

MODULI/UNITA' DIDATTICHE	CONTENUTI	OBIETTIVI/COMPETENCE/ CAPACITA'	SCELTE METODOLOGICHE	TEMPI	COLLEGAMENTI INTERDISCIPLINARI	TIPOLOGIA DI VERIFICA
MODULO 1 SENSATIONAL	<ul style="list-style-type: none"> -Revising: Present Simple and Adverbs of Frequency, Present Continuous, Past simple and Past Continuous -The senses: What's your strong sense? -Extreme Adjectives -Present perfect and Past simple -Present perfect with ever, never, just, still, yet, already - Present perfect with for&since, been and gone -Reading comprehension text: "What's your strongest sense?" "New Zealand. The Country of Adventure" "Colour-blindness" "The biggest party in the world" -Making suggestions: dialogue and key phrases -Reading comprehension text: Melbourne eco-city 	<ul style="list-style-type: none"> -Understanding a text and using the critical thinking -Expressing opinions and making choices -Key competence : We possess more senses you probably don't know about! Choose one of the senses and research it on the internet. Report to the class about : what it does, how it works and what happens if it does not work -Digital competences 	<ul style="list-style-type: none"> -Flipped classroom -Reading, interpreting and understanding information, understanding a text -Speaking: Looking at a poster and commenting. Looking at the photos and suggest different things for dinner -Listening for specific information the dialogue about suggestions and learn it -Communicative language learning: How to make and respond to suggestions -Writing: Write a paragraph about a sound you love and a sensation you hate. Explain why you love/hate them -Filling in the blanks -Choosing the correct alternative -Matching the collocations and expressions to their definition. -Completing the sentences using the correct form -Touchscreen 	20h	History, Italian, German	Oral testing Written test Skills test
MODULO 2 NO LIMITS	<ul style="list-style-type: none"> -Present Perfect Continuous --Adjectives ed and ing -Verbs of movement -Geographical features -Reading comprehension of the blog posts: Only the brave. Update! -Literature: The Call of the Wild -Reading about Jack London and his book (Background to the story) 	<ul style="list-style-type: none"> Developing the four skills: Speaking, Listening, Reading and Writing -Understanding a text or article and using critical thinking -Digital competences: A city in Italy that is becoming green (research) -How to talk about things you haven't tried -Life skills: overcoming obstacles 	<ul style="list-style-type: none"> -Flipped Classroom -Reading, interpreting and understanding information; -Listening for specific information -Writing the biography of a person you admire -Completing the sentences using the correct form; -Filling in the blanks -Finding and correcting the mistakes in the sentences; -Processing language; -Promoting collaboration and support within the classroom -Online research: Write about a city in your country that is becoming greener? Is your town taking actions to become greener? What is it doing? What are the possible effects of climate change in your region? -Touchscreen 	15h	History, Italian, German	Oral testing Written test Skills test
MODULO 3 YEARS AHEAD	<ul style="list-style-type: none"> Grammar: will v might, first conditional, will v be going to, Present Continuous: future arrangements -Vocabulary: lifestyle choices -Reading comprehension text: Faces of the future 	<ul style="list-style-type: none"> Developing the four skills: Speaking, Listening, Reading and Writing -How to talk about probability and possibility -How to make predictions -Life skills: making a savings plan -Digital competences 	<ul style="list-style-type: none"> -Flipped Classroom -Reading, interpreting and understanding information, understanding a text -Speaking: give and respond to invitations -Listening for specific information: Where will you be in ten years' time? 	15h	Italian, History, German	Oral testing Written test Skills test
MODULO 4 WASTE NOT, WANT NOT	<ul style="list-style-type: none"> -Present Simple Passive, Past Simple Passive -Quantifiers: too, too much, too many, (not) enough -Vocabulary: Consumerism and the environment, Environmental issues. Verb+noun collocations -Reading: E-waste: a toxic problem 	<ul style="list-style-type: none"> -Developing the four skills: Speaking, Listening, Reading and Writing -Understanding a text or article and using critical thinking -How to express purpose -Life skills representing survey results 	<ul style="list-style-type: none"> -Flipped Classroom -Reading, interpreting and understanding information, understanding a text, -Listening for specific information: Earth -the hungry planet -Speaking: Conduct a survey -Matching the collocations and expressions to their definition. -Completing the sentences using the correct form -Touchscreen 	15h	Italian, History, German	Oral testing Written test Skills test

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MODULO 5 ASPIRE	<p>Have to</p> <p>-Modal verbs:: can, could, will be able to, have to/don't have to, should, must, mustn't may, might, shall and ought to</p> <p>-Modal verbs mind map</p> <p>-Wordlist: At School</p> <p>-Build your vocabulary suffixes -er/or, -ist, ian</p> <p>-Courses and Careers (key phrases)</p> <p>- Advice for school leavers</p> <p>-Reading the article: Moocs</p> <p>-Wordlist: At school, Courses and Careers</p> <p>Reading comprehension texts:</p> <p>"One child, one teacher, one book and one pen can change the world"</p> <p>-Courses and Careers Vocabulary</p> <p>-Communicative Language learning: Design your ideal school</p> <p>-Language point: Adding information</p> <p>-Opinion essay: The dangers of teleworking</p> <p>-Reading comprehension text: Studying at home</p>	<p>-Knowing how to express opinions and making choices</p> <p>-Knowing modal verbs and using them in the sentences</p> <p>-Understanding a text and using the critical thinking</p> <p>-Expressing opinions and making choices</p> <p>-Design your ideal school</p> <p>-Making a job interview</p> <p>-Answering interview questions</p> <p>-Getting to know about homeschooling</p> <p>-Life skills: working to your strengths</p>	<p>-Flipped Classroom</p> <p>-Reading, interpreting and understanding information, understanding a text</p> <p>-Speaking: how to do a job interview</p> <p>-Listening for specific information: Advice for school leavers. Studying at university in the UK.</p> <p>-Communicative language learning.</p> <p>-Writing</p> <p>-Filling in the blanks</p> <p>-Choosing the correct alternative</p> <p>-Matching the collocations and expressions to their definition.</p> <p>-T/F</p> <p>-Completing the sentences using the correct form-</p> <p>-Choosing the correct alternative</p> <p>-Watching short video lessons</p> <p>-Touchscreen</p>	20h	Italian, History, German	<p>Oral testing</p> <p>Written test</p> <p>Skills test</p>

Tabella 1

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

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.

Scoring Rubric for Oral Presentations

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

TOTAL SCORE _____/30