



05 marzo 2014

Using Competences in a Vertical Curriculum - Practical tips to build competences in English lesson

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Session Aims

1. Setting the scene
2. Bridging the gap
3. Utilising classtime
4. Learning to learn



Setting the scene



21st-Century
Vertical-Curriculum
Language
Crisi
Environments
Learning
Reforms
Digital
Invalsi
Indicazionario
Vertical-Curriculum
Primo-Grado
Teaching
Schools
D.S.A
Competence
Italia
Technology
English
LIM
B.E.S
Testing
New-Citizens
Testing
Schools
D.S.A

1





Today's Students



A0 Primary A1





A1

SSPG

A2





B1

SSSG

B2



LONGMAN
EDIZIONI

PEARSON
Longman

PEARSON



Let's think about....

The current context

Why is there a break in the curriculum?

What is the impact on students?

What can we do?

How technology can help us?





Continuity ...



Is uninterrupted progress & development from year to year, school to school

Is not always clear even after years of study but essential in order to progress

What obstacles lie in the way of educational continuity?

School reforms "in tempi diversi"





What obstacles lie in the way of educational continuity?



OXFORD
UNIVERSITY PRESS



Syllabus, structure and contents of coursebooks





What obstacles lie in the way of educational continuity?

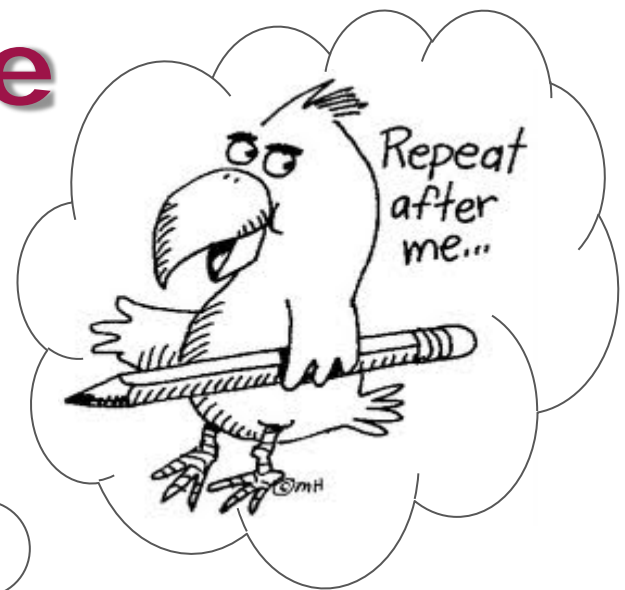
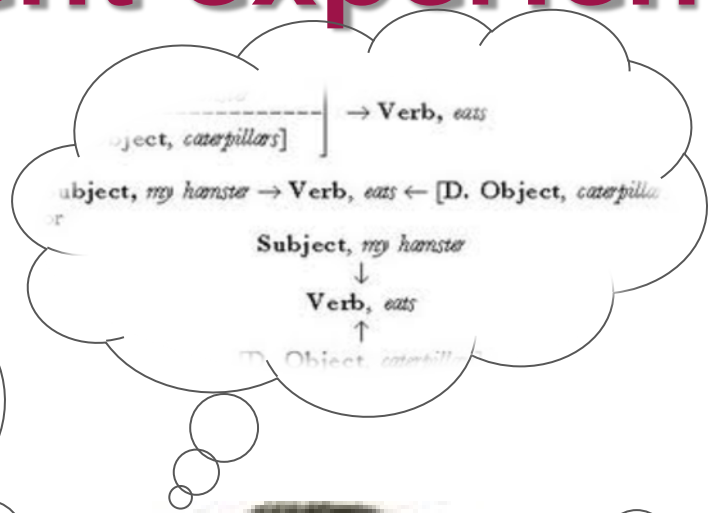


Diverse methodologies & situations





The student experience

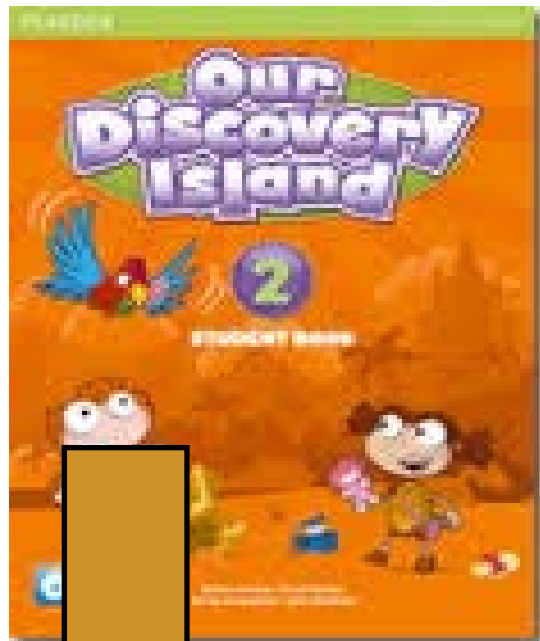




Bridging the gap

Behaviour Revision
Parascolastica Academic-Year
Entry-test False-beginner
Management Class
Tutoring A1 Elementary
Primary Environment Exit-level Classroom
Extra-help Rules New

2



Scope and Sequence

Welcome

Vocabulary Colors: red, orange, yellow, purple, blue, green, pink, black, brown, gray
Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Structures Hello, I'm Joe.
What's your name?

1 My toys

Vocabulary Toys: bike, car, doll, train, boat, ball
Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Cross-curricular:
Math: Plus, minus, and equals

Structures It's a car.
It's red.

Phonics: ch, sh
chop, chin, rich, much, ship,
shell, fish, dish

2 My family

Vocabulary Family members: mom, dad, sister, brother, grandma, grandpa
Rooms: bedroom, bathroom, living room, kitchen

Cross-curricular:
Social science: Types of family members (young, old, baby)

Structures This is my mom/dad.
She's/He's in the garden/house.

Phonics: th, th
this, that, then, with, thin,
thick, math, path

3 My body

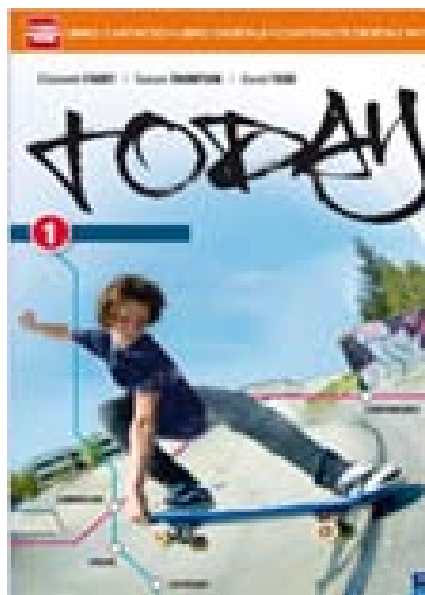
Vocabulary Parts of the body: body, arms, legs, hands, feet, fingers, toes, head
Actions: touch, clap, shake, wave, stamp, move

Cross-curricular:
Health: Exercise actions
(jump, dance, swim)

Structures Move your body.
I have two legs.

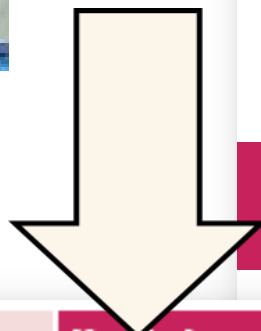
Phonics: ng, nk
sing, ring, ping, long, ink,
sink, pink, thank

4 My face



Contents

5		Vocabulary	Grammar
What time is it? p. 66	• Materie e orari scolastici p. 68	• Present simple - forma affermativa p. 70	
Dialogue building p. 67	• La routine quotidiana p. 69	• Present simple - regole ortografiche p. 70	
	Put it together p. 69	• Avverbi di frequenza p. 71	
		• Preposizioni di tempo p. 71	
		Put it together p. 72	
INTERACTIVE WARM-UP	IN PICTURES - Interactive word bank	PRONUNCIATION: /s/, /z/, /z/	p. 72
6		Vocabulary	Grammar
Do you like them? p. 76	• Luoghi della città p. 78	• Present simple - forma negativa p. 80	
Dialogue building p. 77	• Negozi p. 79	• Present simple - forma interrogativa e risposte brevi p. 80	
	Put it together p. 79	• <i>Alors/then</i> + espressioni di frequenza p. 81	
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Put it together Units 5-6 p. 85		Assess your learning p. 87	
7		Vocabulary	Grammar
Can you swim? p. 88	• Sport p. 90	• <i>Can</i> (abilità) - forma affermativa p. 92	
Dialogue building p. 89	• Parti del corpo p. 91	• <i>Can</i> (abilità) - forma interrogativa e risposte brevi p. 92	
	Put it together p. 91	• Imperativi p. 93	
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INTERACTIVE WARM-UP	IN PICTURES - Interactive word bank	PRONUNCIATION: Suoni vocalici (2)	p. 94



7		Vocabulary	Grammar
Can you swim? p. 88	• Sport p. 90	• <i>Can</i> (abilità) - forma affermativa p. 92	
Dialogue building p. 89	• Parti del corpo p. 91	• <i>Can</i> (abilità) - forma interrogativa e risposte brevi p. 92	
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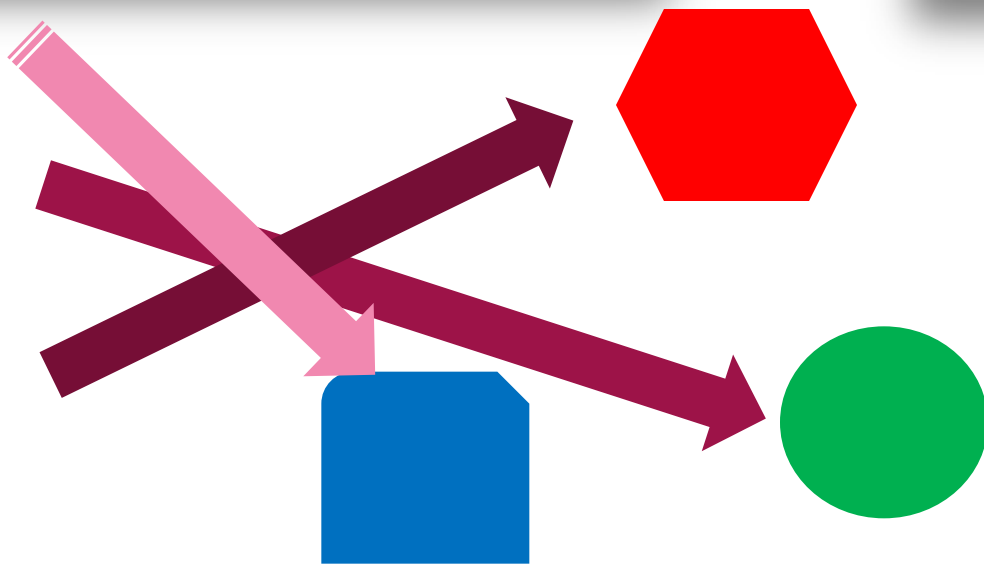
red



Blue

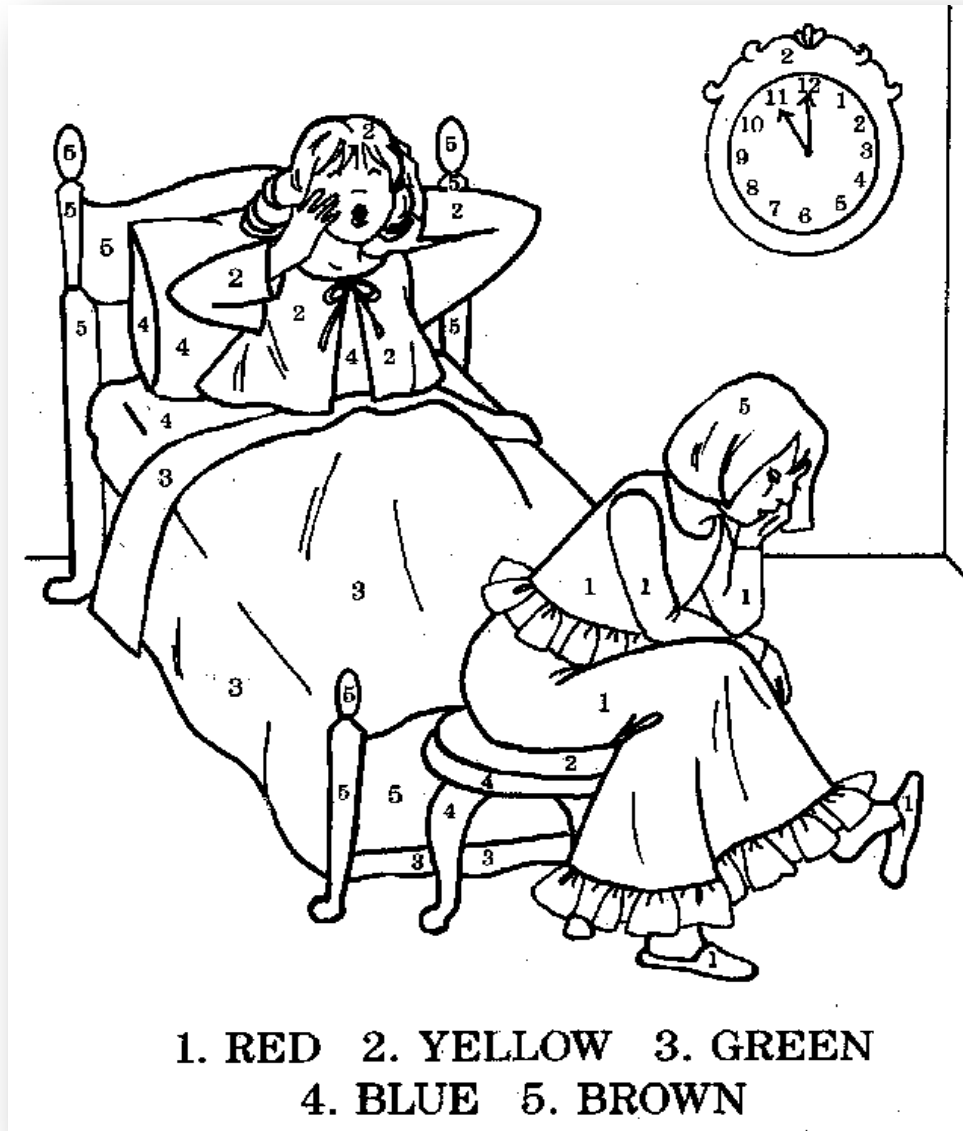
Green

Red



Building language knowledge

Building competence





Moving up ...



Secondary (secondo grado)



Secondary (primo grado)



Primary

Moving up ...

Secondary (secondo grado)



Secondary (primo grado)

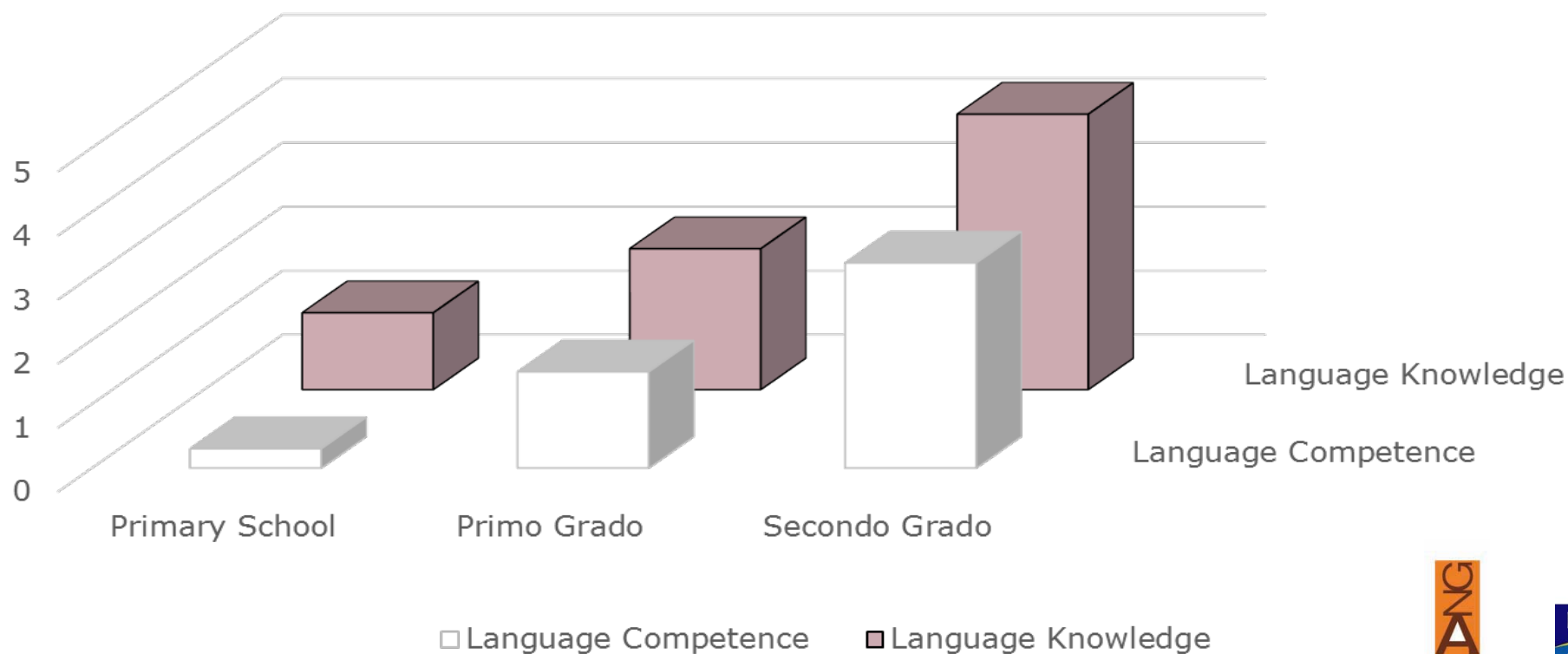


Primary



With knowledge comes competence?

Student progress at school





We need to ensure that
what we do in the
classroom reflects what
students need to do with
English in their everyday
lives



Foody e altri, Today!

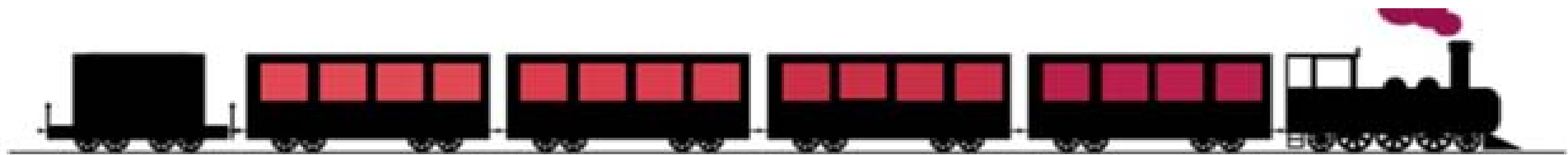
CHOICES
INTERMEDIATE STUDENTS BOOK

MICHAEL HARRIS - JANA DUBOVIKOVA
PEARSON

PEARSON

Our Discovery Island

5
PUPIL'S BOOK

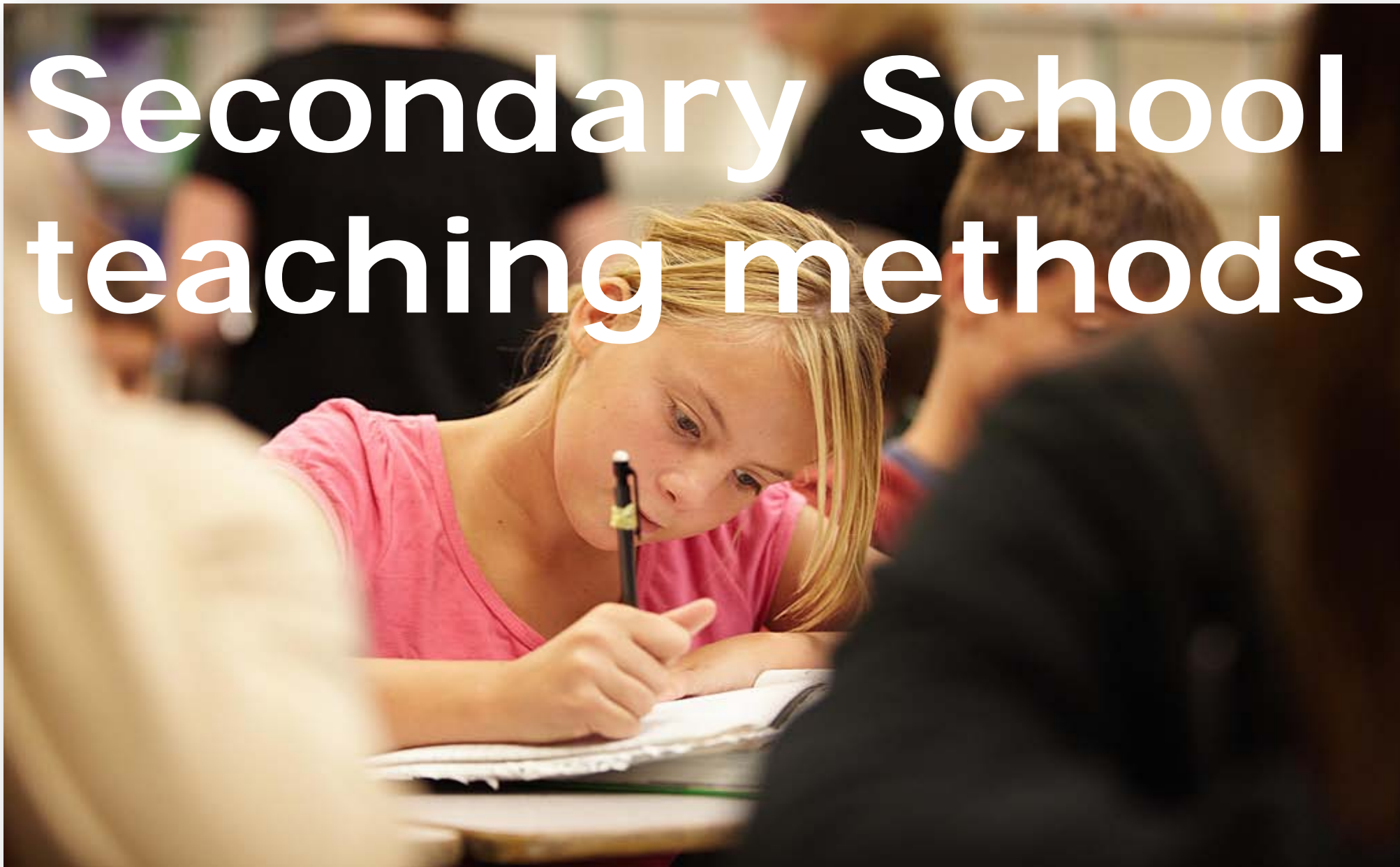


Primary School teaching methods





Secondary School teaching methods





21st Century Skills & Digital Literacies



Communication



Collaboration



Critical thinking



Creativity



A photograph of a female teacher with long dark hair, wearing a light green patterned blazer over a black top, sitting on the floor and smiling broadly. She is holding an open book. In front of her, the backs of two students' heads are visible: a girl with long dark curly hair on the left and a boy with short brown hair wearing a red t-shirt on the right. The background is a dark chalkboard.

Classes are good for...

Communication activities

Creating a social learning environment

Face to face interaction

Asking questions as they arise

Co-operative learning

Praise and encouragement

How would you teach this initial unit dialogue?

1

Nice to meet you

1   Ascolta e leggi.

Anna Oh! Sorry!

Will No problem! I'm fine.

Anna I'm Anna. What's your name?

Will I'm Will. I'm new here. I'm from Manchester.

Anna Cool!

Mark Hi. Will. My name's Mark. Anna is my

Will Wow! She's cool!

Anna Her name's Megan, she's in our class. She's our friend.

Mark Come on, Anna, time to go.

Anna OK, see you soon.

2   Ascolta e ripeti.

A reading sequence to develop competence ...



1. Create interest
2. Get the gist
3. Work on the detail
4. Exploit the theme



Create interest in the subject



1

Nice to meet you

But I already did this at Primary School

Why do I have to do it again

Use pre-prepared activities to introduce the theme

Nice to meet you




Cultural notes

Ice rinks

Dancing on Ice

Comrows

Exercise

 Picture summary exercise








“Self-awareness and cultural expression”

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


Nice to meet you


Cultural notes

- Ice rinks
- Dancing on Ice
- Cornrows

Exercise


 Picture summary

Ice rinks



Nel Regno U
piste di pattin
pattinaggio a
Nel Regno U
che tra i raga
ragazze.

Cornrows



Questo tipo di acconciatura è detto 'cornrows'. È popolare tra le persone di origine caraibica o africana ed è considerato un segno della loro appartenenza culturale. Questa acconciatura è spesso erroneamente associata alle gang giovanili, ma in realtà ha origini molto antiche.

Got the gist ?



1 / 1



Picture summary exercise

Osserva la foto e completa il testo trascinando le parole negli appositi spazi.

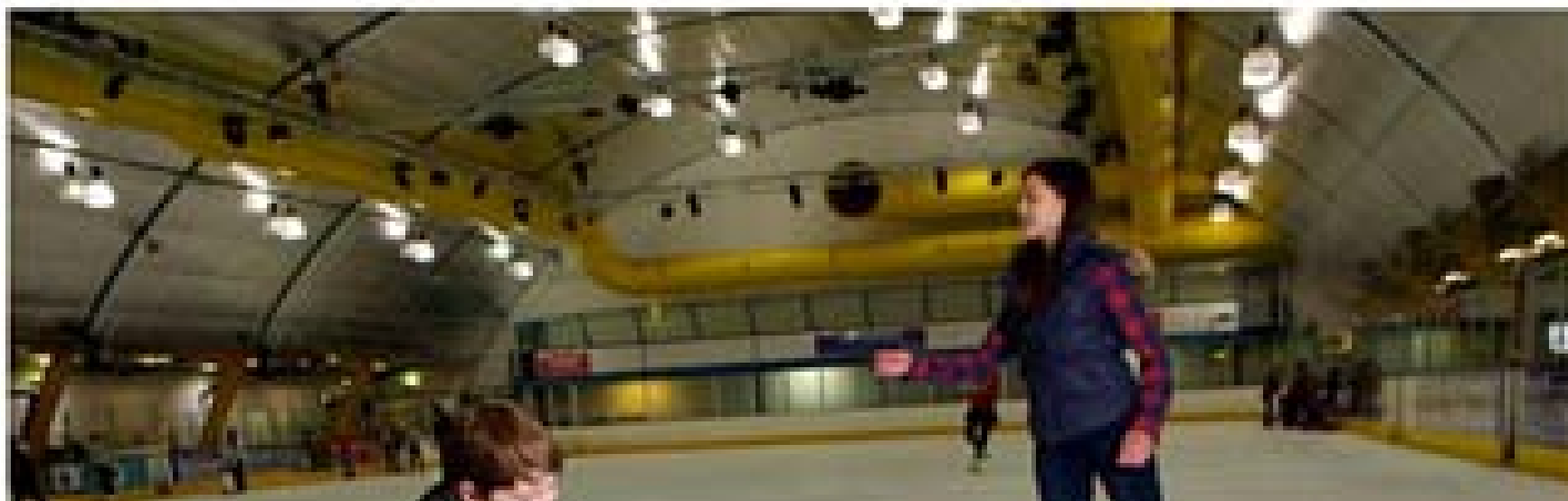
two

girls

four

This photo is in an ice rink.

There are people in the photo, boys and two .



Now look at the text...

EVERYDAY ENGLISH	
Sorry!	<i>Scusa!</i>
No problem!	<i>Nessun problema!</i>
I'm fine.	<i>Sto bene.</i>
Cool!	<i>Bello!</i>
Time to go.	<i>È ora di andare.</i>
See you soon.	<i>Ci vediamo presto.</i>



Key vocab pre-taught

Situation / location understood

Characters identified

Cultural background examined

Ready to read ...

1 Ascolta e leggi.

Anna Oh! Sorry!
Will No problem! I'm fine.
Anna I'm Anna. What's your name?
Will I'm Will. I'm new here. I'm from Manchester.
Anna Cool!
Mark Hi, Will. My name's Mark. Anna is my

Will Wow! She's cool!
Anna Her name's Megan, she's in our class. She's our friend.
Mark Come on, Anna, time to go.
Anna OK, see you soon.

2 Ascolta e ripeti.



Now look at the text...



EVERYDAY ENGLISH

Sorry!	Scusa!
No problem!	Nessun problema!
I'm fine.	Sto bene.
Cool!	Bello!
Time to go.	È ora di andare.
See you soon.	Ci vediamo presto.



1 Ascolta e leggi.

Anna Oh! Sorry!
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Anna I'm Anna. What's your name?
Will I'm Will. I'm new here. I'm from Manchester.
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Will Wow! She's cool!
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Mark Come on, Anna, time to go.
Anna OK, see you soon.

2 Ascolta e ripeti.



Ready to read ...



Work on the detail

Comprehension

Who is it ?



3 Leggi di nuovo il dialogo. Poi scrivi i nomi dei ragazzi.

- 1 'I'm new here.' _____ *Will*
- 2 'I'm from Manchester.' _____
- 3 'Anna is my sister.' _____
- 4 'I'm eleven.' _____
- 5 'We're in Class 1B too.' _____
- 6 'See you soon.' _____

4 Indica se le frasi sono Vere (V) o False (F).



- 1 Mark is from Manchester.
- 2 Will is 11 years old.
- 3 Will is at Newham High School.
- 4 Megan is in Class 1B.



Put as many words in these columns as possible


Places	Names	Adjectives
Manchester	Mark	New
Newham High School	Megan	

Unit 1 – Nice to meet you

- La tua famiglia
- Aggettivi per descrivere le persone

- Pronomi personali soggetto
- Present simple - to be, forma affermativa
- Aggettivi possessivi

Put it together


 **16** Completa il testo di Steve con la parola corretta.

Here is my family. Nancy is my mum and Pat is my dad – they are my ¹ My mum is 36 years old, so she's young but my dad is 48 – he's ² he is my ³ brother. My aunt Rita is 25, me and Jack are ⁵ but my mum is a bit boring, aunty Rita is and my mum are her ⁷, and of course my gran is

17 **OVER TO YOU** Inventa l'albero genealogico di una famiglia.

Grammar

Put it together

 **29** Completa le frasi con un pronome soggetto e la forma corretta di *to be*.

- 1 *He is* 12 years old. (*lui*)
- 2 from Italy. (*lei*)
- 3 cousins. (*loro*)
- 4 my cat. (*esso*)
- 5 in Class 3D. (*noi*)
- 6 French. (*voi*)

32 **E** Cerchia *a, b o c* e riporta la risposta corretta.

Hello, I'm Sadie and I ¹ *m* 13 years old. ² mum is Isabel and ³ is 35 years old. My dad is Dave and he ⁴ 33 years old. Michael is my uncle, and my dad is ⁵ brother. Michael ⁶ 39 years old, so my dad is ⁷ little ⁸ My family ⁹ small. My grandparents



Exploit the text...



*Now you have the students interested
in the theme, go further with it!*

Example tasks (with an objective!)

- 1. Make a poster profile of one of the children
- 2. Design a cartoon with the sequence of events
- 3. Role play what happens next.

“Initiative taking and entrepreneurial skills”

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



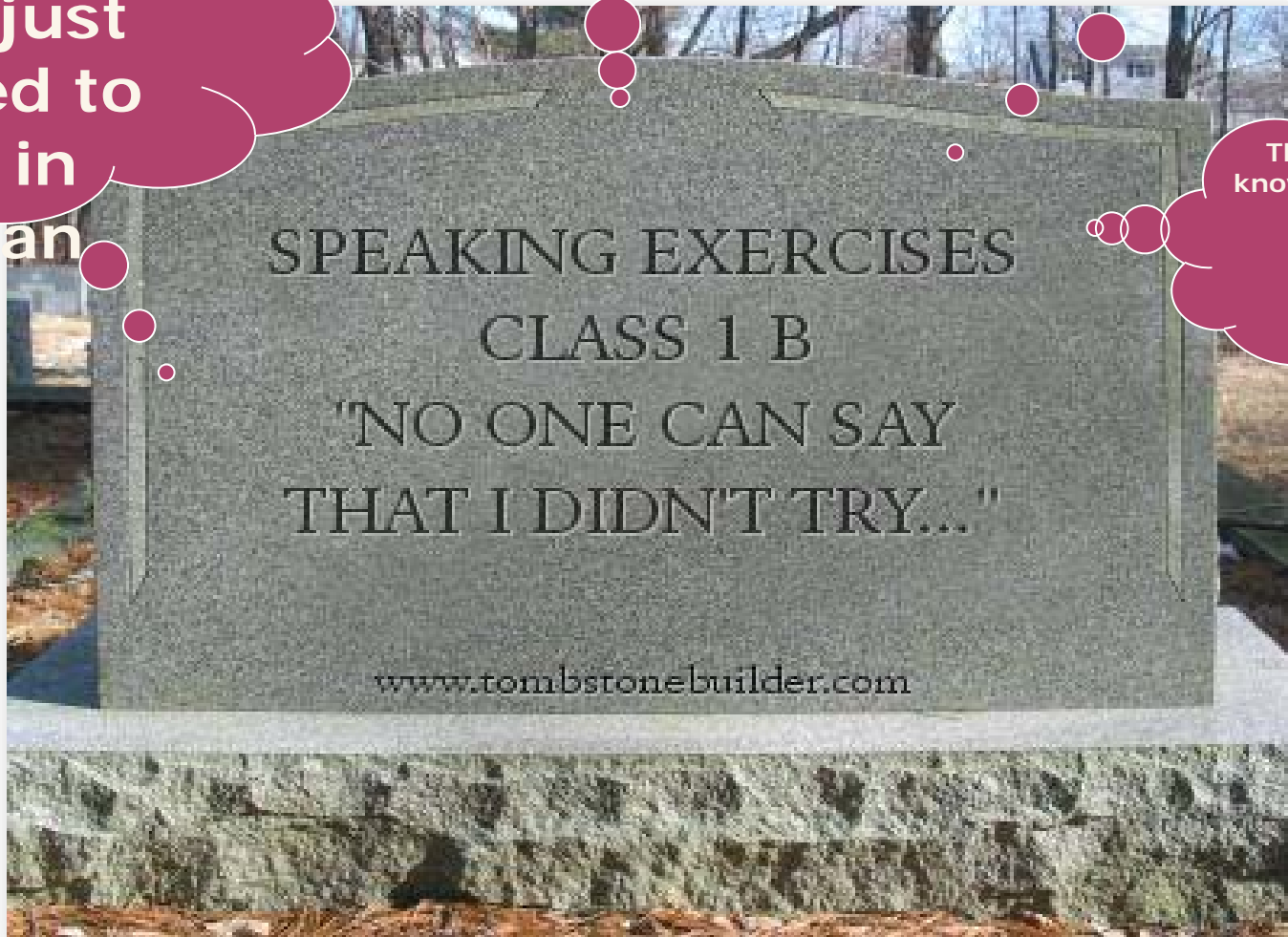


How could I have given them all a chance to speak?

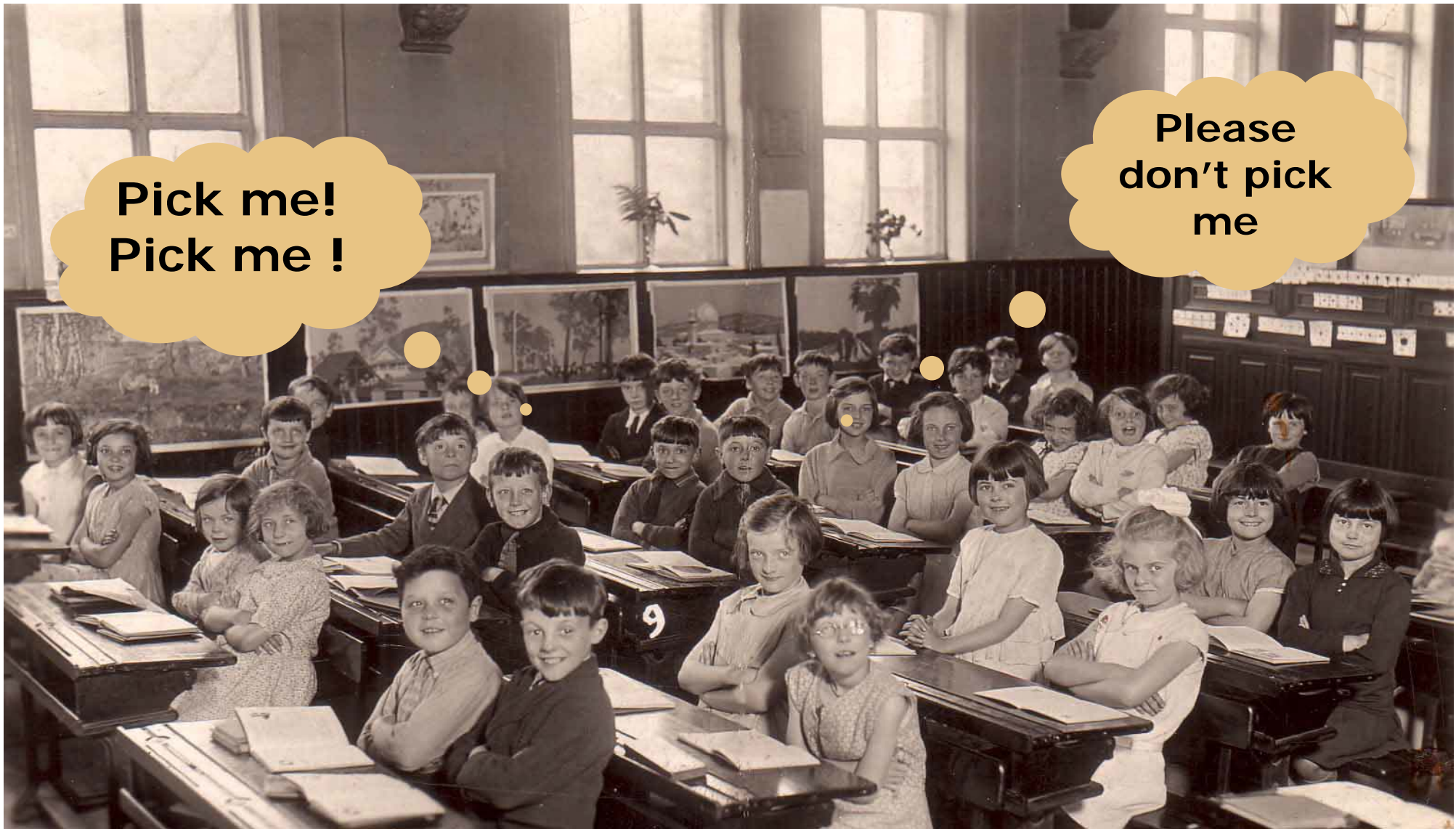
They kept making mistakes

They just wanted to talk in Italian

They just didn't know what to say...



So who shall I ask first ...?



Pick me!
Pick me !

Please
don't pick
me



Speaking exercises should...



- Be well scaffolded,
- Be supported by teacher
- Involve planning stages
- Be done in student pairs / groups

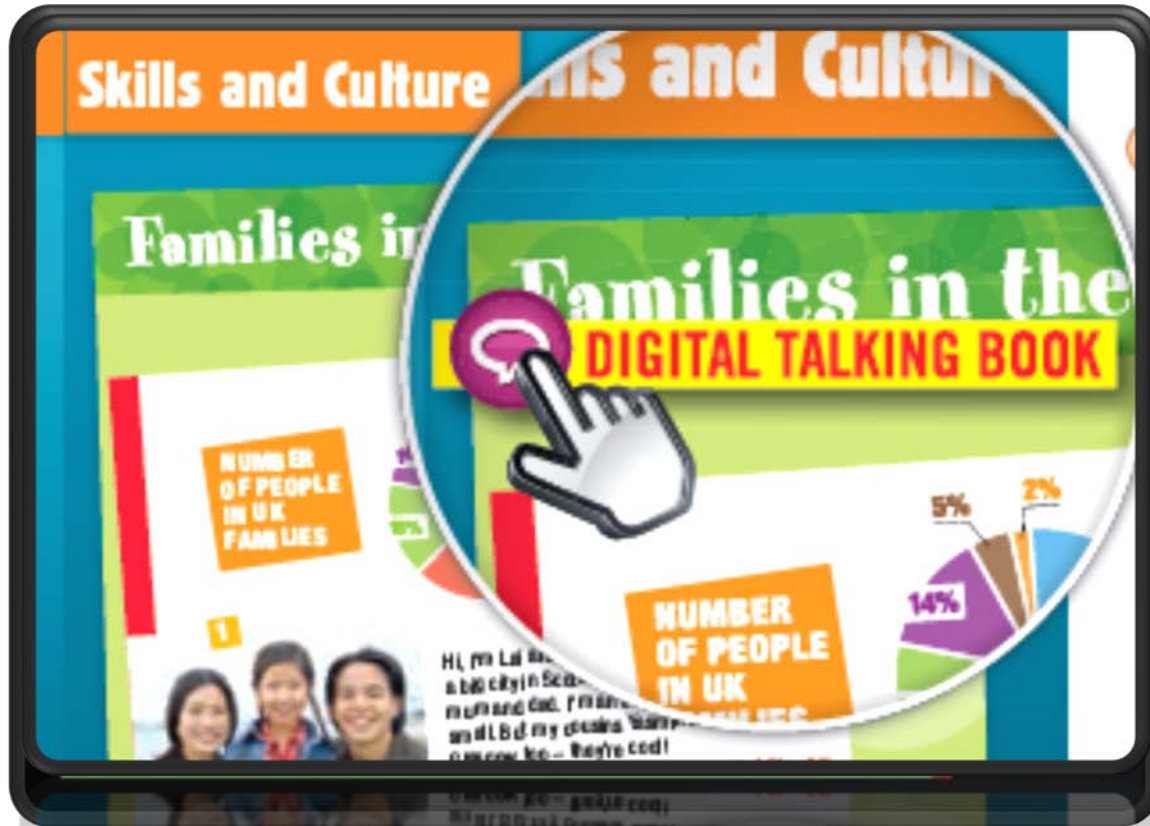
Objective, purpose, relevance and outcome

” Today we we are talking about families ”



I did this at Primary school

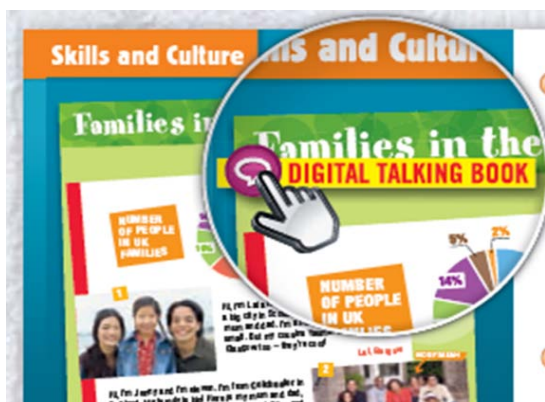
” Today we we are talking about families ”



This is new



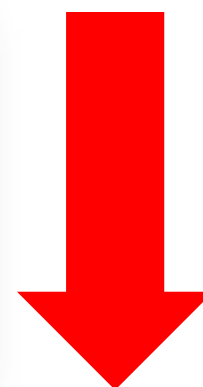
Speaking sequence ...



Reading

37 Leggi e ascolta il testo. Poi scrivi i nomi.

- 1 His brother is Darren. _____ Tom
- 2 Her brother is nine years old. _____
- 3 She's Scottish. _____
- 4 Her sister is five years old. _____
- 5 He is Welsh. _____



Speaking

41 Descrivi la tua famiglia a un compagno, che disegnerà l'albero genealogico.

- Saluta e presentati (nome, età, città).
- Descrivi le persone nella tua famiglia.
- Di' com'è la tua famiglia (grande / piccola ecc.).

Hi I'm Luca and I'm... My mum is... She's...



WHAT'S DIFFERENT?

42 Svolgi la seguente indagine.

- Chiedi a ogni compagno quante persone ci sono nella sua famiglia. Poi prepara una tabella.
- Confronta i dati con quelli delle famiglie nel Regno Unito. In che cosa sono diversi?

PRONUNCIATION

Introduzione

Exploiting a speaking sequence ...

In pairs, prepare an interview with a film star.
Ask questions about his/her family.

Draw your family tree – Put the names and relationships of the family members.

Who is the favourite person in your family?

Create a profile about them (what they like,
things to do ...)



"Learning to Learn"

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


Device Informed Personalised
Messaging Challenges
Independence Student-centred
Distance Testing **Digital** Collaboration
Submit
Communication A2
Self-assessment
Reporting Monitoring
Difficulty Connection
Level Overcome
Exit Cell
Participation Progress Tutored
Tablet

4




Top 10 skills employers wanted in 2013

 <p>1. CRITICAL THINKING Identifying the strengths and weaknesses of different solutions, conclusions or approaches by using logic and reasoning.</p> <p>Found in  9 of the 10 most in demand jobs.</p>	<p>2. COMPLEX PROBLEM SOLVING Being able to use the information at hand to find solutions to multi-layered problems that may arise in many jobs.</p> <p>Found in  9 of the 10 most in demand jobs.</p>
 <p>3. JUDGMENT AND DECISION MAKING The ability to decide what actions need to be taken after considering all costs and benefits.</p>	 <p>4. ACTIVE LISTENING Giving full attention to what someone is saying, taking the necessary time to understand the points being made, then following up with appropriate questions or feedback.</p>



1. CRITICAL THINKING
Identifying the strengths and weaknesses of different solutions, conclusions or approaches by using logic and reasoning.

Found in  9 of the 10 most in demand jobs.



2. COMPLEX PROBLEM SOLVING
Being able to use the information at hand to find solutions to multi-layered problems that may arise in many jobs.

Found in  9 of the 10 most in demand jobs.



3. JUDGMENT AND DECISION MAKING
The ability to decide what actions need to be taken after considering all costs and benefits.

Found in  9 of the 10 most in demand jobs.



4. ACTIVE LISTENING
Giving full attention to what someone is saying, taking the necessary time to understand the points being made, then following up with appropriate questions or feedback.

Found in  8 of the 10 most in demand jobs.

<p>Found in  8 of the 10 most in demand jobs.</p>	<p>Found in  8 of the 10 most in demand jobs.</p>
<p>5. COMPUTER AND ELECTRONICS Knowledge of electronic devices, computer hardware, software applications, and networks.</p> <p>Found in  5 of the 10 most in demand jobs.</p>	 <p>6. MATHEMATICS Knowledge of arithmetic, algebra, geometry, calculus, and statistics, and how to apply them in a specific job.</p> <p>Found in  5 of the 10 most in demand jobs.</p>
<p>7. ANALYSIS AND SYNTHESIS The ability to break down complex information into its component parts and to see how they relate to each other and to the whole.</p> <p>Found in  5 of the 10 most in demand jobs.</p>	 <p>8. MONITORING Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.</p> <p>Found in  5 of the 10 most in demand jobs.</p>
<p>9. DESIGN AND TESTING The ability to design, write, test, and maintain the source code for computer programs.</p> <p>Found in  5 of the 10 most in demand jobs.</p>	 <p>10. SALES AND MARKETING Being active in selling and promoting an organization's goods and/or services.</p> <p>Found in  5 of the 10 most in demand jobs.</p>

<http://www.forbes.com/sites/meghancasserly/2012/12/10/the-10-skills-that-will-get-you-a-job-in-2013/>

Required (language) skills

Critical Thinking

Complex Problem Solving

Judgement and decision making

Active listening

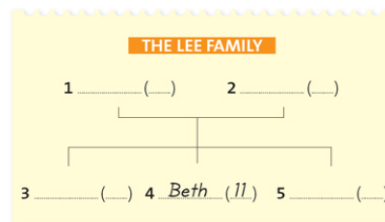
SOUND AND SCREEN CHALLENGE

- 6 Leggi il testo. Poi cerca e ascolta le tre canzoni proposte come inno per l'Inghilterra. Quale preferisci (✓)? Spiega perché.

God Save the Queen is the British national anthem. Scotland's national anthem is *Flower of Scotland*, Wales' national anthem is *Land of my Fathers*, but England has not got an 'official' national anthem. Some politicians are trying to introduce an official English national anthem.

- 1 *God Save the Queen*
- 2 *Jerusalem*
- 3 *Land of Hope and Glory*

Page 31 Exercise 40



- 1. ()
- 2. ()

Conferma

Soluzioni

Required (language) skills



Critical Thinking

Complex Problem Solving

Judgement and decision making

Active listening

ASSESS YOUR LEARNING

Leggi e metti un segno (✓) sotto la faccina corrispondente. 😊 = sì - 😐 = abbastanza - ☹️ = no, devo ripassare

NOW I CAN	😊	😐	☹️
1. describe my family.			
2. ask for and give personal information.			
3. understand a description of families.			
4. write a description of a family.			
5. introduce people.			



Required (language) skills

Critical Thinking

Complex Problem Solving

Judgement and decision making

Active listening

Page 31 Exercise 40

THE LEE FAMILY

1 _____ () 2 _____ ()

3 _____ () 4 *Beth* (ll) 5 _____ ()

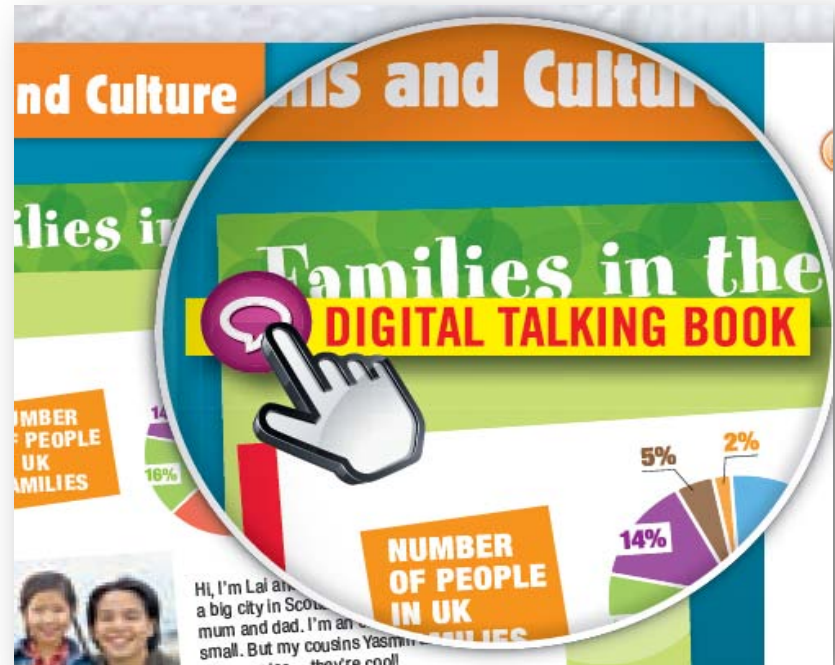
00:00:00

1. ()

2. ()

Conferma Soluzioni

© Pearson





Skill

Practice

1. Critical Thinking



ESERCIZI INTERATTIVI: la quasi totalità degli esercizi di Students' Book e Workbook eseguibili in modalità interattiva con **correzione automatica**.

2. Complex Problem Solving



INTERACTIVE PUT IT TOGETHER: espansione interattiva in ogni unità del Workbook.

3. Judgement and decision making



ASSESS YOUR LEARNING



VIDEO CON DOPPIO FINALE: per presentare i **modelli di funzioni** comunicative.

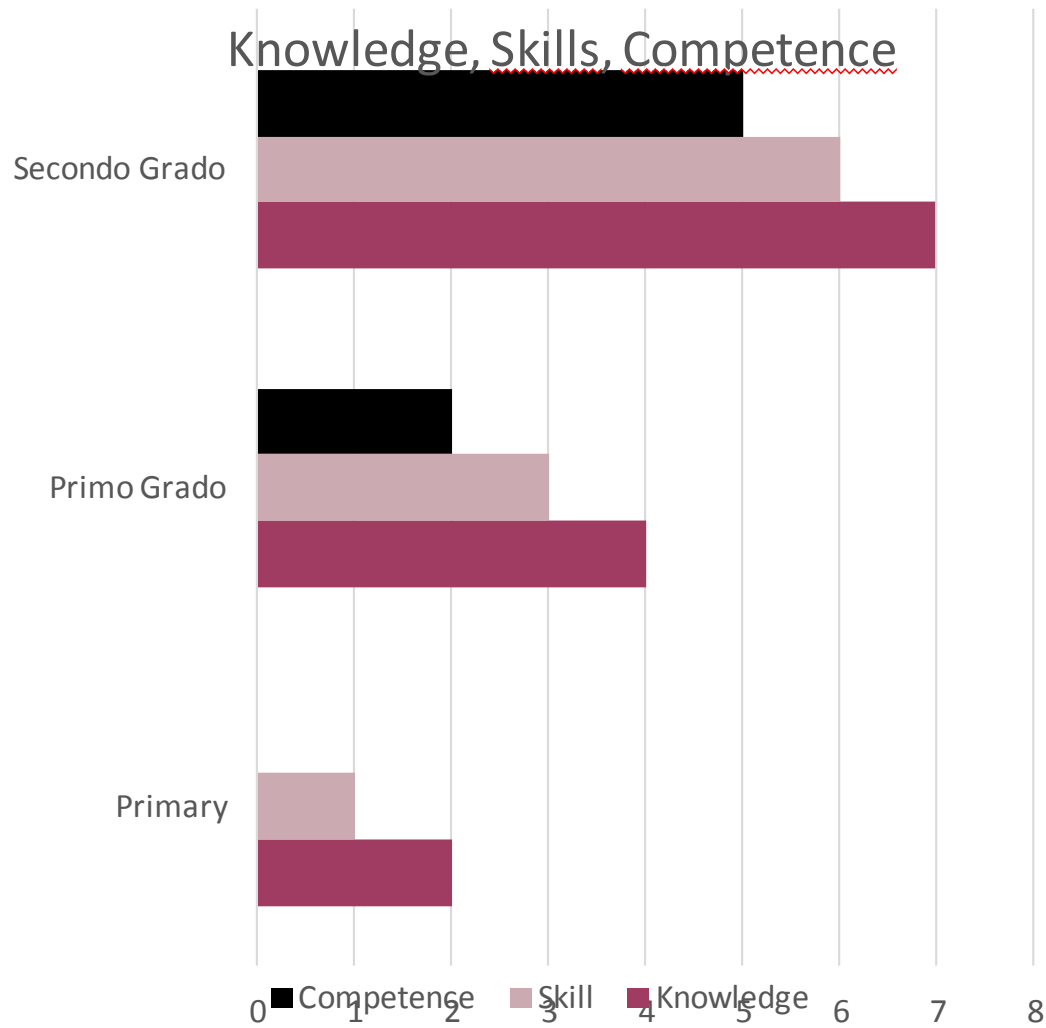
4. Active listening



DIGITAL TALKING BOOK: tutti i testi di lettura di Students' Book e Workbook **con audio sincronizzato** e testo che si illumina progressivamente, per seguire meglio l'ascolto.



Moving up ...



Student Life

Il mio orario scolastico

Lunedì

Inglese
Italiano
Italiano
Geografia
Diritto
Scienze delle Finanze

Givedì

Scienze delle Finanze
Ec. aziendale
Diritto
Ec. aziendale
Ec. aziendale
Matematica

Martedì

Matematica
Italiano
Storia
Ec. aziendale
Diritto
Ec. aziendale

Venerdì

Ec. aziendale
Religione
Matematica
Geografia

Mercoledì

Ed. fisica
Ed. fisica
Geografia
Storia
Francese
Francese

Sabato

Francese
Ec. aziendale
Ec. aziendale
Ec. aziendale
Scienze F.



LONGMAN
EDIZIONI

PEARSON
Longman

PEARSON



The trouble with homework is...

I never know whether students do their homework or not

When they mark it themselves, I'm never sure how well they did

When I mark it myself, it then takes ages to transfer their marks into the register

It often takes a while to determine areas of difficulty – for the whole class and individuals





+ MyEnglishLab = Student Centred Learning



Judgement and decision making

The screenshot displays the MyEnglishLab interface for a course titled "demo lower secondary". The main content area is divided into two sections: "Unità" and "Sommario".

Unità

Modifica corso: demo lower secondary

MyEnglishLab Level 3

GRAMMAR STEP 2	VOCAB	SKILLS
Completato: 5/28	Completato: 3/3	Completato: 3/3

Sommario

Summary

Grammar	67%
Listening	83%
Reading	86%

A pink thought bubble is overlaid on the right side of the interface, containing the text: "I need to spend more time on improving my grammar ..".

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ALWAYS LEARNING

PEARSON

Teachers monitor class progress

GRAMMAR STEP 2

Data Diagnostics

Change view Practice only

Practice First attempt

Student	Score	Grade	Attempts
Capuano Chiara	68%	B	11
Rasi Elena	80%	A	2
Torella Giulia Maria	---	---	0
Velati Michela	78%	A	27
Losciale Francesca	58%	B	18
Pavia Aurora	---	---	0
BERTOCCI Alessio	100%	A	3
guida luigi	---	---	0
Ceschel Alessandro	81%	A	16
Annunziata Fabiana	---	---	0
Tedeschi Leonardo	77%	A	7
placenti alessandro	33%	D	9

GRAMMAR STEP 2

Data Diagnostics

Change view Practice only

Practice Last attempt

Student	Score	Grade	Attempts
Capuano Chiara	82%	A	11
Rasi Elena	100%	A	2
Torella Giulia Maria	---	---	0
Velati Michela	89%	A	27
Losciale Francesca	77%	A	18
Pavia Aurora	---	---	0
BERTOCCI Alessio	100%	A	3
guida luigi	---	---	0
Ceschel Alessandro	95%	A	16
Annunziata Fabiana	---	---	0
Tedeschi Leonardo	100%	A	7
placenti alessandro	53%	C	9



Common error report

Assignment: GRAMMAR STEP 2, Practice, Exercise
Present simple
to be
(negativo/interrogativo)

Course: Prima A

Assigned by: Bartoli, Agnese

Exercise no.	Correct answer	Error
Exercise 1: Present simple to be (negativo/interrogativo)	I'm not	I'm n
Exercise 1: Present simple to be (negativo/interrogativo)	I'm not	I'm n
Exercise 1: Present simple to be (negativo/interrogativo)	You're not You aren't	You a

Send this assignment to Prima A

1 Select Students

[Select all students](#)

- | | | |
|--|--|--------------------------|
| <input type="checkbox"/> Capuano Chiara | <input type="checkbox"/> Ceschel Alessandro | <input type="checkbox"/> |
| <input type="checkbox"/> Rasi Elena | <input type="checkbox"/> Annunziata Fabiana | <input type="checkbox"/> |
| <input type="checkbox"/> Torella Giulia Maria | <input type="checkbox"/> Tedeschi Leonardo | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Velati Michela | <input type="checkbox"/> placenti alessandro | <input type="checkbox"/> |
| <input type="checkbox"/> Losciale Francesca | <input type="checkbox"/> gualdani federico | <input type="checkbox"/> |
| <input type="checkbox"/> Pavia Aurora | <input type="checkbox"/> cardarella gabriele | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> BERTOCCI Alessio | <input type="checkbox"/> caccialupi lorenzo | <input type="checkbox"/> |

2 Set the due date

- One week from now** (26 Dec 2013, 11:55)
 Next Monday (23 Dec 2013, 11:55)
- Two weeks from now** (2 Jan 2014, 11:55)
 Custom Due date

[Enable timer](#)

Foody e altri, *Today!*



LE QUATTRO C E IN PIÙ...

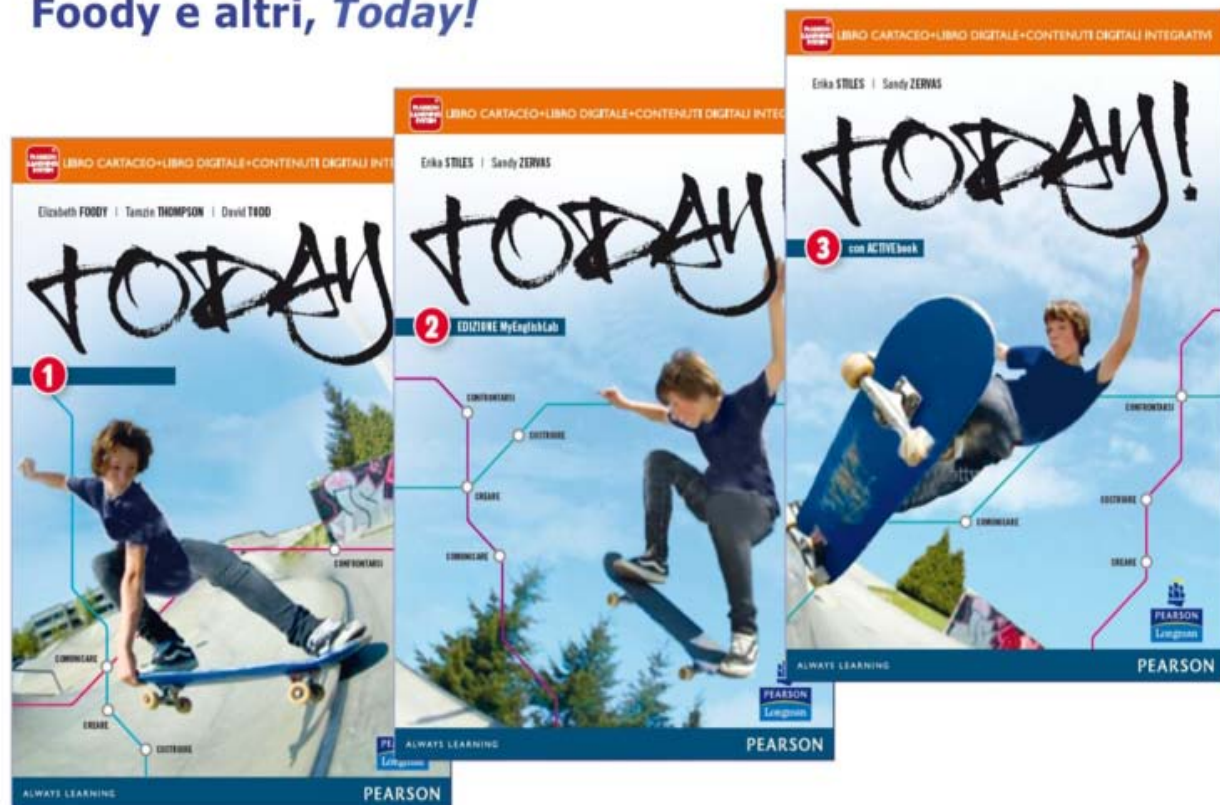


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Non si è mai

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l'attenzione**