Teaching Today Progetto di formazione online



07 Novembre 2013

Teaching competences to a digital generation

Andrew Howarth







Session aims

- Understanding the difference between knowledge, ability and competence
- A context for teaching competences
- Planning and teaching by competence









Comptence based learning

Focuses on:

- the outcomes of language learning
- what students can do with the language not what they know about it.
- preparing students for the different demands of the 21° century







Competences: The European context

2000: Lisbon Strategy

2002: CoE Barcellona "by 2010..."

2006: 8 basic competences defined by CoE*

Recommended by the European Parliament and Council 2006







The Lisbon Strategy 2000

The European Council provided guidance to define competences make Europe's economy ...

"...the most competitive and dyn

amic; capable of economic growth with more jobs and better greater social cohesion.".







The Lisbon Strategy

"Key competences acquired by young people at the end of compulsory education,

equipping them for adult life, <u>particularly for</u> working life, whilst forming a basis for further learning..."







8 key competences

- 1. Communication in mother tongue
- 2. Communication in foreign languages
- Competence in Maths and basic competence in Science and Technology
- 4. Learning to learn
- 5. Social and Civic competences
- 6. Initiative taking and entrepreneurial skills
- 7. Self-awareness and cultural expression
- 8. Digital competence

Raccomandazione del Parlamento europeo e del Consiglio, 18/12/2006







Stop there.

I'm not sure what a competence is...





cocktail noun



Related topics: <u>Drink</u>

cock-tail [countable]

- 1 an alcoholic drink made from a mixture of different drinks
- 2 seafood/prawn/lobster cocktail small
 pieces of fish, PRAWNs, or LOBSTER served cold with a sauce and
 eaten as the first part of a meal
- 3 fruit cocktail a mixture of small pieces of fruit
- 4 a mixture of several things which is dangerous, unpleasant, confusing, or exciting cocktail of
 - a lethal cocktail of painkillers and whisky
 - The book contains a powerful cocktail of romance, family crises and big business.













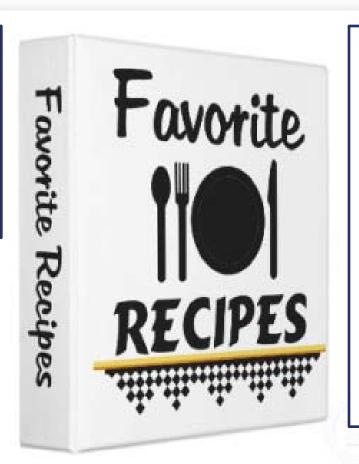
In other words....

Knowledge

Ingredients Quantities Equipment

Ability

Preparation Procedure Production



Competence

Experience Motivation Strategy Needs Attitude



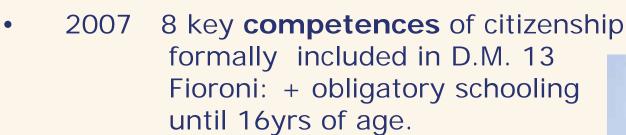


Competences: The Italian context

1998 New State exam based on competences



• 2003 Competences in the Moratti reform







So this means ...

Competences have already been intergrated into the state syllabus

Teachers in Italy are already teaching competence in class





Skills and Culture

Enjoy biodiversity at London Zoo.

Read and write



Leggi le informazioni su alcuni tra i molti animali che puoi vedere al fameso zoo di Landra e consgieta la loro descriptone con le parole nel riquadro.

beauty animy chome construction states

Glossary

Soldier Skrid arrival reflorio

London Zoo

Mincheye.

At London Zoo from any own 130 species of montays) these monkeys are from bropical timests. They have short arms and legs, but Verify Males 1.



Perguins.

At Landon Top thorn is a small of black and write persons from the South Reaffer Sondings are their favourity. foot.



Attition

There are two species of thinss at the story black and white rivings. They are from Africa. Those his manmals base two "... at the front of their runes, one small and smaller.



At Landon Zoe them are Ned framus Asian frams: Nako Inst. Lampar They are Visitors' forcarto primpio Troir beautità ... to promote and white with thick stripes



Burnets

These vicestorful birds with multi-poloured feathers are very consider note. They are notive to Control and South America Their block



At Landan Zop them are also two physikes With their ball lines and long necks, they are incredibly elegant animals. They also have: hersaffU big don't 1



2 Rispord a queste domande sugit avirual dello 200.

- What aricust have get short legal.

- What arrivable are many colours?

2. What arrivacts have get long legs?

What sinkness are from Asia? What arriveds are from Africa?

3 Econ altri due animali oresenti allo zoo di Londra. Usa i deti nelle schede e soful domande e risposte manounti.

- 1. Where are Bankages from
- 2. What ockour are their footbors?

Their beater are black.

- 4. Have they got long or short legal?
- 5. What is melt typical hubited?
- 6. What is their love unterload?

They are from Nest Africa 1 Shorts They have short legs.



4 Adesso tid una breve descrizione di uno degli animali dell'eserciato 3.

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MARKET THROUGH Report Cartest America. Scrath America, AMS, APRIL HARBORIE BRES, RECORDS Physical characteristics plantand

white testings, limit large. North Dools. Persents foot significant



Name pyring hippo Prison Want Africa

Habitat dam.

Physical characteristics large entrain with short legs. Fevrouritie food loaves and trut.



Ascolta due regazzi che commentare uno statistica sul pet più diffusi la Gran firetagna e completa la scheda can i dati mancanti.

	PACES ARROW	PERSONAL PRODUCTION	
Magaz *			
min	million		
other linear	to pote: 1		145
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Speak myses

6 Oral report. Scogit un asimale des ti place e prepara una breve prepertazione erale. Includi la seguenti informazioni:

- 4 march
- · usuantry of ortion.
- * Political.
- · physical characteristics.
- + becaute bod.





What exercises are testing language knowledge?

What exercises are testing language competence?





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tentes called shorts south over stalls.

Glossary

Soldier plane. and article

London Zoo

Ministrys

At London Zoo there are over 100. species of monkeys) these montage are from bogical brests. They have short some and legs, but very kind !



At Landon Zino Horra la a seral I of black and write persource from the South Reaffer Sondhoes are their favourite



Ethinos

There are two species of thines at the zero black and white rivings They are from Africa. Those big. managed base has a at the front of their russes, one small and lane by:



At Landon Zoo theirs are had formula Asian flance: Nako Igraf. tumper they are visitors' forcarte primale. Their beautitui b permits and write with thick stylpes



Parriots

Dense security full birds with multi-colou and faulthers are very promiser ports. Trey are notive to Central and South America: Their black



Oraffes-

At Landon Zoo there are also two strottes With their tall less and long rector, they are incredibly riespet or irrain. They also have hema. #1U big don't *



2 Repond a queste domande sugt avirual dello zoo.

- What arrivals have get short legal.
- What arriveds hove got long leas?
- What primals profeser Ada?
- "What primals are from Africa".
- What artificate are many colours?

Wirldo

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6. What is their low-urite head?

O		
2	They are from tired Africa	1 Dhorn
7	They have see legs.	1000
10	area and but	

Melle Michel

4 Adesso foi una brove descrizione di uno degli animuit dell'esercialo X.

Flemingos,/Hippos on from				
Their habited is				



MARKET MINNEY

Region Carlotti Arter Ch. Screen America, Asia, Africa HANDRING TERROR PRODUCTION Physical characteristics purcand white feedbern, both 1854. Have books

resource feet signs and Insucts:



Proper West Africa

Holdfolt (hitt)

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PACES ABOUT PIETS AN ARYDNAN

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orie *	million		
Oher Stewa	offer policy 1		
females			
entrol" an	d produce! forms	ritio flood: 1	

penil (mylese)

Circli report. Scogif un animale des ti place propara una breve propertuzione erale. schild le sequenti informazioni:

- country of orbits.
- * hobbles.
- · physical dramateristics,
- + becaute hoof



What's on the page?

Grammar exercises, vocab matching

Listen and fill, choose the right word

Producing language to complete a task







What's on the page?

- Grammar exercises, vocab matching
- Applying Knowledge

- Listen and fill, choose the right word
- Applying Ability

- Producing language to complete a task
- Applying Competence





Check

3 Cerchia l'alternativa corretta.

- Matt's house is semi-detached / detached.
- The kitchen is on the ground / first floor.
- There are three / four rooms upstairs.
- The back garden is small / large.
- There are flowers in the front / back garden.

Read and write

4 Adesso leggi la risposta di Ben e completala con le parole mancanti.

---bendyates as Tel motiggmet com Subsect: R: Tomawork height Dear Matt There aren't many differences between British and American 1 _____ . In residential areas there are many 2 and semi-detached houses, with double garages and 3 Look at the photo of this traditional American house! In cities like New York there are a lot of skyscrapers, and my home is a big apartment (this is the American word for flaf) on the 20th 4 _____! The view from my is wonderful! In my apartment there is a nice family room. It's our favourite room for family activities and parties. There's a big TV, two sofas, a 6 a lot of books. The kitchen is big too, and in my parents' bedroom there is a very large 7 _____ (king-size!) with a water mattress. My home is very comfortable and, like everything in America, it is big! @@ That's all for now!

Glossary comfortable comodo

Listen and check

5 Pascolta la risposta di Ben e controlla l'esercizio 4.

Speak EXAM

- 6 Rispondi alle seguenti domande.
- Which different types of houses are there in the UK and in the USA?
- What is the British word for apartment?
- What is a family room?
- What is there in Ben's parents' bedroom?
- What type of houses are there in your country?

Write EXAM

7 Confronta la tua casa con quella di Ben e di Matt e scrivi alcune frasi spiegando le differenze.

In Matt's house there are two floors, but in my house there is one floor. In Ben's house there is a big kitchen, but in my house there is a small kitchen.

WORLD CITIZENS



Leggi e rispondi alla domanda:

 British people's favourite homes are detached. semi-detached and terraced houses. What is your favourite type of house?



Quali sono i tipi di case preferite nella tua classe? Chiedi ad almeno cinque compagni.

Suggestions

Functions

1 Completa il dialogo con le batturis di Camilla. Da' dei paggerimenti adatti.

- M's began's birthday!
- I least to buy a new pair of trainers.
- I want to see the new James Bond film.

Interaction COMPETENCES

4a.Complete il dialogo con Mark.



It is my birthday today.	Rappy birthdayl
I want to buy a new video game. Let's go to the new	
computer shop.	
If a in Trevor Road, next	But that
to the music store.	book.

CIK There's a bookshop apposite the music store.

Allinight	 _	-
	 	_

Scrivi il dialogo tra Mick e Ryan seguendo. le indicazioni.

Likes and dislikes

 Dut this dress is nice. Doyou like this purple top?

collour.

Blacky No, lithlink they're homible.

Carrilla: You're very difficult, Peolyl.

Say where places are

pentiro commenciale.

im betarbert Square.

Assolta e control la

Well this hoodle is cool?

And these trousers? I think they're cool.

Blacky No. I don't like it. Purels (an't my favourite)

Backy CooR I don't like that all. It's wally uply:

Blacky Yes, It's the perfect dress for my mum.

mel rigge dro.

Carrilla 1

Cornillo 2

Mick		Ryan
Chiede dove is if.	L.,	
negatod camputer		Risponde che è in Kingta Roed accanto alla libraria.
Dipe che vuola andere anche al regozio di		ana rovers.
attinglamento sportino.		Chiecle se è vicino alla libraria.
Risponde di no.		

45 P Ascolta ed esentitati cos Mark. Poi esercitati con un compagno.



nightly-forms / /

How would you answer these questions?

Judith ³

(Chiede se fa il letto ogni mattina.)

Margie ²

(Commenta che lei di solito riordina la camera al sabato mattina.)

Maraia





STRUMENTI PER L'INSEGNANTE

- . Teacher's Book with Tests 1, 2, 8
- The Complete Teacher's Toolkit
 9 Audio CD per la classe
- LIMbook 1-2-3

The Complete Teacher's Toolkit è uno strumento che affronta le più importanti problematiche attuali nell'insegnamento della lingua inglese e formisce indicazioni metodologiche, suggerimenti pratici e schede operative per favorire il lavoro dell'insegnante.

Il volume si articola nelle seguenti sezioni:

- problematiche attuali nell'insegnamento (mixed-ability classes, stili di apprendimento) e intelligenze multiple):
- · Newcomers: informazioni, suggerimenti e schede operative per favorire l'inserimento dei nuovi cittadini italiani:
- i Disturbi Specifici del l'Apprendimento (DSA): indicazioni sulle strategie metodologiche. e gli strumenti compensativi da adottare in classe e a casa;
- introduzione all'insegnamento della lingua agli studenti con special needs;
- materiali propedeutici alla prova nazionale INVALSI di inglese.



Eil "sistema aperto" di prodotti a servici per l'attività didattica, che parte del libro di testo e ne amplifica la poteszialità formative grazie alla tecnologia digitale.



Libro + digitale: 6 anni di a sabsenza poss-adozione per i docensi.



SERVIZIO POST-AD0ZIONE 2012. Ogni doceste troverà interboutori competenti in grado di aiutario a risolvere moltepici complexetà: Tuso della tecnologia digitale, formazione, materiali aggiornati, dialogo su ilibri di testo, nuovi complementi per l'attività didettica. Via teta il atto http://www.6cosnol.pearson.l/postatozione



FORMAZIONE LIM, incontridi aggiornamento sul territorio. Attraverso una reta di formatori dedicata, la casa aditrica Paerson organizza i siciativa di formazione e approfondimento sulfutilizzo della UM cos i nostri UM tock.

per il lavoro in classe





LIMBOOK • II. Uhrosiogilabile e Interatiivo con masoriali metalmeditali per tare lezione contat Mo con PC a video professore

Leversione afogliabile del libro, arriochite con ulteriori atrumenti per la lezione.



Cample so gratulto fuori care po I.MA. (C.RR. as offobry 1972, n. 655, art. 2, commo s, fett. dj.

The Complete Teacher's

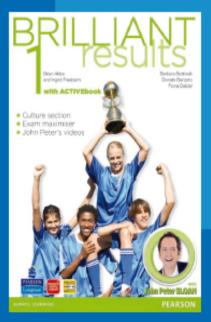
Toolkit

BRILLIANT RESULTS

The Complete Teacher's

TOOKT EVERYTHING YOU NEED TO TEACH ENGLISH TODAY

- Problematiche attuali nell'insegnamento
- Accoglienza dei nuovi cittadini italiani
- Disturbi Specifici dell'Apprendimento (DSA)
- Special needs
- Preparazione alla prova INVALSI di inglese













How we help with your planning

The Tool kit

Theoretical introduction to teaching competences

Teacher's guide

- Indications for planning
- Evaluation teaching plan
- Complete explanation of the competence system of the coursebook





 Interagire in modo comprensibile con un compagno o un adulto con cui si ha familiarità, utilizzando espressioni e frasi adatte alla situazione.

Lettura (comprensione scritta)

 Comprendere testi semplici di contenuto familiare e di tipo concreto e trovare informazioni specifiche in materiali di uso corrente.

Scrittura (produzione scritta)

 Scrivere testi brevi e semplici per raccontare le proprie esperienze, per fare gli auguri, per ringraztare o per invitare qualcuno, anche se con errori formali che non comproInsegnare per competenze non significa naturalmente abbandonare i contenuti, che sono e restano il campo di esperienza dove esercitare abilità e competenze. Essi vanno però accuratamente vagliati e selezionati, poiché non tutto è ugualmente importante e non si può sconfinare nell'enciclopedismo. Vanno proposti i contenuti irrinunciabili e fondamentali, facendo il possibile perché essi si trasformino in conoscenze e diventino patrimonio permanente degli studenti. Le conoscenze saranno quelle necessarie a supportare le abilità e le competenze.

La didattica per competenze implica un lavoro sinergico dei singoli docenti, dei consigli di classe, dei gruppi di classi parallele, fino alla cooperazione di reti di scuole sul territorio.

Traguardi per lo sviluppo delle competenze (come da indicazioni nazionali): a seconda dei contenuti specifici della lezione, a un traguardo potranno corrispondere uno o più obiettivi di apprendimento

Obiettivi di apprendimento (come da indicazioni nazionali): a seconda dei contenuti specifici della lezione, ognuno di essi può concorrere al raggiungimento di uno o più traguardi.

Obiettivi di apprendimento specifici (normalmente esplicitati nei libri di testo e conformi alle indicazioni del Quadro comune europeo) che concorrono al raggiungimento degli obiettivi generali; sono generalmente declinati nell'indice dei contenuti e/o eventualmente in apertura di unità/modulo, esercitati in particolare nelle attività contrassegnate e valutati/autovalutati in sezioni specifiche all'interno del testo.

conoscenze: grammatica, lessico, fonetica abilità: varie modalità di comprensione, produzione e interazione scritta e orale, iono essere perseguite anche dal singolo sui traguardi disciplinari, il cui insieme, lo a più ampie competenze trasversali. Ed è ntendiamo qui di seguito fornire al docennazione e la valutazione.

ardi per lo sviluppo delle competenze "ine a alutano a finalizzare l'azione educativa ole hanno la libertà e la responsabilità di tuno per consentire agli studenti il miglior prendimento "sono utilizzati dalle scuole e didattica, con attenzione alle condizioni di un insegnamento ricco ed efficace".

ni scuola e ogni docente, a seconda della degli alunni e/o delle classi, potra "riempiprassi di programmazione didattica. I fase della programmazione sarà quindi vi di apprendimento e, attraverso essi, dei

fici di ogni lezione / modulo / unità conlimento fissati dalle Indicazioni nazionali, iggiungimento di uno o più traguardi. Per ilere, un possibile schema di programmaLa programmazione attraverso i traguardi e gli obiettivi

enze (come da Indicazioni nazionali): lezione, a un traguardo potranno ettivi di apprendimento

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conoscenze: grammatica, lessico, fonetica abilità: varie modalità di comprensione, produzione e interazione scritta e orale

in grado gli allievi di assolvere in autonomia "compiti significativi", cioè legati all'esperienza, veri o verosimili, che implichino la mobilitazione di saperi provenienti da ambiti disciplinari diversi, la capacità di generalizzare e organizzare il pensiero, fare ipotesi, collaborare con altri, realizzare un prodotto immateriale o materiale. Il "compito significativo" dovrà essere un po' più complesso rispetto alle conoscenze e abilità che l'alunno già possiede, perche deve poter attivare il problem solving.

anguarde, it i = 2002.

L. Mariani, Per una educazione linguistica trasversale: la stida della competenza multilingue, in "Italiano LinquaDue", n. 1 – 2009.

Valutazione periodica dei progressi dell'alunno/a in vista dei Traguardi per lo sviluppo delle competenze

Discip	lina:	LINGUA	INGLESE
--------	-------	---------------	----------------

Certificazione delle Competenze | Prova INTERMEDIA – CLASSE 1^a

Nome e cognome	 Classe	 Data	

Contesto: IL MONDO ANIMALE

L'alunno/a è in grado di

	Obiettivi	livello1
ascolto (comprensione orale)	 comprendere i punti essenziali di un discorso, a condizione che venga usata una lingua chiara e che si parli di argomenti familiari, inerenti alla scuola, al tempo libero ecc. individuare l'informazione principale di programmi radiofonici o televisivi su avvenimenti di attualità o su argomenti che riguardano i propri interessi, a condizione che il discorso sia articolato in modo chiaro individuare, ascoltando, termini e informazioni attinenti a contenuti di studio di altre discipline 	**** *** **







How can we teach the Key 8...?

- 1. Communication in mother tongue
- 2. Communication in foreign languages
- Competence in Maths and basic competence in Science and Technology
- 4. Learning to learn
- 5. Social and Civic competences
- 6. Initiative taking and entrepreneurial skills
- 7. Self-awareness and cultural expression
- 8. Digital competence

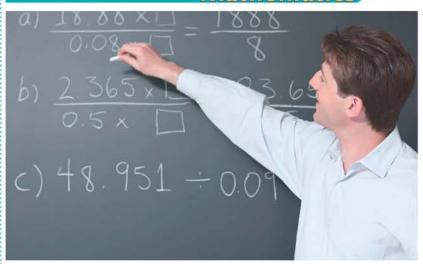
Raccomandazione del Parlamento europeo e del Consiglio, 18/12/2006







PLAYING with NUMBERS **Mathematics**

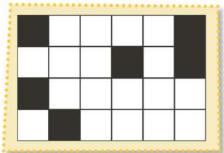


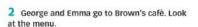
1	Answer	and	following.

- 1 Write the number six thousand and one in figures.
- 2 Write the number 0.25 in words.
- 3 Convert 340 pence to pounds.
- 4 Work out 179 + 467=
- 5 Work out 542 116=
- 6 Work out 16 x 5=
- 7 Convert 340 pence to pounds.
- 8 Work out 179 + 467=

3 Here is a 4 by 6 grid.

- 1 What fraction of the grid has black squares?
- 2 How many black squares do we need to cover half of the grid.





- 1 George has a slice of toast, a sausage and a slice of bacon. Work out the total cost.
- 2 Emma has two sausages, a fried egg and a slice of toast. She pays with a two-pound coin. She gets 10p change. How much is a fried egg?

Match the word to its mathematical sign.

- 1 O subtract 2 percentage 3 O divided by 4 O fraction 5 0 times
 - 6 D add

5 In English we pronounce 0 in lots of different ways. Nil for football, Oh for a telephone number, Zero when we speak about the weather and nought after a decimal point. Write the correct 0.

A SLICE OF TOAST

A FRIED EGG

A SAUSAGE

A SLICE OF BACON

1	0341 765491	
2	0.75	
3	Liverpool 4 ; Everton 0	
4	0°	

Key words MATHEMATICS

figure cifra to convert convertire to work out calcolare grid griglia half of metà di to add aggiungere to subtract sottrarre divided by diviso per

times moltiplicato per fraction frazione percentage percentuale



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- 5. Social and Civic competences
- 6. Initiative taking and entrepreneurial skills
- 7. Self-awareness and cultural expression
- 8. Digital competence

Raccomandazione del Parlamento europeo e del Consiglio, 18/12/2006





Exercise types for teaching competences

- Task that require students to create a strategy to get to an answer
- Tasks that require students to apply what they have learnt in the lesson

Group work and pairwork





FACT OR FICTION?

Read and listen

1 PListen and read the text.

Many movie directors take inspiration from history for their films. But how accurate is their presentation of historical facts? Read about these two famous films, directed by Ridley Scott and starring Russell Crowe.

Gladiator is a historical adventure film. Russell Crowe plays the role of Maximus, the best general of the Emperor Marcus Aurelius, Marcus Aurelius wants Maximus as his successor, and informs his son Commodus about this plan. So Commodus kills his father, and then Maximus loses his position and becomes a gladiator. However, before dying, he takes his revenge. In his last terrible fight in the Colosseum he kills Commodus. The director wanted to create a realistic vision of ancient Rome.



The crew built a replica of the Colosseum and real tigers were used during the shots. But Maximus is a fictional character and Emperor Commodus did not die in the arena, he was strangled in his bath.



Robin Hood is another historical adventure film. Inapired by a popular English hero tradition: the outlaw who robbed the rich to give to the poor. Russell Crowe plays the role of Robin Longetride, an archer who returns to England after a crusade. Here he defende his country against a French attempt to invade Britain, but King John is jealous of Robin's glory and condemns him as a traitar. Robin starts to live as an outlaw in the forest of Nottingham. The film combines the history of the Magna Carta and the French invasion of Britain, but these two events took place at different times. And there is no historical evidence of the existence of a real Robin Hood, Robin Hood ie a fictional character.

Glossary

attempt tentativo crew troupe cinematografica crusade crodata to lose perdere outlaw fuorliegge revenge vendetta shot ripresa traitor traditore



No immediate activity here.

How would you use this page in class?





FACT OR FICTION?

Read and listen

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Many movie directors take inspiration from history for their films. But how accurate is their presentation of historical facts? Read about these two famous films, directed by Ridley Scott and starring Russell Crowe.

GLADIATOR

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Glossary

attempt tentativo crew troupe chematografica crusade crodata to lose perdere outlaw fuorliegge revenge vendetta shot ripresa trattor traditore



- •In pairs, read about Russell Crowe
- •Students report findings to the class
- Discussion questions based on what students have said
- •Each group of students will find parts of the text that interest them
- •Students will use their own English to explain their findings.





Skills and Culture

FACT OR FICTION?

Read and listen

1 PLISTER and read the text.

Many movie directors take inspiration from history for their films. But how accurate is their presentation of historical facts? Read about these two famous films, directed by Ridley Scott and starting Pussell Crowe.

Russell Crowe plays the role of Maximus, the best general of the Emperor Marcus Aurelius, Marcus Aurelius wants Maximus as his successor, and informs his son Commodus about this plan. So Commodus kills his father, and then Maximus loses his position and becomes a gladiator, However, before dying, he takes his revenge. In his ast terrible fight in the Colosseum he k mmodus. The director wanted to create stic vision of ancient Rome



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to k





Tasks that require students to apply what they have learnt in the lesson

Check =xam

Complete the definitions.

- Commodus is the emperor who kills his father.
- Robin Hood is the outlaw who
- King John is the king who
- The forest of Nottingham is the place where
- Ridley Scott is the director who
- Russell Crowe is the actor who

Correct the sen

- Gladiator and Robin Hood are different types of films. No, they aren't. Both films are historical adventure films.
- These films are about real historical characters.
- King John thanked Robin for his patriotism.
- Gladiator was shot in the Colosseum in Rome.
- Robin Hood robbed the poor to give to the rich.
- The real Commodus died in an arena.

Speak EXAM

Working in pairs, act out an interview with Russell Crowe. Use the information in the table.

BOKN

7 April 1964, Wellington, New Zealand

PERMANENT RESIDENCE

Sydney, Australia

JOB

actor and singer

wife: actress and singer Danielle Spencer two children: Charles and Tennyson

FAVOURITE SPORTS

football, cricket

FIRST FAMOUS FILM

L.A. Confidential (1997)

ACADEMY AWARDS (OSCAR)

Gladiator (2000), A Beautiful Mind (2001)

FAVOURITE FILM

Gladiator

RUSSELL **CROWE**





Exercise types for teaching competences

- Tasks that require subject knowledge and know-how
- Student-centred tasks

 Learning new things in English and communicating it to others so students experience being a "source of information" rather than simply learners of information









Exercise 16: Listening - Video London, magical city Part 2

Guarda il video ascoltando con attenzione il commento, anche arrestandolo più volte e ripetendolo tutto se necessario, e rispondi alle domande cliccando in corrispondenza dell'opzione corretta.



- 1 Shops in Oxford Street... ②
 - usually open after 10 o'clock.
 - all open at 10 o'clock.
 - open before 10 o'clock.





- - . Communication in mother tongue
- **V**
- 2. Communication in foreign languages
- \checkmark
- Competence in Maths and basic competence in Science and Technology



- 4. Learning to learn
- 5. Social and Civic competences



6. Initiative taking and entrepreneurial skills







Raccomandazione del Parlamento europeo e del Consiglio, 18/12/2006







The Active Book (offline)

Scegli una delle seguenti opzioni.

Salva la sessione di lavoro: crea un nuovo file.

Salva la sessione di lavoro: aggiungi a un file esistente.

Non salvare questa sessione di lavoro.

Leggi le istruzioni.









PEARSON



Guided listening







Pronunciation practice

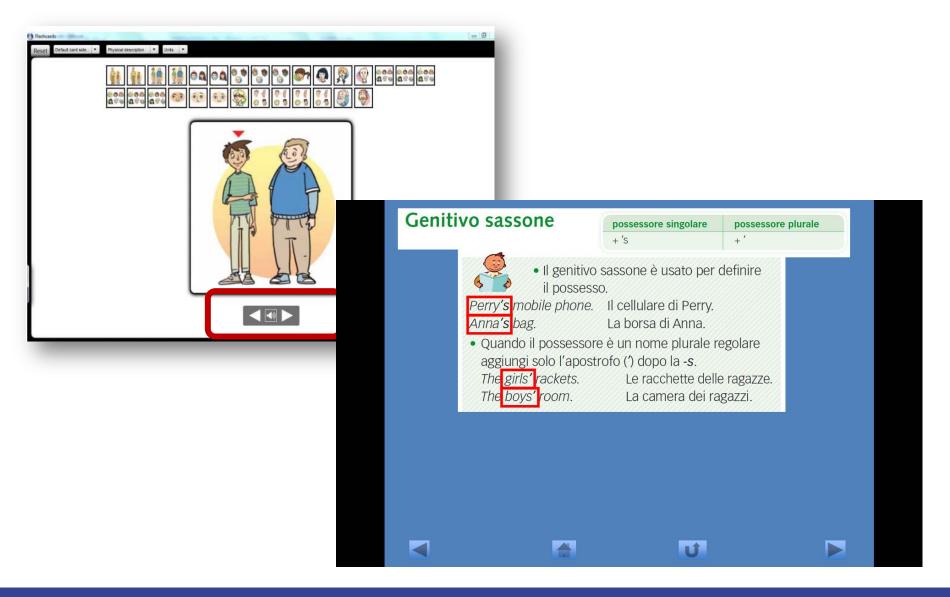








Flashcards and PPT lessons



Videos with subtitles



What do you know about traditional British food?

Do you think of Roast Beef and Yorkshire pudding? Fish and Chips? Or hot porridge for breakfast?

These dishes are still popular, but what the British eat and how they eat it, is changing.













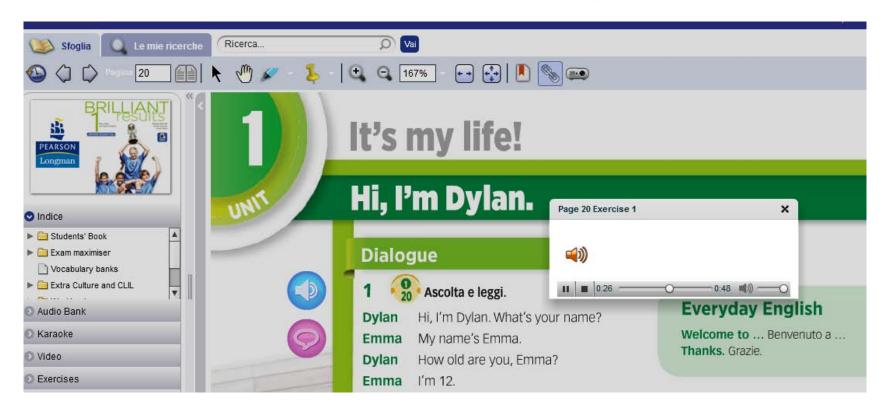








Interactive digital edition (online /offline)



Listening exercises







Interactive digital edition



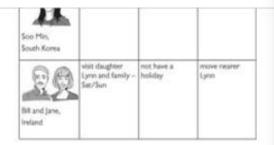
Interactive exercises

MyEnglishLab Online at home





Homework



Which bank are you going to work at, Jim?

Where are you going to look for a new flat.
Jim?

When are you going to university. Soo Min?

Why would you like to work in TV. Soo Min?

How are you going to travel, Bill and Jane?

Why would you like to move nearer your daughter, Bill and Jane?

EXERCISE 15: Listening - Video London, magical city Part 1

e rispondi alle domande cliccando in corrispondenza dell'opzione corretta.

Guarda il video ascoltando con attenzione il commento, anche arrestandolo più volte e ripetendolo tutto se necessario,

- 1 Most Londoners... (?)
 - get up very early.
 - get up later than people in other cities.
 - are still in bed when work starts at London's markets.
- 2 The streets of London... (?)
 - aren't so busy in the early morning.
 - o are busier in the early morning
- We'd like to see our grandchildren more.
- In the city centre.

We're going by t

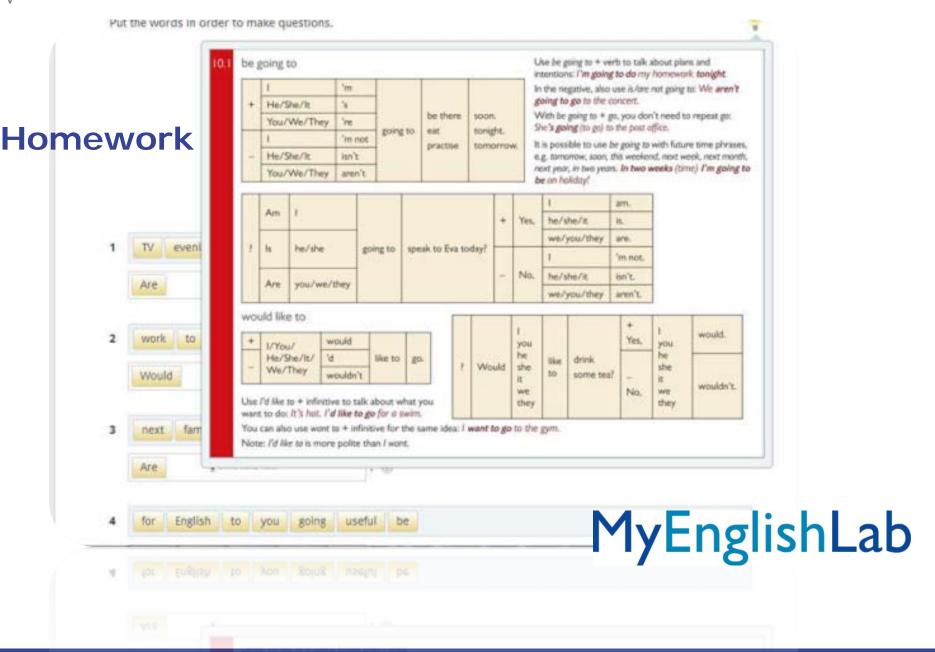
- Because I want to be famous.
- In September next year.
- (At HSBC bank.

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Students monitor their own progress



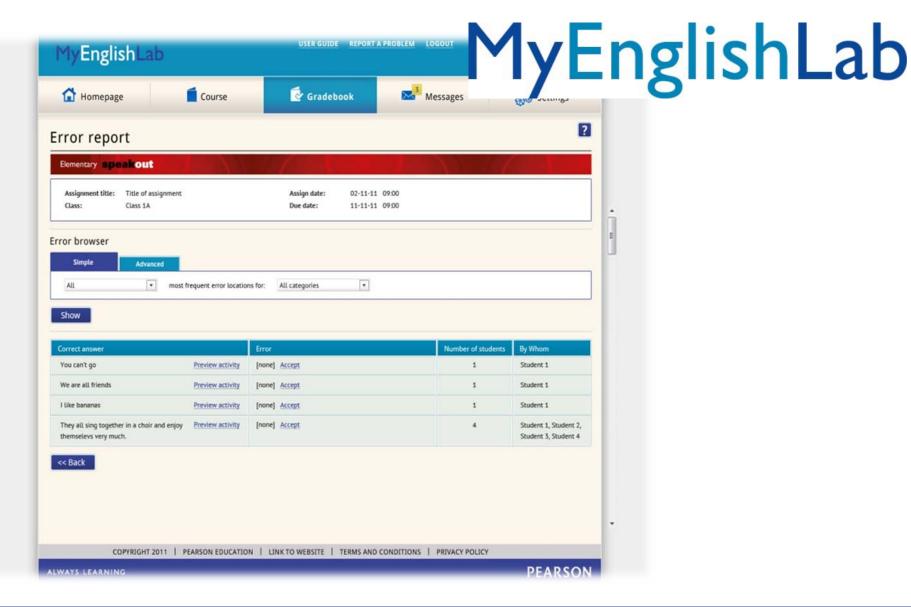


Teachers monitor the class progress



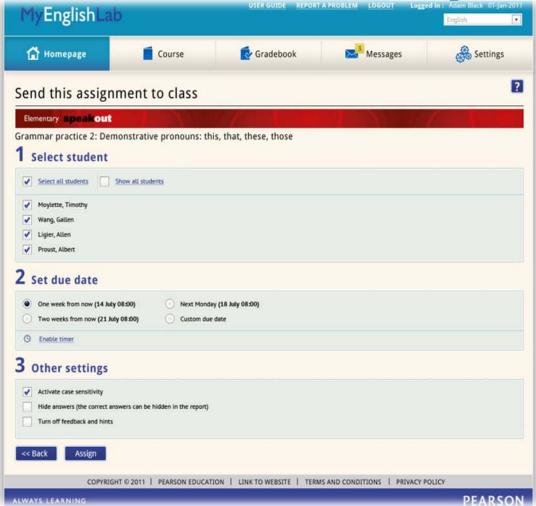
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Suggested types of evaluation

Conclusione della Unit e valutazione

Valutazione di conoscenze e abilità

Teacher's Book with Tests: Unit Test 8, Summary Test Units 7-8

Valutazione delle conoscenze di cultura

Teacher's Book with Tests: Culture Test 8

Autovalutazione

Student's Book: Revision 7-8

Valutazione delle abilità ricettive e produttive

Teacher's Book with Tests: Skills Test 4 (Units 7-8)

Percorsi di ins	egnamento	individualizzato
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Attività di recupero

Attività di potenziamento

Teacher's Book with Tests: Revision Sheets (Units 7-8)

Teacher's Book with Tests: Extension Sheets (Units 7-8)

Valutazione sommativa finale

Teacher's Book with Tests: End Test

Valutazione periodica dei progressi dell'alunno/a in vista dei Traguardi per lo sviluppo delle competenze

Disciplina: LINGUA INGLESE	

Certificazione delle Competenze | Prova FINALE – CLASSE 1^a

Nome e cognome	Classe	Data
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Contesto: VACANZE E TEMPO LIBERO

L'alunno/a è in grado di

	Obiettivi	livello¹
ascolto (comprensione orale)	 comprendere i punti essenziali di un discorso, a condizione che venga usata una lingua chiara e che si parli di argomenti familiari, inerenti alla scuola, al tempo libero ecc. individuare l'informazione principale di programmi radiofonici o televisivi su avvenimenti di attualità o su argomenti che riguardano i propri interessi, a condizione che il discorso sia articolato in modo chiaro individuare, ascoltando, termini e informazioni attinenti a contenuti di studio di altre discipline 	**** *** **
parlato (produzione e interazione orale)	 descrivere o presentare persone, condizioni di vita o di studio, compiti quotidiani; indicare che cosa piace o non piace; esprimere un'opinione e motivarla con espressioni e frasi connesse in modo semplice interagire con uno o più interlocutori, comprendere i punti chiave di una conversazione ed esporre le proprie idee in modo chiaro e comprensibile gestire conversazioni di routine, facendo domande e scambiando idee e informazioni in situazioni quotidiane prevedibili 	**** *** **
lettura (comprensione scrittta)	 leggere e individuare informazioni esplicite in brevi testi di uso quotidiano e in lettere personali leggere globalmente testi relativamente lunghi per trovare informazioni specifiche relative ai propri interessi e a contenuti di studio di altre discipline leggere testi riguardanti istruzioni per l'uso di un oggetto, per lo svolgimento di giochi, per attività collaborative 	**** *** **

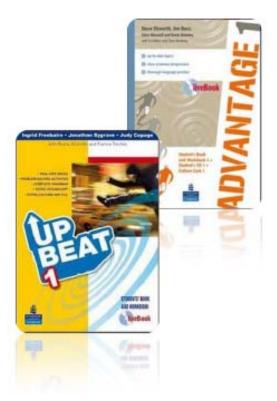


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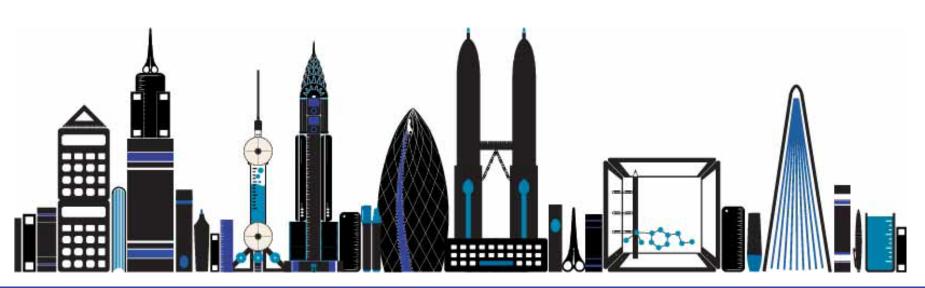




Please conatct us with your thoughts, ideas, comments and suggestions

Andrew.Howarth@pearson.it

Russell.Lewis@pearson.it



Informazioni utili

- Gli attestati di partecipazione vi saranno inviati via e-mail
- Riceverete inoltre un'e-mail contenente le istruzioni per scaricare, dal sito Pearson, i materiali presentati oggi
- Contestualmente, sarà inviato un questionario per raccogliere pareri e suggerimenti su questa innovativa modalità di formazione





Prossimi incontri:

➤ 19 Novembre – Relatore Paola Eleonora Fantoni
QUANDO LA DISLESSIA ENTRA IN CLASSE

➤ O4 Dicembre – Relatore Andrew Howarth HOW TO KEEP YOUR STUDENTS ENGAGED IN ENGLISH





PARARE SEMPRE