

FUTURA



Finanziato
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NextGenerationEU



Ministero dell'Istruzione
e del Merito

LA SCUOLA PER L'ITALIA DI DOMANI



Italiadomani
PRIMO NAZIONALE DI SPERanza E RESILIZIA

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 competenze STEM e multilinguistiche – D.M. 65/2023 – CUP: I64D23002490006-
Codice progetto : M4C1I3.1-2023-1143-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 :DOCENTI IC SQUILLACE

Modulo: B1

Le motivazioni dell'intervento (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 <https://euopass.europa.eu/it/common-european-framework-reference-language-skills>:

I contenuti Laboratorio Formativo (max 400 parole)



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	Strumenti e Metodologie	Luoghi	Ore
1	<ul style="list-style-type: none"> • 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy • Controlled practice: structured exercises (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 • Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> Personal information Being at school</p> <p><u>GRAMMAR</u> Modals (have to, don't have to, must, mustn't, can/can't, should/shouldn't), present simple and present continuous.</p> <p><u>VOCABULARY</u> School subjects; school collocations Sport facilities; sport collocations</p>	<p><u>ABILITIES</u> Giving personal information Asking & answering about school Writing emails Listening and understanding specific information from texts Reading and understanding texts</p>	<ul style="list-style-type: none"> • 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alunni con DSA/ learning disability o BES/specific needs in generale) • Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
2	<ul style="list-style-type: none"> • 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy • Controlled practice: structured exercises (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 • Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> Sport Hobbies and leisure</p> <p><u>GRAMMAR</u> Past simple and past continuous</p> <p><u>VOCABULARY</u> Phrasal verbs with in;; Verbs for winning and losing</p>	<p><u>ABILITIES</u></p> <p>Planning a story</p> <p>Talking about a special sports school</p> <p>Agreeing and disagreeing</p> <p>Listening and understanding specific information from texts</p> <p>Reading and understanding texts</p>	<ul style="list-style-type: none"> • 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) • Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
3	<ul style="list-style-type: none"> • 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy • Controlled practice: structured exercises (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 • Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> Clothes; shopping</p> <p><u>GRAMMAR</u> Order of adjectives; Comparative and superlative adjectives</p> <p><u>VOCABULARY</u> Clothes; jewellery; colours; materials; places to shop</p>	<p><u>ABILITIES</u> Writing and article; t</p> <p>Talking about places to shop</p> <p>Listening and understanding specific information from texts</p> <p>Reading and understanding texts</p>	<ul style="list-style-type: none"> • 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) • Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
4	<ul style="list-style-type: none"> 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy Controlled practice: structured exercises (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 Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> Personal feelings; entertainment and media</p> <p><u>GRAMMAR</u> Adjectives with -ed and -ing endings; present perfect</p> <p><u>VOCABULARY</u> Adjectives expressing emotions</p>	<p><u>ABILITIES</u> Writing a story about feelings; Describing people Listening and understanding specific information from texts Reading and understanding texts</p>	<ul style="list-style-type: none"> 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) Simulation tests (, B1, B2) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
5	<ul style="list-style-type: none"> 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy Controlled practice: structured exercises (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 Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> Food and drink; health</p> <p><u>GRAMMAR</u> Future forms; modals</p> <p><u>VOCABULARY</u> Food and drink; phrasal verbs with put</p>	<p><u>ABILITIES</u></p> <p>Accepting and invitation; Suggesting and requesting; Talking about an extreme camping trip Listening and understanding specific information from texts</p> <p>Reading and understanding texts</p>	<ul style="list-style-type: none"> 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
6	<ul style="list-style-type: none"> 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy Controlled practice: structured exercises (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 Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> House and home; Places and building</p> <p><u>GRAMMAR</u> Used to; verbs followed by infinitive-ing form; do/make/have/go</p> <p><u>VOCABULARY</u> Home; places</p>	<p><u>ABILITIES</u> Writing a story about a journey</p> <p>Listening and understanding specific information from texts ;</p> <p>Giving opinions, making suggestions and asking for opinions</p> <p>Reading and understanding texts</p>	<ul style="list-style-type: none"> 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
7	<ul style="list-style-type: none"> 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy Controlled practice: structured exercises (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 Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> The Natural world; the environment</p> <p><u>GRAMMAR</u> Past perfect; reported speech and commands; the passive</p> <p><u>VOCABULARY</u> Animals; the natural world; weather</p>	<p><u>ABILITIES:</u> Writing an article about a season; Describing weather, animals and places Reading and understanding texts Listening and understanding texts</p>	<ul style="list-style-type: none"> 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	6



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
8	<ul style="list-style-type: none"> • 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy • Controlled practice: structured exercises (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 • Check errors and feedback to clarify any possible mistake 	<p><u>TOPICS</u> Transport; travel and holidays</p> <p><u>GRAMMAR</u> First and second conditional</p> <p><u>VOCABULARY</u> Traveling; holiday activities</p>	<p><u>ABILITIES</u> Writing an article describing a photo</p> <p>Talking about holiday preferences</p> <p>Reading and understanding texts</p> <p>Listening and understanding texts</p>	<ul style="list-style-type: none"> • 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) • Simulation tests (, B1, B2) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	4



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
9	<ul style="list-style-type: none"> • 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy • Controlled practice: structured exercises (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 • Check errors and feedback to clarify any possible mistake 	Test Simulation		<ul style="list-style-type: none"> • 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) • Simulation tests (, B1, B2) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	4



				Exercises: cloze, matching, circling, dialogues to be completed or created, memory, ect. Check understanding (clines, personalization, extension, exemplification, Concept Checking Questions – CCQ)		
10	<ul style="list-style-type: none"> • 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, Pronunciation (sounds, word stress and syllables, sentence stress, connected speech, intonation), Appropriacy • Controlled practice: structured exercises (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 • Check errors and feedback to clarify any possible mistake 	Test simulation		<ul style="list-style-type: none"> • 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 seeing, listening, doing, working alone, working with others) and possible literacy issues (alumni con DSA/ learning disability o BES/specific needs in generale) • Simulation tests (, B1) <p>Brainstorming, eliciting, guided discovery, reformulation, drilling, (choral drill and individual drill), using colours on the board; monitoring; noticing patterns;</p>	Lab	4

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PRIMO NAZIONALE DI SPERANZA E RESILIANZA

				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

Il CANDIDATO ESPERTO

Erika Lopez