









#### TRACCIA PROGRAMMATICA

PNRR Missione 4: Istruzione e ricerca — Componente 1 — Potenziamento dell'offerta dei servizi di istruzione: dagli asili nido alle Università — investimento 3.1: Nuove competenze e nuovi linguaggi — Azioni di potenziamento delle competenzeSTEM e multilinguistiche — D.M. 65/2023— CUP: 164D23002490006-Codice progetto: M4C113.1-2023-1143-P-28457-

Linea di investimento M4C1I3.1 - Nuove competenze e nuovi linguaggi

#### **CANDIDATO ESPERTO**

Modulo B1

Nome e cognome: Erika Lopez

Codice Fiscale: LPZRKE90P63C352R

DESTINATARI - MOTIVAZIONI - OBIETTIVI - RISULTATI ATTESI -

Destinatari: DOCENTIIC SQUILLACE

Modulo: B1

## <u>Le motivazioni dell'intervento</u> <u>(</u>max 200 parole)

In un mondo sempre più globalizzato essere in grado di comunicare in lingua inglese risulta elemento essenziale e determinante per la carriera futura di ogni alunno. E' necessario se non indispensabile offrire all'utenza scolastica la possibilità di poter frequentare un corso di lingua inglese mirato al conseguimento di una certificazione ufficiale che attesti il livello di competenza linguistica raggiunto nelle quattro abilità fondamentali (reading, listening, writing, speaking) secondo il Quadro Comune Europeo di Riferimento (QCER).

### Obiettivi generali (max 150 parole)

L'obiettivo del corso è quello di sviluppare la competenza linguistica degli alunni nei vari contesti sociali (famiglia, scuola, lavoro) utilizzando strategie specifiche e adeguate ai bisogni degli alunni, suscitando interesse e motivazione alla scoperta e promuovendo comunicazione, interazione di gruppo e sviluppo di processi metacognitivi.

## Obiettivi specifici (max 150 parole)

Il corso è finalizzato al conseguimento della certificazione del livello B1 e mira a sviluppare le quattro abilità linguistiche fondamentali in termini di receptive skills ( abilità di reading e listening) e productive skills ( abilità di writing e speaking) Gli obiettivi specifici da raggiungere sono indicati nel Common European Framework of Reference for Language skills <a href="https://europass.europa.eu/it/common-european-framework-reference-language-skills">https://europass.europa.eu/it/common-european-framework-reference-language-skills</a>:











Nella tabella di seguito si elencano i contenuti che verranno sviluppati durante il corso di n. 48 ore

## **QUADRO DELLA STRUTTURA PROGETTUALE**

# ELENCARE FASI, ATTIVITA', CONTENUTI, CONOSCENZE/ COMPETENZE DA ACQUISIRE, METODOLOGIE E DURATA

FASE Attività previste Contenuti Conoscenze/Competenze specifiche  1 * Lead- in (prediction to engage students in the topic of the lesson)				DURATA			
to engage students in the topic of the lesson)  • Pre-teaching vocabulary  • Reading activity and listening activity  • Controlled practice: structured exercises (reading/listening for general understanding/gist, reading/listening for specific information in the text, reading/listening for detailed information in  • Pre-teaching Personal information Being at school  • Books and ebook • Photocopiable material (i.e songs) • Websites (BBC, bear English British Council, Cambridge (i.e songs) • Websites (BBC, bear English British Council, Cambridge (i.e songs) • Websites (BBC, bear English British (information from texts) • Books and ebook • Photocopiable material (i.e songs) • Websites (BBC, bear English British (information from texts) • English online, the Teachers Corner, Breaking News English, • English, • Collective, Voki, • Collective, Voki, • Canva, Book Creator,	FASE	Attività previste	Contenuti			Luoghi	Ore
the text)  • Language analysis  (LA) - Clarifying target language: clarify MFPA Meaning, Form, Pronunciation (sounds,  Sport facilities; sport collocations  Listenwise, ect.) according to learner styles (learner styles include learning by seeing, listening,	1	• Lead- in (prediction to engage students in the topic of the lesson) • Pre-teaching vocabulary • Reading activity and listening activity • Controlled practice: structured exercises (reading/listening for general understanding/gist, reading/listening for specific information in the text, reading/listening for detailed information in the text) • Language analysis (LA) - Clarifying target language: clarify MFPA Meaning, Form,	TOPICS Personal information Being at school  GRAMMAR Modals (have to, don't have to, must, mustn't, can/can't, should/shouldn't), present simple and present continuous.  VOCABULARY School subjects; school collocations  Sport facilities; sport	Conoscenze/Competenze specifiche  ABILITIES Giving personal information  Asking & answering about school  Writing emails  Listening and understanding specific information from texts	• Books and ebook • Photocopiable material • Authentic material ( i.e songs) • Websites (BBC, Learn English British Council, Cambridge English online, the Teachers Corner, Breaking News English, ect) • ICT (Wordwall, IsL Collective, Voki, Canva, Book Creator, Thinglink,Nearpod, Listenwise, ect.) according to learner styles (learner styles include learning by		
		(cloze, matching, ect) Writing exercise • Freer practice: language practice to develop oral fluency on the topic and provide an opportunity to personalise the topic/ group project • Peer check			in generale) • Simulation tests (, B1)  Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral		
Writing exercise  Freer practice:  language practice to develop oral fluency on the topic and provide an opportunity to personalise the topic/ group project  Simulation tests (, B1)  Brainstorming, eliciting, guided discovery, reformulation,		feedback to clarify any possible mistake			drill), using colours on the board; monitoring; noticing patterns;		











				Exercises: cloze,		
				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
				Questions – CCQ)		
2	• Lead- in (prediction		ABILITIES		Lab	6
<del>-</del>		TOPICS	ADILITIES	<ul> <li>Books and ebook</li> </ul>	டம	· ·
			701			
	the topic of the lesson)		Planning a story	<ul> <li>Photocopiable</li> </ul>		
		Hobbies and leisure		material		
1	vocabulary		Talking about a special sports	<ul> <li>Authentic material (</li> </ul>		
	<ul> <li>Reading activity and</li> </ul>		school	i.e songs)		
		GRAMMAR		• Websites (BBC,		
			Agreeing and disagreeing	Learn English British		
		continuous		Council, Cambridge		
				English online, the		
	(reading/listening for			, ,		
		VOCABULARY		Teachers Corner,		
		Phrasal verbs with in;;		Breaking News		
	reading/listening for		Reading and understanding texts	English,		
	specific	losing		ect)		
	information in the text,			• ICT (Wordwall, IsL		
	reading/listening for			Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink, Nearpod,		
	• Language analysis					
				Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and			doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	speech, intonation),			issues (alunni con		
	Appropriacy			DSA/ learning		
				_		
	• Controlled practice:			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
1	<ul><li>Freer practice:</li></ul>			B1)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
l i	personalise the topic/			eliciting, guided		
	group			discovery,		
	project			reformulation,		
	<ul> <li>Peer check</li> </ul>			drilling, (choral		
	<ul> <li>Check errors and</li> </ul>			drill and individual		
	feedback to clarify any			drill), using colours on		
	possible mistake			the board; monitoring;		
1	p solote illibrane			noticing		
				_		
				patterns;		











				Exercises: cloze, matching, circling,		
				matching, chemig.		
				dialogues to be		
1				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
				Questions – CCQ)		
3	• Lead- in (prediction			` '/	Lab	6
		TOPICS	ABILITIES	<ul> <li>Books and ebook</li> </ul>		
		Clothes; shopping		• Photocopiable		
		Cionics, snopping	_	material		
	• Pre-teaching					
	vocabulary	GD . 3 G . 4 D		• Authentic material (		
		GRAMMAR		i.e songs)		
	listening activity	Order of adjectives;		• Websites (BBC,		
	<ul> <li>Controlled practice:</li> </ul>	Comparative and	specific information from texts	Learn English British		
	structured exercises	superlative adjectives		Council, Cambridge		
	(reading/listening for	1	Reading and understanding texts			
	general			Teachers Corner,		
	P	VOCABULARY		Breaking News		
		Clothes; jewellery;		English,		
	*	colours; materials;		ect)		
	information in the text,	places to shop		• ICT (Wordwall, IsL		
	reading/listening for			Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink, Nearpod,		
	<ul> <li>Language analysis</li> </ul>			Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and			doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	speech, intonation),			issues (alunni con		
	Appropriacy			DSA/ learning		
	• Controlled practice:			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	• Freer practice:			B1)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
	group			discovery,		
	project			reformulation,		
	• Peer check			drilling, (choral		
	• Check errors and			drill and individual		
1	feedback to clarify any			drill), using colours on		
				n 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		1
	possible mistake			the board; monitoring;		
	possible mistake			noticing		











				Exercises: cloze,		
				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
	T 1 ' / '' '			Questions – CCQ)	T 1	
4	<ul> <li>Lead- in (prediction</li> </ul>				Lab	6
			<u>ABILITIES</u>	<ul> <li>Books and ebook</li> </ul>		
	the topic of the lesson)	Personal feelings;	Writing a story about feelings;	<ul> <li>Photocopiable</li> </ul>		
		entertainment and		material		
	$\mathcal{C}$		Describing people	• Authentic material (		
	<ul> <li>Reading activity and</li> </ul>	inodia	people	`		
			T 1.41	i.e songs)		
	listening activity		Listening and understanding	• Websites (BBC,		
		<u>GRAMMAR</u>	specific information from texts	Learn English British		
	structured exercises	Adjectives with -ed		Council, Cambridge		
	(reading/listening for		Reading and understanding texts	English online, the		
		present perfect		Teachers Corner,		
	understanding/gist,	present perfect		Breaking News		
	reading/listening for	MOCADIII ABM		English,		
	±	VOCABULARY		ect)		
		Adjectives expressing		• ICT (Wordwall, IsL		
	reading/listening for	emotions		Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink, Nearpod,		
	• Language analysis			Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and			doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
				issues (alunni con		
	speech, intonation),					
	Appropriacy			DSA/ learning		
	<ul> <li>Controlled practice:</li> </ul>			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	• Freer practice:			B1, B2)		
				$D_1, D_2$		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
	group			discovery,		
	project			reformulation,		
	• Peer check			drilling, (choral		
	Check errors and			drill and individual		
	feedback to clarify any			drill), using colours on		
	possible mistake			the board; monitoring;		
				noticing		
				patterns;		
			<u> </u>	patierns,		











				Exercises: cloze,		
				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
<u> </u>	T 1 ' / '' '			Questions – CCQ)		
5	<ul> <li>Lead- in (prediction</li> </ul>				Lab	6
	to engage students in	<u>TOPICS</u>	<u>ABILITIES</u>	<ul> <li>Books and ebook</li> </ul>		
1		Food and drink; health		<ul> <li>Photocopiable</li> </ul>		
	• Pre-teaching	-	Accepting and invitation;	material		
	vocabulary		Suggesting and requesting;	• Authentic material (		
			Talking about an extreme	`		
		GRAMMAR		i.e songs)		
		Future forms; modals	camping trip	• Websites (BBC,		
	<ul> <li>Controlled practice:</li> </ul>		Listening and understanding	Learn English British		
	structured exercises		specific information from texts	Council, Cambridge		
	(reading/listening for	VOCABULARY		English online, the		
	general		Reading and understanding texts			
		phrasal verbs with put	reading and understanding texts	Breaking News		
	~ ·	pinasai veros wini put				
	reading/listening for			English,		
	specific			ect)		
	information in the text,			• ICT (Wordwall, IsL		
	reading/listening for			Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink, Nearpod,		
	• Language analysis			Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
1	word stress and			doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	-					
	speech, intonation),			issues (alunni con		
	Appropriacy			DSA/ learning		
	<ul> <li>Controlled practice:</li> </ul>			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	• Freer practice:			B1)		
				D1)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
l i	_			discovery,		
	group					
	project			reformulation,		
	<ul> <li>Peer check</li> </ul>			drilling, (choral		
	<ul> <li>Check errors and</li> </ul>			drill and individual		
	feedback to clarify any			drill), using colours on		
	possible mistake			the board; monitoring;		
	p sssione inibune			noticing		
				_		
				patterns;		











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				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
				Questions – CCQ)		
6	• Lead- in (prediction	TOPICS	ABILITIES		Lab	6
ا ا				Books and ebook	Lau	
	$\mathcal{E}$		Writing a story about a journey			
		Places and building	L	Photocopiable		
	<ul> <li>Pre-teaching</li> </ul>		Listening and understanding	material		
	vocabulary		specific information from texts;	<ul> <li>Authentic material (</li> </ul>		
	<ul> <li>Reading activity and</li> </ul>	GRAMMAR		i.e songs)		
			Giving opinions, making	• Websites (BBC,		
	2	,	suggestions and asking for	Learn English British		
		ing form;	opinions	Council, Cambridge		
		do/make/have/go		English online, the		
		e e	Destination of the state of the			
	general		Reading and understanding texts	Teachers Corner,		
	understanding/gist,			Breaking News		
	reading/listening for	<u>VOCABULARY</u>		English,		
	specific	Home; places		ect)		
	information in the text,			• ICT (Wordwall, IsL		
	reading/listening for			Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink, Nearpod,		
	• Language analysis					
				Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and			doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	speech, intonation),			issues (alunni con		
	Appropriacy			DSA/ learning		
				C		
	• Controlled practice:			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	<ul><li>Freer practice:</li></ul>			B1)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
	group			discovery,		
	project			reformulation,		
	<ul> <li>Peer check</li> </ul>			drilling, (choral		
	<ul> <li>Check errors and</li> </ul>			drill and individual		
	feedback to clarify any			drill), using colours on		
	possible mistake			the board; monitoring;		
	possioie illistake			noticing		
				_		
				patterns;		











				Exercises: cloze,		
				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
				Questions – CCQ)		
7	• Lead- in (prediction				Lab	6
,		TOPICS	ABILITIES:	Books and ebook	Luo	
			Writing an article about a season;	-		
	<ul> <li>Pre-teaching</li> </ul>	environment		material		
1	vocabulary		Describing weather, animals and	• Authentic material (		
	<ul> <li>Reading activity and</li> </ul>		places	i.e songs)		
		GRAMMAR	ц 	• Websites (BBC,		
			Darding and sold over the color	` '		
			Reading and understanding texts			
		speech and		Council, Cambridge		
	(reading/listening for	commands; the	Listening and understanding	English online, the		
			texts	Teachers Corner,		
	understanding/gist,	F		Breaking News		
	reading/listening for	WOOD DIN A DIN		English,		
		<u>VOCABULARY</u>		ect)		
	information in the text,	Animals; the natural		• ICT (Wordwall, IsL		
	reading/listening for	world; weather		Collective, Voki,		
	detailed information in	,		Canva, Book Creator,		
	the text)			Thinglink, Nearpod,		
	• Language analysis			Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and			doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	speech, intonation),			issues (alunni con		
	Appropriacy			DSA/ learning		
	• Controlled practice:			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	<ul><li>Freer practice:</li></ul>			B1)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
				Duoin atomoi:		
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
	group			discovery,		
	project			reformulation,		
	• Peer check			drilling, (choral		
	• Check errors and			drill and individual		
	feedback to clarify any			drill), using colours on		
	possible mistake			the board; monitoring;		
				noticing		
				patterns;		
		1	<u> </u>	patierins,		











				Exercises: cloze,		
1				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
				Questions – CCQ)		
8	<ul> <li>Lead- in (prediction</li> </ul>				Lab	4
	to engage students in	TOPICS	ABILITIES	<ul> <li>Books and ebook</li> </ul>		
		Transport; travel and	Writing an article describing a	Photocopiable		
		holidays	photo	material		
	vocabulary	lionaujo	Photo	• Authentic material (		
			Talking about helider			
]	• Reading activity and	CDAMBAAD	Talking about holiday	i.e songs)		
		GRAMMAR	preferences	• Websites (BBC,		
	1	First and second		Learn English British		
		conditional	Reading and understanding texts			
	(reading/listening for			English online, the		
	general		Listening and understanding	Teachers Corner,		
	_	VOCABULARY	texts	Breaking News		
		Traveling; holiday		English,		
		activities		ect)		
		activities		/		
	information in the text,			• ICT (Wordwall, IsL		
	reading/listening for			Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink,Nearpod,		
	<ul> <li>Language analysis</li> </ul>			Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
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	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and					
				doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	speech, intonation),			issues (alunni con		
]	Appropriacy			DSA/ learning		
	<ul> <li>Controlled practice:</li> </ul>			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	• Freer practice:			B1, B2)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
	group			discovery,		
	project			reformulation,		
	• Peer check			drilling, (choral		
I	a tila colt omnone om d	İ		drill and individual		1
	Check errors and					
	feedback to clarify any			drill), using colours on		
				the board; monitoring;		
	feedback to clarify any					











				Exercises: cloze,		
				matching, circling,		
				dialogues to be		
				completed or		
				created, memory, ect.		
				Check understanding		
				(clines,		
				personalization,		
				extension,		
				exemplification,		
				Concept Checking		
				Questions – CCQ)		
9	• I and in (pradiction	Test Simulation		· /	Lab	4
9	• Lead- in (prediction	l est Simulation			Lab	4
	to engage students in			<ul> <li>Books and ebook</li> </ul>		
	the topic of the lesson)			<ul> <li>Photocopiable</li> </ul>		
	<ul> <li>Pre-teaching</li> </ul>			material		
	vocabulary			• Authentic material (		
	<ul> <li>Reading activity and</li> </ul>			i.e songs)		
	listening activity			• Websites (BBC,		
	• Controlled practice:					
				Learn English British		
	structured exercises			Council, Cambridge		
	(reading/listening for			English online, the		
	general			Teachers Corner,		
	understanding/gist,			Breaking News		
	reading/listening for			English,		
	specific			ect)		
	information in the text,			• ICT (Wordwall, IsL		
	reading/listening for			Collective, Voki,		
	detailed information in			Canva, Book Creator,		
	the text)			Thinglink,Nearpod,		
	<ul> <li>Language analysis</li> </ul>			Listenwise, ect.)		
	(LA) - Clarifying target			according to learner		
	language: clarify MFPA			styles (learner styles		
	Meaning, Form,			include learning by		
	Pronunciation (sounds,			seeing, listening,		
	word stress and					
				doing, working alone,		
	syllables, sentence			working with others)		
	stress, connected			and possible literacy		
	speech, intonation),			issues (alunni con		
	Appropriacy			DSA/ learning		
	• Controlled practice:			disability		
	structured exercises			o BES/specific needs		
	(cloze, matching, ect)			in generale)		
	Writing exercise			• Simulation tests (,		
	• Freer practice:			B1, B2)		
	language practice to					
	develop oral fluency on					
	the topic and provide an					
	opportunity to			Brainstorming,		
	personalise the topic/			eliciting, guided		
	r			discovery,		
	group					
	project			reformulation,		
	• Peer check			drilling, (choral		
	<ul> <li>Check errors and</li> </ul>			drill and individual		
	feedback to clarify any			drill), using colours on		
	possible mistake			the board; monitoring;		
	1			noticing		
				patterns;		
		<u> </u>		paucins,		











			Exercises: cloze,		
			matching, circling,		
			dialogues to be		
			completed or		
			created, memory, ect.		
			Check understanding		
			(clines,		
			personalization,		
			extension,		
			-		
			exemplification,		
			Concept Checking		
			Questions – CCQ)		
10	<ul> <li>Lead- in (prediction</li> </ul>	Test simulation		Lab	4
	to engage students in		<ul> <li>Books and ebook</li> </ul>		
	the topic of the lesson)		<ul> <li>Photocopiable</li> </ul>		
	• Pre-teaching		material		
	vocabulary		• Authentic material (		
	<ul> <li>Reading activity and</li> </ul>		i.e songs)		
	listening activity		<ul> <li>Websites (BBC,</li> </ul>		
	<ul> <li>Controlled practice:</li> </ul>		Learn English British		
	structured exercises		Council, Cambridge		
	(reading/listening for		English online, the		
	general		Teachers Corner,		
	understanding/gist,		Breaking News		
	reading/listening for		English,		
	specific		ect)		
	information in the text,		• ICT (Wordwall, IsL		
	reading/listening for		Collective, Voki,		
	detailed information in		Canva, Book Creator,		
			-		
	the text)		Thinglink,Nearpod,		
	<ul> <li>Language analysis</li> </ul>		Listenwise, ect.)		
	(LA) - Clarifying target		according to learner		
	language: clarify MFPA		styles (learner styles		
	Meaning, Form,		include learning by		
	Pronunciation (sounds,		seeing, listening,		
	word stress and		doing, working alone,		
	syllables, sentence		working with others)		
	stress, connected		and possible literacy		
	speech, intonation),		issues (alunni con		
	Appropriacy		DSA/ learning		
	• Controlled practice:		disability		
	structured exercises		o BES/specific needs		
	(cloze, matching, ect)		in generale)		
	Writing exercise		• Simulation tests (,		
	<ul><li>Freer practice:</li></ul>		B1)		
	language practice to				
	develop oral fluency on				
	the topic and provide an				
	opportunity to		Brainstorming,		
			O.		
	personalise the topic/		eliciting, guided		
	group		discovery,		
	project		reformulation,		
	• Peer check		drilling, (choral		
	<ul> <li>Check errors and</li> </ul>		drill and individual		
	feedback to clarify any		drill), using colours on		
	possible mistake		the board; monitoring;		
			noticing		
			patterns;		











		Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking	
		Questions – CCQ)	

IL CALENDARIO DEL CORSO SARA' CONCORDATO CON IL DIRIGENTE SCOLASTICO DELLA SEDE DI SVOLGIMENTO DELL'ATTIVITA' SULLA BASE DELLE NECESSITA' ORGANIZZATIVE DELL'ISTITUZIONE SCOLASTICA.

Data 20/04/2024

II CANDIDATO ESPERTO

Ecika Ropey