2 Make a difference	<ul style="list-style-type: none"> -Defining relative clauses -Zero, First, Second and Expressing a Wish:I wish/If only. Expressing a regret - Defining relative clauses -Volunteering and charity work -Build your vocabulary <i>make</i> and <i>do</i> -Social issues and solutions -Expressing certainty and doubt (key phrases) -Reading: Actions speak louder than words -Reading the article : A helping hand -Reading and listening to the blog post: A year of doing good -Online research about international charity -For/against essay -Reading comprehension: Dracula and Information about the author Abraham Stoker - Reading comprehension text: Extreme family ties -Useful words and phrases -Conversation with the language assistant about Halloween and expressions with Make and Do 	<ul style="list-style-type: none"> -Knowing grammar about Defining clauses and Conditionals and using them in the sentences. Expressing a wish -Understanding a text and using the critical thinking -Making use of the expressions with Make and Do and using them in the sentences of their own - Speaking about charity -Digital competences 	<ul style="list-style-type: none"> -Flipped Classroom -Reading, interpreting and understanding information; -Listening for specific information: Listening to a conversation between a boy and a girl about supporting a charity called project Zero. -Writing: about: Paying incredible salaries to few workers have become a debatable topic -Completing the sentences using the correct form; -Filling in the blanks -Finding and correcting the mistakes in the sentences; -Processing language; -Expressing personal opinions, talking about and comparing personal experiences on a given topic -Promoting collaboration and support within the classroom -Watching short video lessons: Volunteering and charity work. Watching a video on YouTube about a Bedouin family life and lifestyle -Touchscreen 	21	<ul style="list-style-type: none"> Oral testing Written test Skills test

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MODULO 3 Race across London Stereotypes - or are they?	-Transport vocabulary bank and Phrasal Verbs -Relationships vocabulary Bank Which of the things are the most (and least) dangerous when you're driving a car? Collocation: verbs/adjectives + prepositions, Comparatives and Superlatives -Adjectives -ed/ing, Reflexive pronouns and useful words and phrases -Dependent prepositions vocabulary bank Communication: I'm a student - Can you help me? Be polite (Could you do me a favour? Would you mind...? Do you think you could...?) -Writing an article about transport Reading comprehension texts: -Failure: the first steps towards success(Reading article) -Stereotypes supported by science" -Turn it off -Transport in London -New York Taxis -Unusual ways of getting around"	-Knowing public transport and vehicles, compound nouns about transport and phrasal verbs -Understanding a text and using critical thinking -Asking politely for information -Digital competences	Flipped Classroom -Reading, interpreting and understanding information, understanding a text, -Listening for specific information -Communicative language learning: Role plays 3A I'm a tourist (a and b) - Can you help me? PE3 Could you do me a favour? -Agreeing and Disagreeing about: Slow drivers cause more accidents than fast drivers. People who drink and drive should lose their driving license for life. Speed cameras do not stop accidents. Drivers who are over 70 are as dangerous as young drivers. Cyclist should have to wear helmets. The minimum age for riding a motorbike should be 25 and The speed limit on motorways should be lower. -Writing an article for a magazine about transport in your town or city -Fill in the blanks -Matching the collocations and expressions to their definition -Completing the sentences using the correct form -Watching short video lessons on YouTube about Transport in London and about Past Perfect -Touchscreen	17	Oral testing Written test Skills test
MODULO 4 Sporting and superstitions Love at Exit 19	-Sport vocabulary Bank, People and Places -Grammar: past tenses (simple, continuous, perfect), usually, used to, be used to, get used to Communication: Asking politely for information Reading comprehension texts: -Ladies first? -The big day -Your friends in numbers (Reading and understanding an article, useful words and phrases) -Getting around the USA -Disastrous journeys	-Knowing sport and relationship vocabulary and using it practical English -Understanding a text or article and using critical thinking -Knowing how to ask politely for information	-Flipped Classroom -Reading, interpreting and understanding information, understanding a text, -Listening for specific information -Communicative language learning: Interviewing your partner about sport using the questionnaire -Matching the collocations and expressions to their definition. -Completing the sentences using the correct form -Watching a short video on YouTube about used to, be/get used to. Getting around the USA -Touchscreen	9	Oral testing Written test Skills test

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MODULO 5 Extraordinary school for boys	<ul style="list-style-type: none"> -Education Vocabulary Bank -School system in the UK and The US -Grammar: first conditional and future time clauses + when, until, etc. Make and let -Making suggestions, permission and request Reading comprehension texts: <ul style="list-style-type: none"> -When is it time to stop studying? -What to do in New York? -The importance of doing what you love -Describing the schools you went to (or have been to) and say what you liked and didn't like about them. Say what you will do a) if you don't pass your English exam at the end of the course and b) when you can speak English fluently 	<ul style="list-style-type: none"> -Knowing Education vocabulary and using it in practical English -Knowing how to make suggestions, asking for permission and making a request -Understanding a text or article and using critical thinking 	<ul style="list-style-type: none"> -Flipped Classroom -Reading, interpreting and understanding information, understanding a text -Conversation about schools -Matching the collocations and expressions to their definition. -Completing the sentences using the correct form -Watching short videos on YouTube about 10 Top Schools in the UK. Schools in the UK and Boarding schools -Watching a short video about New York on YouTube: 10 TOP NYC -Revising all Grammar and Vocabulary done -Touchscreen 	8	<ul style="list-style-type: none"> Oral testing Written test Skills test

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CIVIC EDUCATION Doctors Without Borders	<p>Topics: Group 1 1) Who we are, Principles, How we work, History, Accountability & reporting, Us office, Offices around the world. 2) MSF Pulse: Suicide attempt and self-harming child refugees in Moira, Greece. 3) MSF: Tens of thousands of migrants trapped danger in northern and southern Mexico. 4) "The medical needs are huge": Portraits of MSF staff and patient in Yemen. 5) Search and rescue in the Mediterranean. Thousands of people risk this deadly sea crossing to seek safety.</p> <p>Group 2 1) Protecting children from malaria in South Sudan. 2) Treating an influx of malnourished children in Herat, Afghanistan. 3) Bosnia: Inhumane conditions for migrants and asylum seekers during winter months. 4) COVID-19 in France: Ensuring continued access to medical care for vulnerable people in Paris and the suburb. 5) MSF: responds to the latest Ebola outbreak in eastern Democratic Republic of Congo</p> <p>Group 3 1) World AIDS Day: Multiple barriers continue to prevent testing and treatment of HIV in many countries. Myanmar. Democratic Republic of Congo. Mozambique. 2) Helping displaced people in northwestern Syria prepare for another brutal winter. Northwest Syria: Covid-19 adds additional layer of complexity. 3) MSF speaks out about the health and humanitarian impacts of climate change. 4) Afganistan: Crisis update December 16, 2021.</p> <p>Group 4 1) South Sudan: More than 150,000 people at risk following severe flooding in Bentiu. 3) Nigeria: MSF responds to strongly high child malnutrition in the northwest as conflict surges. 4) Yemen: Responding to an alarming rise in child malnutrition at Abs hospital. 5) Marking breast cancer month in Mali.</p> <p>Materials and different videos at this link: www.doctorswithoutborders.org</p>	<ol style="list-style-type: none"> 1. Far conoscere le crisi umanitarie e le storie delle persone che le vivono è un passo fondamentale per sviluppare quel senso di solidarietà umana, è una delle strategie principali per un futuro di giustizia e sostenibilità. 2. Spingere a una riflessione profonda sull'importanza della salute, delle strutture e degli operatori sanitari nei diversi contesti del mondo alla luce di questa ultima, globale epidemia e facendo immedesimare gli studenti in diversi personaggi che operano nel contesto sanitario di un paese. 3. Far emergere la dimensione globale del tema sanitario, dove sebbene i contesti cambino da paese a paese, la salute rimane un bene fragile e importantissimo, la cui salvaguardia è nelle mani non solo dei medici ma di un'intera comunità, utilizzare la storia di MSF, i fatti, i numeri e principi che ne caratterizzano l'identità non solo per ricordarne l'impegno ma perché quella storia, quei fatti, quei numeri e quei principi possano diventare strumento conoscitivo utile ai ragazzi, motore generativo di conoscenza e stimolo per l'emergere di nuove domande. 4. I temi sono stati scelti in modo da intrecciare i nuclei tematici relativi all'apprendimento dell'educazione civica e agli obiettivi di sviluppo sostenibile dell'Agenda2030. 5. Competenze generali: Competenza culturale, Competenza digitale, Imparare a imparare, Comunicare nella lingua straniera, collaborare e partecipare, Usare conoscenze e informazioni individuando collegamenti. 	<p>-Watching short videos about the work of the Doctors Without Borders organization -Reading, interpreting and understanding information -Students Feedback -Touchscreen</p>	4	PowerPoint Presentation

VOTO	COMPRESIONE PRODUZIONE	CONTENUTI	MORFOSINTASSI LESSICO	FLUENCY PRONUNCIA
1 2	Scarsissima la comp. e la prod. di messaggi e informazioni.	Scarsissima la conoscenza di contenuti.	Scarsissima la conoscenza della morfosintassi e del lessico.	Esposizione molto stentata con numerosi e gravi errori di pronuncia.
3	Gravi difficoltà nella comp. e nella prod. di messaggi e informazioni.	Molto frammentaria e limitata la conoscenza dei contenuti.	Uso della morfosintassi con gravi errori e lessico molto inadeguato.	Esposizione molto impacciata e contorta con pronuncia scorretta.
4	Frammentaria e carente la comp. e prod. di messaggi e informazioni.	Contenuti molto limitati e decisamente inadeguati.	Uso scorretto della morfosintassi e del lessico.	Esposizione difficoltosa e poco chiara; scorretta le pronuncia.
5	Incompleta e parziale la comp. e prod. di messaggi e informazioni.	Lacunosi e modesti i contenuti.	Incerta la conoscenza delle strutture linguistica e del lessico.	Poco scorrevole l'esposizione con errori di pronuncia.
6 6,5	Essenziale ma accettabile la comp. e prod. di messaggi e informazioni.	Adeguate ma non approfondita la conoscenza dei contenuti.	Conoscenza globale ma non approfondita della morfosintassi e del lessico.	Esposizione semplice ma abbastanza scorrevole con qualche errore nella pronuncia.
7 7,5	Abbastanza completa la comp. e prod. di messaggi e informazioni.	Appropriata la conoscenza dei contenuti.	Corretto l'uso delle strutture linguistiche e del lessico.	Sicura l'esposizione pur se con qualche inesattezza nella pronuncia.
8 8,5	Completa la comp. e la prod. di messaggi e informazioni.	Sicura la conoscenza dei contenuti.	Uso sicuro e preciso della morfosintassi e del lessico.	Fluente e chiara l'esposizione con qualche imprecisione.
9 9,5	Completa e precisa la comp. e la prod. di messaggi e informazioni.	Approfondita la conoscenza dei contenuti.	Ampia la conoscenza della morfosintassi e del lessico.	Sicura e personale l'esposizione.
10	Notevole la capacità di comp. e di prod. di messaggi e informazioni.	Approfondita, ampia e personale la conoscenza dei contenuti.	Estremamente appropriato l'uso della morfosintassi e del lessico.	Esposizione molto fluente e articolata; eventuali imprecisioni irrilevanti.

Griglia produzione scritta

Padronanza dei contenuti	Contenuto assai scarso	0,5
	Contenuto povero	1
	Contenuto sufficientemente completo	1,5
	Contenuto espresso in modo completo	2
	Contenuto espresso in modo completo e approfondito	2,5
Sequenzialità logica, chiarezza ed efficacia della trattazione	Lavoro disordinato e non coerente	0,5
	Inadeguata organizzazione del testo con errori di coerenza logica	1
	Accettabile organizzazione del testo pur con lievi errori di coerenza logica	1,5
	Buona organizzazione e coerenza	2
	Ottima organizzazione e coerenza	2,5
Correttezza morfo-sintattica	Gravi e numerosi errori grammaticali	0,5
	Numerosi errori grammaticali	1
	Numero limitato di errori grammaticali	1,5
	Fraasi grammaticalmente corrette e periodo abbastanza ben strutturato	2
	Fraasi corrette e periodo ben strutturato	2,5
Padronanza del lessico e ortografia	Lessico molto limitato e non appropriato	0,5
	Lessico limitato e poco appropriato	1
	Lessico abbastanza appropriato con qualche errore	1,5
	Buona padronanza del lessico e pochi errori	2
	Ottima padronanza del lessico senza rilevanti errori	2,5
Voto		10

Scoring Rubric for Oral Presentations

PRESENCE 5 0 -body language & eye contact -contact with the public -poise -physical organization	4	3	2	1
LANGUAGE SKILLS 1 0 -correct usage -appropriate vocabulary and grammar -understandable (rhythm, intonation, accent) -spoken loud enough to hear easily	5	4	3	2
ORGANIZATION 1 0 -clear objectives -logical structure -signposting	5	4	3	2
MASTERY OF THE SUBJECT 1 0 -pertinence -depth of commentary -spoken, not read -able to answer questions	5	4	3	2
VISUAL AIDS 1 0 -transparencies, slides -handouts -audio, video, etc.	5	4	3	2
OVERALL IMPRESSION 1 0 -very interesting / very boring -pleasant / unpleasant to listen to -very good / poor communication	5	4	3	2

TOTAL SCORE _____ / 30