

TITOLO DEL MODULO/ PERCORSO	CONTENUTI	COMPETENZE	ABILITA'	METODOLOGIE DIDATTICHE	TEMPI	COLLEGAMENTI INTERDISCIPLINARI (DISCIPLINA E CONTENUTO)	TIPOLOGIA DI VERIFICA
MODULE 1 Build up to B1	<ul style="list-style-type: none"> - Countries and nationalities- There is/There are -Everyday objects -This, that, these, those -Plural of the nouns -Have got/has got -Adjectives -What day is it today? -Places in town, directions -Articles: definite and indefinite -Cardinal numbers -Days, months, seasons -Question words -Possessive pronouns -The Time 	<p>The EU key Competences:</p> <ul style="list-style-type: none"> -Literacy competence -Communication in a foreign language -Personal Social and Learning to learn Competence -Developing critical thinking and creativity -Problem solving <p>-Digital Competences</p> <p>-Cultural awareness</p>	<ul style="list-style-type: none"> -Speaking -Reading the text with a good intonation and understanding it -Writing -Watching -Listening -Presenting oneself and somebody -Asking about the time -Asking about the nationality -Telling how old you are -Telling the time, days, months and seasons -Describing the colour of an object -Asking for permission -Describe the physical aspect of a person -Express commands 	<ul style="list-style-type: none"> -Inclusive approach -Brainstorming -Pair work -Role-play -Problem solving -Flipped classroom developing autonomy in their learning -Debate -Digital and interactive and visual materials -Cultural videos -Communication videos 	Trimestre	Italian, History, German	Assessment Oral Test Written Test
MODULE 2 Time of our lives	<ul style="list-style-type: none"> -Daily routine -I get to school just in time -Present simple: Affirmative, Interrogative (short answers) and Negative -Adverbs of Frequency -I always walk to school -Healthy habits -What do you do after school? -London: Teens' top attractions in London -Object pronouns -Free time activities 	<ul style="list-style-type: none"> -Critical thinking and problem solving -Creativity -Communication -Collaboration -Cultural awareness: London -Social and Civic competences: Read the quiz and give your answers and then decide which is your profile -Learning to learn: True/False statements about the textTeens' Top Attractions in London -Promoting collaboration and support within the classroom -Digital competences: carry out a research project about a place in London particularly interesting to you -Learning by doing: Map out your week: prepare a plan of your week and present it to the rest of the class -Sense of initiative and entrepreneurship: writing down the advantages of good time management and disadvantages of bad time management 	<ul style="list-style-type: none"> -Developing the four skills: Reading, Speaking, Listening and Writing -Expressing the daily routine -Inviting a friend out -Accepting an invitation -Turning down an invitation -Retrieving information -Interpreting texts: identifying the main idea in a text, understanding relationships -Listening for specific information -Following logical and linguistic connections within a paragraph in order to locate or interpret information -Communication 	<ul style="list-style-type: none"> Flipped Classroom -Reading, interpreting and understanding a text -True/False -Interactive/participative approach: Are you a busy person? What makes your day busy? -Learner-centered approach -Organising and carrying out an interview an interview: Interview a member of your family about his/her daily routine -Three option multiple choice -Writing a simple text: Describe your perfect day: write down five things you want to do or you need to do to feel good -Pictures activity: looking at the pictures and say which activities you do and which you don't do -Watching and understanding a short film -Listening and reading the dialogues the answering the questions -Pair work -Role-Play the dialogue -Completing, discussing and talking about the free time -Matching the words to their definitions -Talking about personal experiences -Dictation 	Trimestre	Italian, German, History	Oral Test Written Test Assessment
MODULE 3 Sports and competitions	<ul style="list-style-type: none"> -Vocabulary: Sports and equipment -Sports for teenagers -I love competing -Verbs of like and dislike + ing -Can for ability, possibility, permission and requests -It's terrific! -Adjectives to describe sports events -So and such -From the Press 	<ul style="list-style-type: none"> -Developing social interaction -Showing interest and concern -Asking for specific information -Reacting to information -Cultural awareness and expression: The benefit of sports. I love speed -Creativity -Communication -Collaboration -Promoting collaboration and support within the classroom 	<ul style="list-style-type: none"> -Developing the four skills: Reading, Speaking, Listening and Writing -Expressing opinions -Retrieving information -Interpreting texts: identifying the main idea in a text, understand relationships -Listening for specific information: Listening to the telephone and completing the application form -Following logical and linguistic connections within a paragraph in order to locate or interpret information -Communication: expressing preferences 	<ul style="list-style-type: none"> Flipped Classroom -Interactive/participative method -Reading, interpreting and understanding short texts relating to sport, brochure and other texts -Talking about preferences -Listening for specific information: listening to three teenagers talking about sport and complete the table -Listening to an interview a journalist and a very famous British teenager -Communicative language learning. -Matching the verbs to the phrases -Writing a word from the passage next to each definition -Writing a simple text: a paragraph about what you love and hate doing at the weekends -Completing the definitions with the terms given -Completing the sentences with the missing information -Matching each word or expression with its definition -Answering the questions -True/F false -Watching and understanding a short film -Role-Play the dialogue in pairs -Dictation 	Pentamestre	Italian, History, German	Ora Test Written Test

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MODULE 4 Places	<p>Vocabulary: -Parts of the house and furnishings -Shops and shopping: I'm looking for a cheap shop -Going shopping - Prices Grammar: -Present continuous -Present Simple vs Present Continuous -I'd like and I want -We're sleeping in a tent</p>	<p>Social Competences: -Shop assistant -Customer -Payment -Digital Competences: Use the Net to compare British houses and Italian houses -Cultural awareness: Research your region on the Internet. Then write a paragraph about important cities and types of houses -Communication in a foreign language -Personal Social and Learning to learn Competence -Understanding a narrative text -Interpreting a story -Organising and carrying out an interview, a conversation in a shop -Developing social interaction: the dialogue</p>	<p>-Developing the four skills: Reading, Speaking, Listening and Writing -Understanding relative text -Describing the house, the rooms and the shops -Asking details relating to prices or about items to shop</p>	<p>-Inquiry Based Learning -Inclusive approach -Reading, interpreting and understanding information, understanding a text -Listening and understanding short texts -Watching short videos for specific information -Writing a simple text -Communicative language learning -Multiple choice -Answering to the questions -Role-Play: the dialogue -Pairwork: take turns being a customer, a patient, kind shop assistant or a difficult customer</p>	Pentamestre	Italian, History, German	Oral Test Written Test
Module 5 Food for you	<p>-Food and Drink Vocabulary, Food Pyramid -Are there any yummy dessert -Reading comprehension text -Talking about likes and dislikes -Grammar: Countable and uncountable nouns, some, any, no, How much? How many? A lot of, much, many, a little, a few -Informal emails -Cooking encourages a little creativity -Containers and quantities vocabulary -A Cooking adventure - Reading comprehension text -Key language for social competence -Vocabulary: The menu</p>	<p>-Organising and carrying out an interview -Ordering food in a restaurant -Developing social interaction -Carrying out a conversation at a restaurant -Social competence: waiter/ waitress, customers in a restaurant -Learning to learn: using a dictionary -Listening and understanding a text -Digital competence: carrying out a research project -Cultural awareness and expression: Research the Italian regions where people live long lives</p>	<p>-Asking about quantity -Talking about likes and dislikes -Writing an informal email -Reading and understanding a text -Expressing preferences -Listening -Speaking</p>	<p>Listening: Let's eat out -Role Play: acting the dialogue -Listening: Food campaign in schools -Reading for specific information -Writing an informal email -Work in small groups -Video: Food and drink -Video: Containers and quantities -Video: Steve and Rachel are out for lunch -Video: A cooking class for teens -Matching the words with the pictures -Choosing the correct alternative -Completing the sentences -Answering the questions -Dictation</p>	Pentamestre	Italian, History, German	Oral Test Written Test

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