

AUDIOSCRIPTS

02 Prova 1, pagina 6

- 1 This is the final call for all passengers on British Airways flight BA591 to New York. All passengers on flight BA591 please go to Gate 45.
- 2 We are sorry to announce that Alitalia flight number AZ123 has been delayed for 30 minutes. Passengers are kindly requested to remain in the departure lounge.
- 3 To all passengers. Do not leave your luggage unattended! If you see unattended bags or suitcases, please inform security staff immediately. Thank you.
- 4 Mr Michael Williams, travelling on flight IB432 to Copenhagen, please proceed to Gate 17 immediately.
- 5 A driving licence has been found in the arrivals lounge. It belongs to Ms Charlotte Spike ... S - P - I - K - E. Would Ms Spike please contact the airport information desk on the first floor.

03 Prova 2, pagina 7

Authorities are searching for a 9-year-old boy who went missing in the area near Cambridge. The search for the missing boy intensified after the alert went up this morning (May 4th).

Officers on foot were seen searching the nature reserve near Monkfield Park Primary School from where the boy went missing.

Earlier today, a Cambridgeshire police spokeswoman said: 'Officers are currently out searching for a 9-year-old boy who has gone missing from Monkfield Park Primary School in Cambourne. He is described as Caribbean/English, average height for a 9-year-old boy, slim with short black hair. He is wearing a school uniform; grey trousers, a white polo shirt, a black sports jacket, and also had a black rucksack with him. It is believed he left the school grounds at about 8:45 am. Anyone with information is asked to contact police on 101.'

A resident, who did not wish to be named, said: 'There are loads of police officers out looking for the schoolboy who I was told is wearing a school uniform. There is a police van that I can see and four police cars and one parked outside Monkfield Park Primary School. I saw three policemen looking in the nature reserve and two at the police station, which is open – and it isn't very common. I hope the boy is alright. It must be awful for his parents.'

When we asked them, Monkfield Park Primary School authorities and the local County Council declined to comment.

04 Prova 3, pagina 8

Hello and welcome to the programme! I'm Sandra. It's 8 o'clock and here's the latest local news.

- 1 Police are investigating after a shop on Main Street was robbed last weekend. A 42-year-old male has been hospitalized and three people have been arrested. Our reporter George has more.

'At about 3:40 in the morning the local store was broken into. A 42-year-old man tried to protect the store windows and suffered several injuries to his arms. The police have arrested three men in their thirties.'

- 2 Repairs to the local swimming pool are starting on Tuesday. The swimming pool was closed a year ago due to electrical faults after a thunderstorm had caused severe damage to the roof. Unfortunately, all courses have been suspended since then. At yesterday's press conference local authorities confirmed that the repairs should be complete in six months. The swimming pool will be open again next June.
- 3 Scotland Yard announced recently that five students from the local School District have been selected for the first ever Scotland Yard Teen Academy in London next July. The students were chosen after they completed an application and wrote an essay about how they may benefit from participating in the academy.
- 4 And finally, the weather.
Tonight will be mostly cloudy and chilly with temperatures dropping down to four degrees.
Tomorrow: Mostly dry with sunny spells in the morning. Rather cloudy in the afternoon with some light showers. Wind and rain in the evening.

You can find more information and regular travel updates on our website www.radiomedia.com or you can follow us on Twitter.

05 **Prova 4, pagina 9**

- Nick** Hey Sarah. Is that you?
Sarah Hi, Nick! It's good to see you.
Nick It's been a while, hasn't it?
Sarah What have you been up to?
Nick Not much, really. Just school and stuff.
Sarah Where are you going now?
Nick I'm going to the canteen. It's lunchtime. And I'm starving.
Sarah Are you joking?
Nick Why? What's wrong?
Sarah It's the quality of the food. The dishes look like those from a 3-star Michelin restaurant, but they taste worse than the food provided by a 3-star motel. I usually just bring my own lunch as does 90% of the students in the school. I actually haven't had school lunch in two years.
Nick OK, then. What about the bar just round the corner? Will you come?
Sarah Why not? Hey, what are you doing this weekend?
Nick Nothing really. I was going to rent a video and just hang out at home.
Sarah I'm going to a party on Saturday night. Wanna come?
Nick That sounds like fun. Where?
Sarah It's my cousin Susan's birthday party. She's turning 18 on Sunday.
Nick Cool. Give me your number and I'll call you on Friday then.
Sarah OK. It's 0306 999 0564.
Nick Alright. I'll see you on Saturday.
Sarah See you later.

06 **Prova 5, pagina 10**

- Chris** I go to school in Hackney, which is a really rough area. There's lots of people from abroad, lots of single-parent families. A lot of pupils have really disorganized lives. I think the uniform helps them organize themselves.
Mary I see having a uniform now as regressive. It sends out the message to children that people in authority have the power to tell us to conform. I don't really think they do. Uniforms were first introduced in the time of Henry VIII with blue coats; education used to be about learning facts and never questioning them. I think today our education system has a lot more creative values, and not having a uniform reflects that.

- Chris** But my uniform hasn't stopped me being creative. Anyway, wearing a uniform makes you feel like you come from a small community. It gives you a sense of belonging.
- Mary** But even though I don't wear a uniform, and my school is really big, I still feel part of a community. We are still united as a school, and as a community. People say uniform is a great tradition, but I don't think it reflects many of the values of today's society. I think to keep it for the sake of tradition is mad.
- Chris** But I don't think uniform is for the sake of tradition. I think it's more psychological – organize your apparel and your mind will follow. It's more that sense of belonging somewhere.
- Mary** I've never worn a uniform, ever, from 4 to 16, so I don't know what it's like, but I think as a society we're always striving to celebrate how different and diverse we are – dressing everyone in the same clothes doesn't reflect that. By not having a uniform, I think I've been able to recognize that my peers and I are all different, we've all got different characters and different abilities. And I think it makes teachers recognize that as well.
- Chris** In Hackney there's a huge gap between the rich and the poor, but we all go to the same school, and by wearing the same uniform I think it helps people socialize, and helps you judge other people by their character.

07 Prova 6, pagina 11

- Intv** So you want to study abroad? Great! Studying abroad can easily be one of the most valuable experiences you will ever have. I did it, and it was the greatest year of my life.
Don't know anyone who studied abroad? Don't worry! I interviewed two young people who studied abroad in different places to see how they felt about their experiences after returning home. Andrea went to London last autumn, and Claire went to Athens, Greece, this past summer. Maybe their answers will help you find your study abroad destination!
- Intv** **Why did you choose this location? What are the top sites to see?**
- Andrea** London is a city that is accessible to any young person. It was a good balance between something familiar and something new. I like to visit attractions off the beaten path, so my top sites to see in London are: (1) Chelsea's football stadium, Stamford Bridge, and (2) Greenwich Park. But I must admit, I also enjoyed an occasional stroll down Oxford Street at the weekends.
- Claire** Greece wasn't my first choice of programmes, but I learned a lot and I don't regret the decision at all. My top sites are: (1) the Parthenon/the Acropolis, (2) the Temple at Delphi, (3) the Temple/Stadium in Olympia, and (4) the National Archaeological Museum in Athens.
- Intv** **How did you live like a local while abroad?**
- Andrea** I lived on campus, in a dorm, so it was easy for me to live like a local. I made friends with other students who lived on campus and I went to lots of campus events.
- Claire** I used the metro! And instead of visiting Mykonos and Santorini, I visited islands that are frequented by Greek people instead of tourists.
- Intv** **What was the most amazing cultural experience you encountered while abroad?**
- Andrea** English football games!

Claire All of the sites in general were an amazing cultural experience. Greece has an extraordinarily rich history and the country is still very proud of it. They cherish and value their history immensely and going to the sites actually helped us to see how Greek history is still a major part of Greek culture today. Also, Greek food was a great way to really see Greece too. Greek people really love to eat and we got to meet some phenomenal people that way!

Intv **How has this experience abroad impacted on your personal growth?**

Andrea The ability to adapt to different places and experiences is important today. In life you'll have to meet people with different perspectives that come from faraway places. Studying abroad helps you to build your toolkit for that.

Claire Studying the Classics in general has really helped my understanding of what I'd been studying here. What's more, living abroad for some time allowed me to think globally and from different perspectives. That is not something I think you can learn in a classroom.

Intv **What advice or tips would you have given yourself before going abroad?**

Andrea Take the Tube less, walk more.

Claire Don't spend so much time talking to your friends back home! It's easy to get homesick and miss out on great opportunities where you are!

08 Prova 7, pagina 12

A DAY IN THE LIFE OF A CHEF

If you think that a chef's life is full of cooking, you may be surprised to learn what a typical day for a chef is actually like. Although a person who holds the job title of 'cook' probably does spend most of each day simply cooking, a chef's life involves much more than the culinary arts. Depending on where he or she works, a chef may quite easily be a part-time personnel manager, businessman, public relations specialist and special events coordinator.

Early morning

After first arriving at the restaurant, a chef must immediately begin to take inventory of all food and beverages. Produce deliveries often arrive in the morning, and it's the chef's responsibility to be sure that all fruits and vegetables are fresh. Likewise, the chef should check the rest of the inventory to make sure all food, beverages and condiments are being used before the expiration date.

Mid-morning

Kitchen staff usually begin to arrive a short while after the chef does. This is the time when work should commence on any dishes that take longer to cook or can be prepared ahead of time, such as soups or desserts. Because a chef is usually also the supervisor of all the employees who work in the kitchen, he or she also needs to make sure that every worker arrives on time. If he or she is short on staff, the chef should immediately begin making arrangements for additional workers to fill in if possible.

Midday

The lunch crowd typically begins to arrive around 11:30 a.m., and it's then that the chef's full attention must be devoted to how his or her staff is performing in the kitchen. It may be necessary for the chef to provide advice or instruction to staff members. It's equally common for the chef to help in whatever area of the kitchen may be lagging behind.

Early afternoon

After the lunch rush is over, chefs and their staff have time to take a lunch break of their own. Kitchen personnel usually stay at the restaurant and eat their midday meal together, often sampling potential new additions to the menu. This is also the

time of day when beverage distributors typically make their deliveries. It is the chef's responsibility to make sure that the delivery includes exactly those items that were ordered, in the proper quantities.

Late afternoon

The chef supervises the kitchen staff as they prepare for the dinner crowd. This often involves making sauces, chopping and slicing vegetables and beginning to cook any meats that may take a long period of time to prepare, such as roasts or baked poultry.

Early evening

The dinner crowd arrives in the early evening, and this is most often the busiest time of day. Usually beginning around 6:00 p.m. and lasting until 9:00 or 10:00, the dinner rush involves a great deal of activity in the kitchen, all of which must be supervised and coordinated by the chef. A chef's duties during this time of day can be compared to a conductor leading an orchestra.

Late night

While kitchen employees are cleaning up, the chef takes the time to plan and review the menu for the next day. Now is also often the time for placing beverage and produce orders for the following day.

09 **Prova 8, pagina 13**

Welcome to our library! I'm a librarian and I'm going to take you on a quick tour of our Main Library. During the year, the Main Library is open from 9 a.m. to 7 p.m. on most days of the week, with limited hours at the weekend. For more information about the Library hours, please visit our website.

Lobby

Our tour begins in the Lobby on the first floor. Here, there's an Information Board with a profile of the library building. The Main Library consists of two separate wings, the East Wing and the West Wing.

In the Lobby you will see the Circulation Desk on your right and a smaller Checkout Desk on your left. You may check out books and other library materials at either of these service desks.

Now, it's time to take a quick look at the East Wing.

East Wing

The 1st, 2nd, 3rd, and 4th floors of the East Wing contain a large portion of the library's circulating collection. If you need to know which floor a book is shelved on, you can use our Call Number guides. These guides are located at the Reference Desk and near the lifts throughout the building. Please note that the entire East Wing has been designated for 'Quiet Study' only.

Now go back towards the Information Board. Up ahead on your left is the Reference Desk.

Reference desk

You are now standing in front of the Reference Desk. If you remember only one thing from this tour, the Reference Desk should be it! The reference librarians are available to answer any and all of your questions about the library. Our reference librarians are also available to answer your questions via phone, email, chat, and instant messaging. Just visit the Ask-A-Librarian link on our website.

The Reference Collection is located behind the Reference Desk. The books on these shelves include reference materials such as encyclopedias, dictionaries, handbooks, and biographies. These books cannot be checked out, but you may use them anywhere within the building.

Now, let's turn to the left and head towards the West Wing of the Main Library. Walk towards the sign that reads 'Cyber Café' and stop when you see the stairwell on your right.

West Wing

You are now in the West Wing of the library. Did you see the computer workstations and group study tables on the right as you walked this way? That is a very popular area for group study.

Straight ahead is the Cyber Café, one of the best spots in the building. It's open whenever the library is open. It's called the Cyber Café because it was one of the first wireless spots in the library, but now the whole building has wireless access! On the 2nd floor, when you get off the elevator, you will see Current Periodicals. While many of the journals we subscribe to are available online, we still receive a small number of journals in print. The newest issues of these print journals and magazines are shelved in Current Periodicals.

We're done with our Main Library tour now. Have fun exploring! We'll see you at the library soon.

10 Prova 9, pagina 14

Monet painted 'Taking a walk near Argenteuil' (*Promenade près d'Argenteuil*) in 1875. It is an oil painting on canvas, about 60 cm high and 80 cm wide. The painting is surrounded by a wide, ornate gilded frame.

The work depicts a man, woman and child walking through a field of summer flowers. The man and woman are at the centre of the painting, walking side by side and each holding up a dark parasol against the heat of the summer sun. The boy walks ahead of them, just in front of the woman, with only his torso and head visible above the long grasses and flowers that grow in the field. Though the figures are painted with limited detail, we know them to be Monet, his wife Camille and their son Jean. The field stretches away behind them, towards a line of trees on the horizon and above them, the pale summer sky is littered with white clouds – they seem to be moving quickly in the sky, suggesting a breeze.

The breeze is also suggested by a tree, to the right of Camille. Its leaves appear to flutter. Camille's white dress, fashionable like her tall white hat, is also swishing to one side as she walks through the flowers.

All around the figures, and especially in the foreground, are bright spots of colour. This is not a green field full of plain grasses – it is a living, moving rainbow of greens, pinks, reds, purples and yellows. In the foreground, swiftly applied and heavily textured dots of paint suggest the red poppies of late summer, as well as wild purple irises and yellow daisies.

11 Prova 10, pagina 15

FAMILY-FRIENDLY NEW YORK CITY

One city that we'd love to revisit with our kids is New York. And with two under-five-year-olds, the first thing that comes to my mind is finding family-friendly New York sights where kids can run free.

My husband and I visited New York as one stop during our honeymoon. We were there for three nights, which I would argue is nowhere near enough time to make the most of this incredible city. We have a lot of unfinished business there! When we return, there are places we would like to revisit and others that are high on our list to see for the first time through the eyes of our girls. Even if these might not be the same places we had in mind ten years ago, we'd be just as excited to explore them now.

Here are our top recommendations for sights in New York where kids can run free:

- Central Park is the green lung of New York and an ideal retreat from the busy city

streets. But it isn't just somewhere to chill out with the kids. Don't miss the Alice in Wonderland Statue or a splash about (or ice skating, depending on the season in which you're visiting New York) in Lasker Pool.

- The American Museum of Natural History. If your kids are dinosaur fans like ours, then a visit to the American Museum of Natural History is obligatory. Obviously the self-guided 'A Night at the Museum' tour would be a must!
- Take a walk along the High Line. This park is one of the best examples of recycling on a mega scale: built atop an abandoned train track, the High Line offers more than twenty blocks' worth of car- and bike-free strolling. Besides plenty of seating, there are also free weekly workshops for kids during the summer, like art projects every Saturday, or insect and plant life classes on Wednesdays.
- Walk across Brooklyn Bridge. This is a must-do! The mile-long stroll from end to end of the Brooklyn Bridge offers spectacular views of downtown Manhattan. While you'll mostly be joined by thousands of other tourists and locals, be on the lookout for occasional cyclists trying to make their way through the crowds. If you're coming from Manhattan, reward your tired legs with a scoop of strawberry ice cream at the Brooklyn Ice Cream Factory, handily located at the base of the bridge in Dumbo.

12 Prova 11, pagina 16

Teenager activist and Nobel Peace Prize winner Malala Yousafzai recently received yet another honour when a NASA scientist named an asteroid after her.

NASA's Amy Mainzer discovered the asteroid in 2010, which, according to the International Astronomical Union, gave her the right to choose the asteroid's name. The asteroid, previously dubbed as 316201, will now forever be known as Malala 316201 or 2010 ML48.

The asteroid is almost 4 kilometres across and sits in the asteroid belt between Mars and Jupiter. Its orbit takes it around the Sun every five and a half years.

When asked to explain her choice, Dr Mainzer said:

'A colleague at NASA brought to my attention the fact that although many asteroids have been named, very few have been named to honour the contributions of women. You know, we desperately need the brainpower of all smart people to solve some of humanity's most difficult problems, and we can't afford to reject half the population. I hope this will encourage more young girls to consider a career in science as an option. My advice to young girls is that science and engineering are for everyone! Plus, it is a wonderful feeling to learn about the world around you – it's a job you will fall in love with each day.'

Malala was awarded the Nobel Peace Prize in December 2014, becoming the youngest person and the first person from Pakistan to win the prestigious award.

Malala as an 11-year-old had started a campaign to promote education for girls in Pakistan. But the Taliban, offended by her blog on the conditions in Swat Valley in Northern Pakistan, tried to kill her in 2012. Her campaign to bring education to girls has gone global ever since.

13 Prova 12, pagina 17

Here are a few historical lies that will make you think!

While studying the French Revolution we learn that Napoleon was actually super-short in height. Just how short, you ask? Well, according to teachers, Napoleon stood at only 5'2".

And the term the 'Napoleon complex' was created to describe people who make up for their short height by being totally strong and aggressive, socially. In any case, despite all of this, Napoleon's height has since been up for debate. Historians have recently estimated that he was actually more along the lines of 5'6". What happened?

It is claimed the height might have got 'lost in translation' between French and British measurements.

When the history of Isaac Newton is taught, many teachers quote the old story that the physicist and mathematician actually came up with his theory for gravity after an apple fell from a tree he was sitting under and hit him smack on the head. You probably believed it in part because, duh, it's an old story and, duh, Newton was really smart. But, again, this story is only sort of true. While Newton did actually put two and two together by watching an apple fall, the Royal Society in London concluded in 2010 that the incident took place in his mother's garden and that 'there is no evidence to suggest that it hit him on the head'. That's a bit of a shock, I know. But, hey, he still came up with the theory of gravity.

The women's history we learn in school usually revolves around the idea that women always had to stay at home, then had to go to work in the factories during World War II, but went back home after the war, until feminism came along. But this is far from the full picture. Yes, lots of women were housewives or mothers and not allowed or not encouraged to work after getting married. But that ignores the many other women who didn't have the privilege of not working. Even by the turn of the century, women held a quarter of industrial jobs and half of agrarian jobs.

14 **Prova 13, pagina 18**

- Mike** I'm joined today by Sarah Hughes. She's an experienced Internet safety leader. Sarah, welcome to the programme.
- Sarah** Thank you so much for having me, Michael.
- Mike** Sarah, you've come up with a toolkit of 'Rules and Tools' to stay safe on the Internet. Can you tell us a bit about them?
- Sarah** Absolutely. First of all, let me say this: parents must be the first line of defense to protect their children from all kinds of dangers online. That said, I believe that the best way for parents to do this is to implement both safety rules and software tools to protect their children online. Both are essential and must be implemented on all devices, including laptops, tablets, smartphones, and gaming devices.
- But even more importantly, it's key for parents to focus on the positives of the Internet, while they're also teaching their children about the dangers and how to make wise choices online.
- Mike** The first tool to talk about is time limits. Do you have some rules of thumb for setting those limits?
- Sarah** Well, Mike, each child is different, and time control tools determine the time of day and length of time, and you can set those time tools accordingly per child.
- Mike** Sarah, when people think about Internet safety, they often think of Internet filters. How do these filters work, and how useful are they?
- Sarah** Filters are absolutely critical. And it's key that parents set age-appropriate filters on all devices used by their children. Filters can block categories of inappropriate websites.
- Mike** Sarah, I think the answer to this might be self-evident, but when should families think about using software to monitor their children's online activities?
- Sarah** Well, I recommend that parents consider using monitoring as soon as the kids start surfing the Web and using social media. Let me just say this about monitoring. I think it's very important that parents let their kids know that they are implementing parental control tools not because they don't trust the child, but because there are some dangerous people and dangerous content, and that's their job as parents.
- Mike** OK. So Sarah, thanks so much for giving families an effective way to protect themselves and their children while they're using the Internet. And thank you for joining us this week. I'm Mike Ferguson.

15 Prova 14, pagina 19

This evening and tonight

Scattered showers will affect England and Wales, some of these will be heavy, with some localized flooding. More prolonged heavy rain will also move through Southern Scotland into Northern Scotland. Rain and showers will stop during the night. Minimum temperature 11 degrees.

Sunday

Sunshine and scattered showers are expected through Sunday; again, these could be heavy in places, with a risk of thunderstorms. Eastern Scotland and North-East England will remain cloudy, with persistent rain. Maximum temperature 20 degrees.

Outlook for Monday to Wednesday

Some rather unsettled weather will affect the UK, with often cloudy conditions with heavy rain moving across the country at times. Temperatures will be cooler generally, especially in areas affected by rain or showers, but some warmer spells are also possible elsewhere. North-western areas will see the heaviest rain and showers. South-eastern areas are likely to be drier through the period, however a more prolonged spell of settled weather looks unlikely at this point.

Starting from next Thursday

The most likely scenario is for a changeable, Atlantic-driven airflow across the UK. This is likely to bring showers or longer spells of rain, and a chance of strong winds at times. Southern and eastern areas are most likely to see periods of more settled weather. Temperatures may also recover to some extent, particularly in the south, reaching 20 degrees or perhaps even higher.

16 Prova 15, pagina 20

Mr Eugenijus Gefenas (Lithuania), Chairperson of UNESCO's Intergovernmental Bioethics Committee (IGBC), explains what bioethics is.

Intv How is bioethics linked to our everyday lives?

Mr EG I would see bioethics as problematic decisions on human life and health. We are talking about complex and problematic issues, meaning that we do not have one good interpretation or a single solution only to the problem. Usually these issues imply problematic decisions leading to conflicting and controversial views.

Intv Can you give us an example?

Mr EG Let's consider, as an example, the end-of-life decision. Some countries would introduce euthanasia programmes thinking that people's suffering can be unbearable. However, there are opponents and proponents to this issue. In a way, when we talk about bioethics, we always deal with controversial choices and ethical dilemmas. We must choose one scenario that is 'less bad' than the other one. We are not talking about good scenarios very often.

Intv Is there a method to face these issues?

Mr EG Another characteristic, when we talk about bioethics, is the multidisciplinary factor. There are different disciplines related to discussions on problematic issues. For instance, it is important to involve doctors in the conversation, because they will describe the scientific facts and the consequences of following one or another scenario. We also need lawyers for legal aspects and philosophers who will reflect on different values and conflicting points of view.

Intv Why do you think that it is important for UNESCO to work in bioethics?

Mr EG I think that it is critical to deal with the sensitive moral issues related to life sciences and technologies. And the more organizations cover this perspective the better. UNESCO, in its essence, is a multidisciplinary organization which covers very different fields of our lives. Since the 1970s, UNESCO's involvement in the field of bioethics has reflected the international dimensions of the debate. I think the combination of sciences and humanities, and sensitivities to cultural issues, makes UNESCO a very proper place for a discipline such as bioethics. Also, this is the only organization where we can have a global perspective on bioethics.

17 Prova 16, pagina 21

There are over three thousand endangered species in the world. These animals are at risk of extinction and will disappear from the face of the earth if conservation efforts to protect them are not taken or are unsuccessful.

There have been many amazing animals that have already been driven to extinction. They include the Bali tiger, the dodo, and the Javan tiger. Other species, for instance the northern white rhinoceros, can only be found in conservation areas and zoos. Species including the mountain gorilla, Mediterranean monk seal, Sumatran orangutan, and the Sumatran rhinoceros are classified as critically endangered.

General endangered animal facts

- Many factors can lead to an animal facing extinction, including hunting, the destruction of their habitat, climate change, and a decrease in their food supply.
- Some countries have laws protecting endangered species. These laws often involve limiting or forbidding hunting of a designated animal, and forbidding construction and land development in areas where the animal lives. These laws often cause controversy especially from land owners and hunters. In the US, for every species protected under the 'Endangered Species Act', there are ten other endangered species that are not.
- Some scientists believe the main reason more and more species are becoming endangered is global warming. They believe global warming makes it harder for certain species to reproduce and therefore they inevitably become endangered.
- What constitutes an endangered animal? Who makes this determination? The most recognized organization for this task is the IUCN (International Union for Conservation of Nature). Founded in 1948, it is the world's largest conservation organization with over 16,000 volunteer scientists and other experts. They have over 1,300 government and non-government members.

The IUCN classifies endangered (and threatened) animals into five categories.

- 1** 'Critically endangered' animals are animals that are at an extremely high risk of becoming extinct in the immediate future.
 - 2** 'Endangered' animals are at a very high risk of becoming extinct in the near future.
 - 3** 'Vulnerable' animals have a high risk of becoming extinct in the medium term.
 - 4** 'Near threatened' animals may become threatened in the near future.
- And finally **(5)** the category of 'Least concern' animals includes species which have no immediate threat to their survival.

INDICAZIONI METODOLOGICHE PER IL DOCENTE



INTRODUZIONE

1. Il decreto legislativo 62/2017

Il Decreto Legislativo n. 62 del 13 aprile 2017 dal titolo 'Norme in materia di valutazione e certificazione delle competenze nel primo ciclo ed esami di Stato, a norma dell'articolo 1, commi 180 e 181, lettera i, della legge 13 luglio 2015, n. 107' è entrato in vigore il 31 maggio 2017.

Esso specifica che:

la valutazione ha per oggetto il processo formativo e i risultati di apprendimento delle alunne e degli alunni, delle studentesse e degli studenti delle istituzioni scolastiche del sistema nazionale di istruzione e formazione, ha finalità formativa ed educativa e concorre al miglioramento degli apprendimenti e al successo formativo degli stessi, documenta lo sviluppo dell'identità personale e promuove la autovalutazione di ciascuno in relazione alle acquisizioni di conoscenze, abilità e competenze.

L'articolo 19 del citato Decreto, interamente dedicato alle 'Prove scritte a carattere nazionali predisposte dall'INVALSI', introduce per la prima volta nel nostro Paese la Prova Nazionale per la lingua inglese accanto alle prove di italiano e di matematica:

1. *Le studentesse e gli studenti iscritti all'ultimo anno di scuola secondaria di secondo grado sostengono prove a carattere nazionale, computer based, predisposte dall'INVALSI, volte a verificare i livelli di apprendimento conseguiti in italiano, matematica e inglese [...].*
2. *Per la prova di inglese, l'INVALSI accerta i livelli di apprendimento attraverso prove di posizionamento sulle abilità di comprensione e uso della lingua, coerenti con il quadro comune di riferimento europeo per le lingue [...].*

Le rilevazioni nazionali vengono effettuate dall'INVALSI. Esse:

- avvengono attraverso **prove standardizzate a carattere nazionale;**
- sono **computer based;**
- hanno lo scopo di **verificare i livelli di apprendimento;**
- riguardano l'italiano, la matematica e la **lingua inglese;**
- sono effettuate dagli studenti nell'**ultimo anno della Scuola Secondaria di Secondo Grado.**

Per quanto concerne la lingua inglese, il decreto specifica che 'l'INVALSI accerta i livelli di apprendimento attraverso prove di posizionamento **sulle abilità di comprensione e uso della lingua**, coerenti con il Quadro Comune di Riferimento Europeo per le Lingue'.¹

Le indicazioni che il decreto fornisce richiedono, da parte nostra, alcune precisazioni. Innanzi tutto, il decreto parla di 'prove standardizzate' e di 'prove di posizionamento': queste ultime, in particolare, vengono riferite alla sola lingua inglese.

Quando si parla di prove standardizzate nella scuola si fa riferimento a procedure costruite per valutare abilità, conoscenze e competenze di allievi in condizioni ben definite. Queste condizioni riguardano:

- a) la costruzione della prova: si tratta di definire a priori ciò che si intende valutare. A questo proposito, occorre tenere presente che una prova standardizzata riesce a valutare solo una parte limitata di quanto viene insegnato a scuola. Il decreto 62/2017 specifica, per quanto concerne la lingua inglese, che le prove riguarderanno le abilità di comprensione e di uso della lingua, dovranno essere coerenti con il Quadro;

¹ D'ora in poi Quadro.

- b) la somministrazione della prova: le modalità di somministrazione che riguardano consegne, materiali, tempi e istruzioni devono essere uguali per tutti i soggetti che saranno valutati. A questo proposito, il decreto indica che le prove saranno somministrate attraverso il computer in tutte le scuole.
- c) la valutazione deve essere svolta in modo identico per tutti i soggetti coinvolti: a tale scopo, si può fare ricorso a sistemi di correzione automatizzati grazie ai supporti informatici.

Solo il rispetto di queste procedure permette di avere dei parametri di valutazione quanto più possibile omogenei e delle valutazioni quanto più possibile comparabili. Il decreto, per la lingua inglese, parla di 'prove di posizionamento': in altri termini, le prove non servono a misurare una prestazione, ma ad indicare una posizione rispetto ad un livello nelle attività ricettive e nell'uso della lingua. Le prove INVALSI per l'inglese diranno, allo studente in primo luogo e, in seconda battuta, al sistema nel suo insieme, a quale distanza lo studente si colloca rispetto al livello B2 atteso in uscita dalla Scuola Secondaria di Secondo Grado.

Il decreto 62/2017 definisce anche alcune caratteristiche della prova per la Scuola Secondaria di Secondo Grado:

- a) la prova INVALSI per l'inglese riguarda l'ultimo anno di corso della Scuola Secondaria di Secondo Grado;
- b) la prova diventa requisito di ammissione all'Esame di Stato. Infatti, all'articolo 13 del Decreto citato si legge che tra i requisiti per l'ammissione all'Esame di Stato disposta, in sede di scrutinio finale, dal consiglio di classe vi è anche la 'partecipazione, durante l'ultimo anno di corso, alle prove predisposte dall'INVALSI, volte a verificare i livelli di apprendimento conseguiti nelle discipline oggetto di rilevazione di cui all'articolo 19', ovvero le prove di italiano, matematica e inglese; questo non significa che il risultato della prova INVALSI entra nella valutazione utile per l'ammissione all'esame ma che, per poter essere ammesso all'Esame di Stato, occorre che lo studente abbia partecipato alla Prova Nazionale;
- c) il prova INVALSI per l'inglese nella Scuola Secondaria di Secondo Grado verrà svolto per la prima volta nell'anno scolastico 2018/2019;
- d) le prove si svolgeranno nel corso dell'anno scolastico: questo significa che non saranno svolte in contemporanea con l'Esame di Stato conclusivo del corso di studi;
- e) i livelli di apprendimento dimostrati e la certificazione della lingua inglese saranno indicati, in forma descrittiva, in una sezione del curriculum dello studente che viene allegato al diploma finale. I risultati della prova INVALSI, però, non entrano nella composizione del voto finale dell'Esame di Stato;
- f) trattandosi dell'ultimo anno di corso della Scuola Secondaria di Secondo Grado, le Indicazioni Nazionali per i licei e le Linee Guida per gli istituti tecnici e professionali fissano come livello da raggiungere – per la lingua inglese – il B2 del Quadro.

2. La prova per la lingua inglese

Il decreto 62/2017 specifica che le prove riguarderanno le abilità di comprensione e di uso della lingua, dovranno tenere conto delle Indicazioni Nazionali per i licei e delle Linee Guida per gli istituti tecnici e gli istituti professionali ed essere coerenti con il Quadro. A questo proposito si ritiene utile riportare di seguito i descrittori di competenza della ricezione (orale e scritta) riferiti al livello B2 del Quadro.

Descrittori di competenza della ricezione (orale e scritta) riferiti al livello B2 del Quadro

Ascolto

- Lo studente riesce a capire discorsi di una certa lunghezza e conferenze e a seguire argomentazioni anche complesse purché il tema gli sia relativamente familiare.
- Lo studente riesce a capire la maggior parte dei notiziari e delle trasmissioni TV che riguardano fatti d'attualità e la maggior parte dei film in lingua standard.

Letture

- Lo studente riesce a leggere articoli e relazioni su questioni d'attualità in cui l'autore prende posizione ed esprime un punto di vista determinato.
- Lo studente riesce a comprendere un testo narrativo contemporaneo.

Per quanto concerne l'uso della lingua nel Quadro troviamo la seguente definizione:

L'uso della lingua, incluso il suo apprendimento, comprende le azioni compiute da persone che, in quanto individui e attori sociali, sviluppano una gamma di competenze, sia generali sia, nello specifico, linguistico-comunicative. Gli individui utilizzano le proprie competenze in contesti e condizioni differenti e con vincoli diversi per realizzare delle attività linguistiche. Queste implicano i processi linguistici di produrre e/o ricevere testi su determinati temi in domini specifici, con l'attivazione delle strategie che sembrano essere più adatte a portare a buon fine i compiti previsti. Il controllo che gli interlocutori esercitano su queste azioni li porta a rafforzare e a modificare le proprie competenze.²

Il cap. 5 del Quadro presenta un utile elenco delle competenze di chi apprende la lingua, suddividendole in competenze generali e competenze linguistico-comunicative. Queste ultime possono rappresentare un utile parametro di riferimento per costruire prove che servano ad accertare competenze di uso della lingua.

Competenze linguistico-comunicative

1 Competenze linguistiche

- 1.1 competenza grammaticale
- 1.2 competenza semantica
- 1.3 competenza fonologica
- 1.4 competenza ortografica
- 1.5 competenza ortoepica

2 Competenze sociolinguistiche

- 2.1 elementi linguistici che segnalano i rapporti sociali

2.2 regole di cortesia

- 2.3 espressioni di saggezza popolare
- 2.4 differenze di registro
- 2.5 varietà linguistica e accento

3 Competenze pragmatiche

- 3.1 competenza discorsiva
- 3.2 competenza funzionale

² cf. Consiglio d'Europa, *Quadro Comune Europeo di Riferimento per le Lingue: apprendimento insegnamento valutazione*, traduzione dall'inglese di Franca Quartapelle e Daniela Bertocchi © La Nuova Italia, Firenze 2002.

3. Training for Successful INVALSI – Edizione annotata riservata al Docente

È a partire da tutte queste considerazioni che abbiamo voluto predisporre i materiali di *Training for Successful INVALSI* che qui presentiamo. Il libro ha le seguenti caratteristiche:

- contiene 16 prove di comprensione orale, 20 prove di comprensione scritta e 20 prove di verifica delle competenze di uso della lingua;
- le prove sono graduate sui livelli B1-B2 del Quadro;
- c'è una progressione all'interno delle prove tale per cui sia le prove di ciascuna delle tre tipologie sia i quesiti all'interno delle singole prove sono di difficoltà crescente. Per le prove di comprensione orale e scritta il livello del Quadro è indicato sulle prove stesse. In alcuni casi sono stati proposti quesiti di livello B2+. Questi vengono segnalati nella presente edizione annotata riservata al docente con il simbolo ★;
- le prove sono state pensate e vengono proposte non come *mock test* ma come strumenti per preparare gli studenti alla prova;
- le prove possono essere svolte autonomamente dallo studente: sarebbe utile, in fase di correzione della prova, che il Docente guidasse lo studente a comprendere gli errori eventualmente commessi, quali difficoltà ha avuto, con quali modalità ha cercato di far fronte alle difficoltà, in quali tipologie di esercizio ha avuto meno problemi. In altri termini, sarebbe importante un uso delle prove o di parte delle stesse in classe con il Docente per una riflessione sulle strategie utili ad affrontarle;
- tutte le prove che prevedono l'uso di testi sono state costruite tenendo presente una diversificazione delle tipologie testuali possibili: ci sono testi informativi, descrittivi, regolativi, narrativi; sono stati previsti testi non continui e testi in cui la comprensione delle informazioni necessita che lo studente usi anche il materiale iconografico che accompagna il testo stesso;
- le attività previste sono riconducibili a cinque categorie:
 - domande a scelta multipla;
 - domande con risposta breve;
 - domande *True / False / Not given*;
 - abbinamento;
 - *cloze test*.

Training for Successful INVALSI propone le prove sia su supporto cartaceo, sia in modalità interattiva nella versione digitale del Libro liquido; questo permette un autentico allenamento alla prova *computer based*.

Le prove hanno indicazione sia del punteggio totale, sia del punteggio delle singole parti. Sul supporto digitale il punteggio ottenuto dallo studente verrà automaticamente calcolato, consentendo allo studente un'immediata autovalutazione.

Training for Successful INVALSI è stato pensato come uno strumento che può accompagnare il lavoro didattico in classe. In particolare, si ritiene qui utile ricordare che le prove di *Training for Successful INVALSI* servono a preparare lo studente ad affrontare la prova INVALSI in termini di azioni, strategie e processi. In altri termini, se usato in classe come momento della didattica, *Training for Successful INVALSI* permette di 'vedere' i processi che l'allievo mette in atto quando affronta la prova. Nell'uso didattico delle prove che qui si propongono il Docente dovrebbe chiedersi quali azioni (intellettive e cognitive, razionali ed emotive, personali e sociali) e quali processi (intellettuali, affettivi, comportamentali) lo studente mette in atto per affrontare una prova o parte di essa.

In un lavoro impostato in questo modo il Docente non si limita a 'misurare' risultati e gli studenti imparano a guardare agli errori non come a semplici infrazioni di una regola. La preparazione alla prova INVALSI di lingua inglese diventerà per il Docente parte della normale attività didattica e per lo studente strumento di apprendimento.

LA PROVA NAZIONALE INVALSI E LA DIDATTICA INCLUSIVA

Il decreto 62/2017 all'Art. 20 (Esame di Stato per le studentesse e gli studenti con disabilità e Disturbi Specifici di Apprendimento), comma 8, stabilisce che *'le studentesse e gli studenti con disabilità partecipano alle prove standardizzate di cui all'articolo 19 [Prove scritte a carattere nazionale predisposte dall'INVALSI, ndr]. Il consiglio di classe può prevedere adeguate misure compensative o dispensative per lo svolgimento delle prove e, ove non fossero sufficienti, predisporre specifici adattamenti della prova.'*

Questo deve essere inteso come uno sforzo a favorire la più larga inclusione possibile di tutti gli allievi. Le prove INVALSI rientrano infatti nel piano di didattica inclusiva portato avanti dal MIUR, che riserva particolare attenzione agli studenti con BES (Bisogni Educativi Speciali).

Ricordiamo che nell'ambito dei BES rientrano sia le disabilità certificate (intellettive, motorio-sensoriali o di altro genere), sia i Disturbi Specifici dell'Apprendimento (DSA) definiti dalla legge 170 del 2010, ossia dislessia, disgrafia, disortografia e discalculia, sia le situazioni di svantaggio socio-economico, linguistico e culturale.

Alla singola scuola spetta la decisione di includere o meno, nelle rilevazioni nazionali, gli studenti con disabilità intellettiva. In caso positivo, i risultati non vengono calcolati nelle medie di classe e della scuola.

Per le disabilità più diffuse, sensorie e motorie, con gli strumenti di supporto adeguati, è contemplato lo svolgimento delle prove che fanno media con i dati globali della classe e dell'istituto.

Per studenti con DSA è possibile, in determinati casi, tanto per l'italiano quanto per la lingua straniera, il ricorso prioritario al supporto audio.

Abbiamo voluto riflettere sul tema dell'inclusione in fase di verifica degli apprendimenti, con particolare riferimento alle prove INVALSI, insieme a Barbara Urdanch, pedagoga, formatrice, consulente didattica, tutor dell'apprendimento, curatrice di collane didattiche multimediali di didattica inclusiva.

► **Qual è, a suo parere, l'utilità delle prove INVALSI per la lingua inglese?**

Documentandomi sulle novità che intende introdurre l'istituto INVALSI, ho trovato molto interessante il punto di vista della Presidente dell'istituto, Anna Maria Ajello, nel suo contributo *Panoramica delle prove in Italia* in cui evidenzia come *'le prove INVALSI [in generale, ndr], riferendosi a competenze fondamentali, siano necessarie per il proseguimento degli studi e/o per una partecipazione attiva alla vita sociale e politica, e che esse costituiscano in realtà un diritto di cittadinanza che gli studenti, soprattutto quelli più svantaggiati, devono riuscire ad acquisire. Sottrarre gli studenti alla verifica di questa acquisizione significa anche nascondere una loro eventuale mancata acquisizione'*. Anche questa è democrazia dell'apprendimento, e le prove d'inglese non fanno eccezione.

In che modo possono essere utili anche per gli studenti con DSA?

I Bisogni Educativi Speciali sono bisogni educativi. E basta.

Il Sabatini Coletti definisce 'bisogni' come *'necessità di ciò che manca ed è indispensabile'*. I bisogni, quindi, chiedono di essere accolti. Perché sono necessità 'indispensabili'. I bisogni educativi chiedono di essere accolti da chi si occupa dell'educazione. Se l'orizzonte pedagogico è l'apprendimento per tutti, lo strumento con cui chiediamo la restituzione dell'apprendimento è quanto di più prezioso e nello stesso tempo pericoloso l'educatore possieda. Possiamo brandire le verifiche come una spada o come una bacchetta magica...

A tal proposito è necessario predisporre prove non 'differenziate', ma a cui sia possibile accedere da parte di tutti gli studenti attraverso strumenti, quelli sì, differenziati. La differenza non è nel traguardo, ma nei mezzi utilizzati per raggiungerlo. In quest'ottica, certamente, le prove INVALSI sono un diritto di cittadinanza per gli studenti, soprattutto quelli più svantaggiati.

Intendo dire che le prove INVALSI appurano competenze fondamentali, che permetteranno a tutti gli studenti di essere 'protagonisti attivi' della loro storia non solo scolastica, ma anche e soprattutto nella loro 'storia di vita'.

Il permettere la 'valutazione' delle competenze attraverso l'INVALSI premette che in classe tali competenze debbano essere progettate, costruite, condivise, consolidate. Significa che a tutti gli studenti sarà possibile accedere a percorsi molteplici, così come molteplici sono gli stili di apprendimento, così da arrivare, tutti insieme, allo stesso traguardo. Solo, da strade diverse.

Acquisire le competenze necessarie per l'INVALSI è un diritto di tutti gli studenti. Se li allontanassimo dalla verifica di questa acquisizione, non saremmo neanche in grado di capire la reale acquisizione delle competenze necessarie. Ledendo, questo sì, un diritto al protagonismo attivo e alla democrazia dell'apprendimento.

Alla base ci deve essere una didattica inclusiva?

Mi piace pensare alla scuola come a un luogo di 'democrazia dell'apprendimento'. Un luogo, cioè, dove sia permesso a tutti, secondo le proprie caratteristiche, di apprendere. Un luogo fisico, ma anche e soprattutto pedagogico, dove sia prassi la ricerca di modalità democratiche nella costruzione delle conoscenze. L'idea di una scuola democratica chiede al docente di assumere una mentalità da 'ricercatore di metodi', volta a una didattica estremamente meditata nella sua fase progettuale. Una didattica inclusiva, appunto. Che sia pensata sui reali bisogni dei ragazzi di oggi.

L'inclusione non è una moda: nasce da esigenze ben fondate e necessita, per essere realizzata, di strategie e tecniche didattiche e organizzative ben precise. È necessario che le metodologie inclusive non restino casuali ed episodiche, ma si inseriscano in un curriculum di scuola dove il concetto di inclusione e il modo per attuarla siano espliciti e formalizzati per tutti: insegnanti, studenti e famiglie.

L'inclusione non è una didattica particolare, ma è un processo che riguarda la globalità delle sfere educativa, sociale e politica. Una scuola è inclusiva quando guarda, indistintamente, a tutti gli studenti e a tutte le loro differenti potenzialità, intervenendo prima sul contesto, poi sul soggetto 'diverso': un contesto scolastico ricco nel confronto con i docenti e con i compagni. Importanza fondamentale ha la conoscenza degli stili di apprendimento dei nostri studenti, altrimenti rischiamo di insegnare al 30% della classe (coloro cioè che hanno in realtà il nostro stile di apprendimento) e far 'sopravvivere', arrancando e con grandi difficoltà, il resto del gruppo.

► **La Prova Nazionale INVALSI e la didattica inclusiva**

Una scuola è inclusiva quando sa trasformare la risposta specialistica in azioni didattiche inclusive ordinarie, quotidiane: cioè non si muove solo e sempre nelle condizioni di emergenza, in risposta al bisogno di uno studente con delle caratteristiche 'diverse' da quelle della maggioranza degli studenti 'normali' della scuola, ma svolge quotidianamente attività che valorizzano le risorse di ciascuno in un contesto collettivo.

Una scuola è inclusiva quando, in un contesto collettivo, collaborativo e attivo, sa utilizzare metodologie e strategie didattiche inclusive, cioè tali da promuovere le potenzialità e il successo formativo in ogni studente; è attenta ai diversi stili di apprendimento, sa usare i mediatori didattici adeguati (schemi, mappe concettuali, ecc.), sa calibrare i suoi interventi sulla base dei livelli raggiunti dai propri studenti, per promuovere un apprendimento significativo per tutti.

Queste alcune delle strategie metodologiche/didattiche/organizzative inclusive che favoriscono una 'democrazia dell'apprendimento':

- la valorizzazione dell'esperienza dello studente (ad esempio, con utilizzo delle preconcoscenze);
- l'apprendimento in un contesto sociale e cooperativo;
- la contestualizzazione dei contenuti disciplinari nella realtà e nell'esperienza (ad esempio, con l'applicazione reale di una didattica delle competenze);
- la proposta in chiave problematica dei contenuti di conoscenza (problemi da risolvere, prodotti da realizzare, individualmente e in gruppo, utilizzando le conoscenze e le abilità già possedute e acquisendone di nuove, attraverso procedure di *problem solving* e di ricerca);
- l'utilizzo di mediatori vari per valorizzare i diversi stili cognitivi e di apprendimento degli allievi (mappe, anticipatori cognitivi,¹ modalità grafiche che permettano di predisporre un processo di apprendimento più facile, ecc.);
- la riflessione prima, durante e dopo l'azione, per trovare significato, fondamento e sistematizzazione al proprio procedere.

► **La didattica inclusiva può facilitare gli studenti ad affrontare le prove INVALSI?**

Certamente sì. Perché tiene conto delle caratteristiche peculiari degli studenti, e pensa a ognuno di loro in modo individuale e globale. E quindi permette a ciascuno l'utilizzo degli strumenti ma anche e soprattutto la possibilità di utilizzare un linguaggio comune che non emargina, non esclude.

Il traguardo deve essere lo stesso, ma i mezzi con cui gli studenti ci arrivano, i tempi, le modalità possono essere differenti. L'ambiente di apprendimento è fondamentale, perché ognuno apprende in modo diverso: l'educatore è uno, ma gli esseri a cui 'dare forma' (formare, appunto) sono molti di più.

Se 'capiamo come funzionano', possiamo fare scelte favorevoli ai nostri studenti, secondo un'idea costruttivista dell'apprendimento (Piaget) per cui è lo studente al centro dell'apprendimento, con le sue potenzialità da realizzare (Vygotskij) e la sua autonomia da raggiungere.

1 Secondo la teoria cognitivista, è un 'anticipatore cognitivo', fermo restando la nozione di 'anticipatore' (*advance organizer*), un qualsiasi schema o sintesi o altro mediatore didattico che permetta all'allievo di mobilitare le preconcoscenze utili alla comprensione.

Quali strumenti e attività sono più adeguati per gli studenti con DSA?

I Disturbi Specifici di Apprendimento (DSA) appartengono ai disturbi del neurosviluppo (DSM-5, 2014). Gli studenti con DSA hanno bisogno di adeguati strumenti compensativi perché, rispetto ai compagni, non possono permettersi di leggere più volte il materiale da studiare prima delle verifiche: si affaticherebbero troppo, rendendo precari i loro processi di comprensione e di elaborazione del testo.

In quest'ottica, le prove del volume *Training for Successful INVALSI* sono state realizzate secondo gli attuali orientamenti della didattica contemporanea in tema di Disturbi Specifici di Apprendimento e, più in generale, dei Bisogni Educativi Speciali.

Innanzitutto il ricorso prioritario al supporto audio. L'aver non solo le tracce di ascolto delle prove di *Listening comprehension*, ma addirittura la sintesi vocale di tutto il testo nella versione digitale del Libro liquido favorisce l'accesso a un più ampio ventaglio di studenti con DSA.

La versione digitale del Libro liquido permette inoltre di modificare dimensioni, caratteri e sfondo del testo e ciò costituisce un ulteriore aiuto.

Infine, l'accesso alle esercitazioni non solo sul supporto cartaceo ma anche in modalità interattiva e autocorrettiva sul supporto digitale rientra in un'ottica di didattica inclusiva rivolta a tutti gli studenti e non solo a quelli con DSA.

In che modo un libro di preparazione alle prove INVALSI può aiutare i docenti?

Il percorso che ho potuto verificare in questo volume di preparazione alle prove INVALSI permetterà ai docenti di acquisire consapevolezza sulla reale pre conoscenza del livello della classe. Gli esercizi saranno un buon punto di partenza per comprendere le competenze del gruppo classe e fornire l'opportunità di correggere il tiro in vista delle Prove Nazionali.

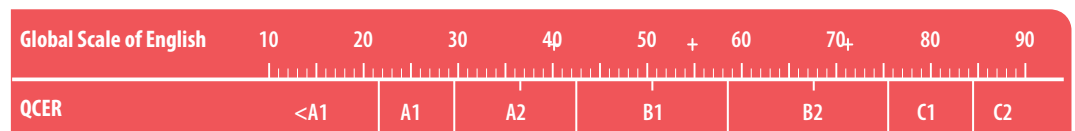
(intervista a cura di Valeria Verri)

LA GLOBAL SCALE OF ENGLISH

La Global Scale of English (GSE) è un sistema di valutazione della conoscenza della lingua inglese messo a punto da Pearson per permettere a tutti gli studenti (e non solo) di misurare accuratamente i progressi nell'apprendimento della lingua.

I descrittori della GSE si basano su quelli del Quadro Comune Europeo di Riferimento per le Lingue, il documento elaborato dal Consiglio d'Europa per descrivere i diversi livelli dell'apprendimento linguistico, affinché ogni studente europeo possa documentare la sua conoscenza della lingua secondo parametri chiari e condivisi, compresi da qualunque istituzione scolastica in Europa.

Mentre i descrittori del QCER sono raggruppati in 6 livelli (da A1 a C2), il punteggio della GSE è espresso in una scala numerica che va da 10 a 90. La parte di scala che interessa gli anni della Scuola Secondaria di Secondo Grado va da 43 a 75 circa. La GSE risulta quindi più dettagliata e permette di valutare in modo più puntuale i progressi all'interno dei livelli di riferimento del QCER. Si può vedere una correlazione tra la GSE e il QCER nell'immagine qui sotto.



Nelle pagine che seguono troverete delle tabelle che contengono i descrittori della GSE per i gradi da 43 a 75, corrispondenti cioè ai livelli QCER da B1 a B2+.

GSE Learning Objectives

Listening

GSE 43-50/B1

- 45** Can derive the probable meaning of simple, unknown words from short, familiar contexts.
Can follow the main points of extended discussion around them if in standard speech.
- 47** Can listen to a short narrative and predict what will happen next.
- 48** Can understand simple technical instructions for everyday equipment.
- 43–50** Can understand main points of standard speech on familiar topics (e.g. work, leisure).
Can follow main points of short talks on familiar topics if delivered in clear standard speech.
Can follow detailed directions.
Can follow many films in which visuals and action carry much of the storyline.
Can follow main points in TV programmes on familiar topics if relatively slow and clear.
Can generally follow familiar topics if the speaker is clear and avoids idiomatic usage.

GSE 51–58/B1(+)

- 51** Can recognise that a joke has been made, even if meaning is not fully understood.
- 52** Can distinguish between main ideas and supporting details in familiar, standard texts.
- 53** Can take messages and communicate enquiries and problems in detail.
Can follow main points of recorded material on familiar topics if relatively slow and clear.
- 54** Can follow most of a clearly structured presentation within their own field.
- 56** Can extract the meaning of unknown words from context if topic discussed is familiar.
Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- 57** Can understand a large part of many TV programmes on familiar topics.
Can generally follow rapid or extended speech, but may require repetition or clarification.
Can recognise examples and their relation to the idea they support.
- 58** Can understand the majority of broadcast material on familiar topics in clear standard speech.
Can understand problem and solution relationships in informal conversation.
- 51–58** Can understand the majority of a radio programme on a familiar topic.
Can follow much of everyday conversation if speakers avoid very idiomatic usage.

GSE 59–66/B2

- 59** Can deduce general meaning of a passage from context in a longer, structured text.
- 61** Can follow a natural group discussion, but may find it difficult to participate effectively.
Can understand most radio programmes and identify the speaker's mood, tone, etc.
Can recognise when examples are being given in a structured presentation on an unfamiliar topic.
- 64** Can understand main points and check comprehension by using contextual clues.
Can follow complex lines of argument on familiar topics if signposted by explicit markers.

► *La Global Scale of English*

-
- Can recognise the speaker's point of view in a structured presentation.
-
- Can understand TV documentaries, interviews, plays and most films in standard speech.
-
- 65** Can extract the main points from news items, etc. with opinions, arguments and discussion.
-
- 66** Can understand the main ideas of complex technical discussions in their field of specialisation.
-
- Can understand the main points of complex and abstract presentations in their field.
-
- 59-66** Can understand detailed instructions reliably.
-

GSE 67–75/B2(+)

-
- 69** Can understand cause and effect relationships in informal conversation at natural speed.
-
- 70** Can recognise the tone and intended audience of a formal presentation.
-
- Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.
-
- 71** Can understand the main points of complex academic/professional presentations.
-
- Can distinguish between fact and opinion in informal discussion at natural speed.
-
- 72** Can follow chronological sequences in extended informal speech at natural speed.
-
- 74** Can follow an animated conversation between two fluent speakers.
-
- 75** Can follow a wide range of factual and creative texts and summarise themes and opinions.
-
- 67-75** Can identify viewpoints, attitudes and relationships in professional or academic recordings.
-

Reading

GSE 43–50/B1

-
- 43** Can understand simple technical information (e.g. instructions for everyday equipment).
-
- 44** Can make basic inferences or predictions about text content from headings, titles or headlines.
-
- Can understand the main information from simple diagrams (e.g. graphs, bar charts).
-
- 50** Can make simple inferences based on information given in a short article.
-
- 43–50** Can generally understand straightforward factual texts on familiar topics.
-
- Can generally understand details of events, feelings and wishes in letters, emails and postings.
-
- Can extract relevant details in everyday letters, brochures and short official documents.
-
- Can recognise significant points in straightforward newspaper articles on familiar topics.
-
- Can understand clearly written, straightforward instructions on a piece of equipment.
-

GSE 51–58/B1(+)

-
- 51** Can recognise the direct repetition of ideas as a simple cohesive device.
-
- 52** Can identify the main topic and related ideas in a structured text.
-
- 54** Can understand the relationship between a main point and an example in a structured text.
-
- 55** Can distinguish between fact and opinion in relation to common topics.
-
- Can follow chronological sequence in formal structured text.
-

- 58** Can recognise examples and their relation to the idea they support.
Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.
- 51–58** Can scan a longer text or different texts in order to locate specific information.
Can identify the main conclusions in clearly signalled argumentative texts.
Can recognise the general line of an argument though not necessarily all the details.

GSE 59–66/B2

- 60** Can understand cause and effect relationships in a structured text.
Can recognise the writer's point of view in a structured text.
Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided.
Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.
- 61** Can recognise the author's use of irony in a simple text, if guided by questions.
Can understand problem and solution relationships in structured text.
- 65** Can summarise, comment on and discuss a wide range of factual and imaginative texts.
Can understand the author's purpose and intended audience.
Can interpret the main message from complex diagrams and visual information.
Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc.
- 59–66** Can understand details of long complex instructions in their field, rereading as necessary.
Can read and understand most correspondence relating to their field of interest.
Can scan quickly through long and complex texts, locating relevant details.
Can quickly identify the relevance of articles and reports on a range of professional topics.

GSE 67–75/B2(+)

- 68** Can recognise the tone and intended audience of a structured text.
- 69** Can synthesise information from different sources in order to give a written or oral summary.
Can quickly scan long, complex texts for key information.
- 70** Can use a variety of reference materials to check factual information quickly and efficiently.
- 72** Can understand complex questions in questionnaires designed to elicit opinions.
Can distinguish between fact and opinion in complex formal contexts.
- 73** Can understand inferred meaning in formal structured text.
- 74** Can recognise contrasting arguments in structured, discursive text.
- 75** Can recognise the author's use of irony in a text.
- 67–75** Can extract information, ideas and opinions from highly specialised sources within their field.

Spoken interaction

GSE 43–50/B1

- 43** Can give simple instructions (e.g. how to get somewhere, how to play a game).
Can interact in routine situations, but participation in open discussions is fairly restricted.
- 44** Can express belief, opinion, agreement and disagreement politely.
- 45** Can use simple techniques to start, maintain or end a short conversation.
Can ask for, follow and give detailed directions.
Can deal with common situations when making travel arrangements or travelling.
Can deal with less routine situations on public transport (e.g. asking where to get off).
Can convey simple information of immediate relevance and emphasise the main point.
Can carry out a prepared structured interview with some spontaneous follow-up questions.
Can give or seek personal views and opinions in discussing topics of interest.
Can invite others to give their views on how to proceed.
- 46** Can initiate, maintain and close simple, face-to-face conversation on familiar topics.
Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).
- 47** Can discuss films, books or plays in simple terms, using fixed expressions.
Can use a suitable phrase to invite others into a discussion.
- 48** Can describe an experience, giving some details of feelings and reactions.
- 49** Can take some initiative in an interview, but is generally very dependent on interviewer.
Can use a suitable phrase to intervene in a discussion on a familiar topic.
Can ask someone to clarify or elaborate what they have just said.
Can give simple reasons to justify a viewpoint on a familiar topic.
- 50** Can express opinions and react to practical suggestions of where to go, what to do, etc.
Can make a complaint.
Can express opinions as regards possible solutions, giving brief reasons and explanations.
Can reasonably fluently relate a simple narrative or description as a linear sequence.
Can briefly give reasons and explanations for opinions, plans and actions.
Can convey meaning with an approximate substitute word and invite correction.
Can express and respond to feelings (e.g. surprise, happiness, interest, indifference).
- 43–50** Can exploit a wide range of simple language to deal with most situations while travelling.
Can follow everyday conversation, with some repetition of particular words and phrases.
Can put over a point of view clearly, but has difficulty engaging in debate.
Can take part in clearly articulated routine discussions exchanging factual information.
Can generally follow what is said and repeat back details to confirm understanding.

GSE 51–58/B1(+)

- 51** Can repeat back what is said to confirm understanding and keep a discussion on course.
Can carry out a prepared interview, checking and confirming information as necessary.

- 52** Can use a basic repertoire of conversation strategies to maintain a discussion.
Can compare and contrast alternatives about what to do, where to go, etc.
- 53** Can speak in general terms about environmental problems.
Can attempt new formulations and expressions, and check their appropriateness.
Can describe basic symptoms to a doctor, but with limited precision.
- 54** Can explain why something is a problem.
Can express their thoughts in some detail on cultural topics (e.g. music, films).
- 55** Can give brief comments on the views of others.
Can summarise and comment on a short story or article and answer questions in detail.
Can develop an argument well enough to be followed without difficulty most of the time.
- 57** Can ask for advice on a wide range of subjects
- 58** Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase).
Can exchange information on a wide range of topics within their field with some confidence.

GSE 59–66/B2

- 59** Can correct mistakes if they have led to misunderstandings.
Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
Can justify and sustain views clearly by providing relevant explanations and arguments.
Can pass on a detailed piece of information reliably.
- 60** Can engage in extended conversation in a clearly participatory fashion on most general topics.
- 63** Can explain a problem and signal that they wish a concession to be made.
Can explain a problem and demand what action should be taken in an appropriate way.
Can speculate about causes, consequences, hypothetical situations.
Can express views clearly and evaluate hypothetical proposals in informal discussions.
Can use stock phrases to gain time and keep the turn whilst formulating what to say.
- 64** Can give advice on a wide range of subjects.
Can manage discussion on familiar topics confirming comprehension, inviting others in, etc.
- 66** Can adjust to the changes of direction, style and emphasis normally found in conversation.
Can initiate, maintain and end discourse naturally with effective turn-taking.
- 59–66** Can express and evaluate ideas, make and respond to hypotheses in informal discussions.
Can encourage discussion by inviting others to join in, say what they think, etc.
Can lead a discussion, expanding and developing ideas with little help or prompting.
Can summarise a wide range of texts, discussing contrasting points and main themes.

► **La Global Scale of English**

GSE 67–75/B2(+)

- 70** Can state clearly the limits to a concession.
Can present their ideas with precision and respond to complex lines of argument convincingly.
- 72** Can carry out an effective, fluent interview, spontaneously following up on interesting replies.
Can relate their own contribution skilfully to those of other speakers.
- 73** Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident).
- 67–75** Can, with some effort, contribute to group discussions even when speech is fast and colloquial.
Can exchange complex information on a wide range of matters related to their work.

Spoken production

GSE 43–50/B1

- 43** Can tell a story or describe something in a simple list of points.
Can convey simple relevant information emphasising the most important point.
- 44** Can summarise short written passages using the original wording and ordering.
Can narrate a story.
- 45** Can express the main points they want to make comprehensibly.
Can explain the rules of a familiar game or sport using simple language.
- 46** Can give straightforward descriptions on a variety of familiar subjects.
Can describe events, real or imagined.
Can produce linked sentences to convey a message.
Can begin to use a repertoire of common idiomatic phrases in routine situations.
- 47** Can describe dreams, hopes and ambitions.
- 48** Can relate the plot of a book or film and describe their reactions.
Can link a series of shorter, discrete simple elements into a connected discourse.
Can give detailed accounts of experiences, describing feelings and reactions.
- 49** Can reasonably fluently relate a narrative or description as a linear sequence of points.
- 43–50** Can deliver an adequate short rehearsed announcement on a routine topic.
Can maintain a conversation but with difficulty when trying to say exactly what they mean.

GSE 51–58/B1(+)

- 52** Can define the features of something concrete for which they can't remember the word.
Can introduce a conversation topic with the present perfect and provide details in the past.
- 53** Can relate the basic details of unpredictable occurrences (e.g. an accident).
- 54** Can use synonyms to describe or gloss an unknown word.
Can re-tell a familiar story using their own words.

- 55** Can summarise and give opinions on issues and stories and answer questions in detail.
Can explain the main points in an idea or problem with relative precision.
- 56** Can consistently use the appropriate form when referring to finished and unfinished time.
Can collate information from several written sources and summarise the ideas orally.
- 58** Can describe how to do something giving detailed instructions.

GSE 59–66/B2

- 59** Can give the advantages and disadvantages of various options on a topical issue.
Can give detailed answers to questions in a face-to-face survey.
- 60** Can use a limited number of cohesive devices with some “jumpiness” in a long contribution.
- 61** Can make a note of favourite mistakes and consciously monitor speech for them.
Can construct a chain of reasoned argument.
Can converse naturally, fluently and effectively.
- 62** Can develop an argument giving reasons in support of or against a particular point of view.
- 63** Can plan what is to be said and the means to say it, considering the effect on the recipient.
Can summarise orally the plot and sequence of events in an extract from a film or play.
Can generally correct slips and errors if they become aware of them.
- 65** Can develop a clear argument with supporting subsidiary points and relevant examples.
Can give clear, detailed descriptions on a wide range of familiar subjects.
- 66** Can narrate a story in detail, giving relevant information about feelings and reactions
- 59–66** Can describe the personal significance of events and experiences in detail.
Can give well-structured, detailed presentations on a wide range of familiar subjects.
Can outline an issue clearly, speculate about causes, and weigh pros and cons of solutions.
Can deliver most general announcements with a degree of clarity, fluency and spontaneity. Can give a clear, detailed description of how to carry out a procedure.

GSE 67–75/B2(+)

- 68** Can reformulate what they want to say and use some complex sentence forms.
- 69** Can use a limited number of cohesive devices to link sentences together smoothly.
- 71** Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.
Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
- 73** Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
- 67–75** Can give clear presentations highlighting significant points with relevant supporting detail.
Can express themselves confidently, clearly and politely in the appropriate register.

Writing

GSE 43–50/B1

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- 43** Can write a short, simple description of a familiar device or product.
-
- 44** Can write a basic description of experiences, feelings, and reactions, given a model.
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- 45** Can write simple instructions on how to use a device or product, given a model.
Can write about personal interests in some detail.
Can write simple informal emails/letters and online postings giving news or opinions.
-
- 46** Can write a basic formal email/letter requesting information.
Can write descriptions of past events, activities, or personal experiences.
-
- 47** Can write personal emails/letters describing experiences, feelings and events in some detail.
Can write the concluding sentence or sentences of a basic paragraph, given a model.
Can write a description of a future event or activity.
-
- 48** Can write a basic letter of application with limited supporting details.
-
- 49** Can write a basic summary of a simple text using the original wording and paragraph order.
-
- 50** Can make simple, logical paragraph breaks in a longer text.
-
- 43–50** Can link a series of shorter familiar elements into a connected linear sequence of points.
Can write straightforward, detailed descriptions on a range of familiar topics.
Can write about experiences, feelings and reactions in a simple connected text.
Can write a description of an event, a recent trip – real or imagined.
Can narrate a story demonstrating a range of language within a simple linear sequence.
Can write a brief standard report conveying factual information, stating reasons for actions.
Can convey information and ideas on abstract and concrete topics and seek confirmation.
Can ask about or explain a problem with reasonable precision.
Can write letters/emails exchanging simple information, emphasising the most important point.
Can take notes of key points during a lecture on a familiar topic if delivered clearly.
Can collate short pieces of information and summarise them for somebody else.
Can write a basic summary using the original wording and order of short written passages.
Can produce continuous writing which is generally intelligible throughout.
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GSE 51–58/B1(+)

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- 51** Can clearly signal the end of a simple narrative or description.
Can write personal emails/letters giving advice.
Can show a basic direct relationship between a simple problem and a solution.
-
- 52** Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting.
Can write a formal email/letter requesting information using fixed expressions.
-

- 53** Can take messages, communicate enquiries and explain problems.
 Can use limited discourse devices to link sentences smoothly into connected discourse.
 Can write a simple review of a film, book or TV programme using a limited range of language.
 Can write a description or biography of a real or imaginary person.
 Can write a basic letter of complaint requesting action.
- 54** Can clearly signal chronological sequence in narrative text.
 Can write instructions on how to use a device or product.
- 56** Can summarise the main message from simple diagrams (e.g. graphs, bar charts).
- 57** Can introduce a counter-argument in a simple discursive text using however.
 Can write a formal email/letter accepting or declining an invitation.
 Can write detailed descriptions of real or imaginary people.
 Can write instructions on how to look after an object, device or product.
- 58** Can write personal emails/letters describing experiences, feelings and events in detail.
- 51–58** Can write short, simple essays with basic structure on familiar topics.
 Can summarise and comment on factual information within their field of interest.
 Can write personal emails/letters giving and commenting on news with some detail.
 Can write personal emails/letters about abstract or cultural topics (e.g. music, films).

GSE 59–66/B2

- 60** Can write a detailed description of an object, device or product.
- 61** Can develop an argument at some length with supporting points and relevant examples.
 Can support ideas with relevant examples.
- 62** Can demonstrate understanding of formality and conventions in standard letters.
 Can write detailed descriptions of real or imaginary places.
 Can write a formal letter/email of thanks or apology with appropriate conventions.
- 63** Can clearly signal cause and effect relationships in structured text.
 Can write a formal letter/email of invitation with appropriate register and conventions.
- 65** Can write a letter requesting information using appropriate structure and conventions.
 Can write a structured text clearly signalling main points and supporting details.
- 66** Can clearly signal the difference between fact and opinion in structured text.
 Can clearly signal problem and solution relationships in structured text.
- 59–66** Can synthesise and evaluate familiar information and arguments from a number of sources.
 Can write clear, detailed descriptions on a variety of subjects related to their field of interest.
 Can write a structured review of a film, book or play with some references and examples.
 Can write about feelings and the personal significance of experiences in detail.
 Can express news and views effectively in writing and relate to those of others.
 Can write letters/emails responding to personal news and views in detail.
 Can develop a clear description or narrative with relevant supporting detail and examples.

► *La Global Scale of English*

GSE 67–75/B2(+)

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- 68** Can structure longer texts in clear, logical paragraphs.
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- 69** Can systematically evaluate the advantages and disadvantages of various options.
-
- 70** Can compare and evaluate ideas in a structured and logical text.
Can adopt a level of formality appropriate to the circumstances.
Can write a letter of complaint with appropriate register, structure and conventions.
-
- 71** Can write a concise summary of the main ideas of a longer structured text.
Can write relevant subheadings to structure longer more complex texts.
Can write an application letter with appropriate register, conventions and supporting detail.
-
- 72** Can end a discursive argument with a clear conclusion and opinion.
Can reformulate an idea in different words to emphasise or explain a point.
Can signal additional information in a formal structured text with a range of language.
-
- 73** Can systematically develop an argument giving the reasons for or against a point of view.
Can use punctuation appropriately in long, formal texts.
-
- 75** Can show the relationship between an opinion and a counter argument in a discursive text.
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