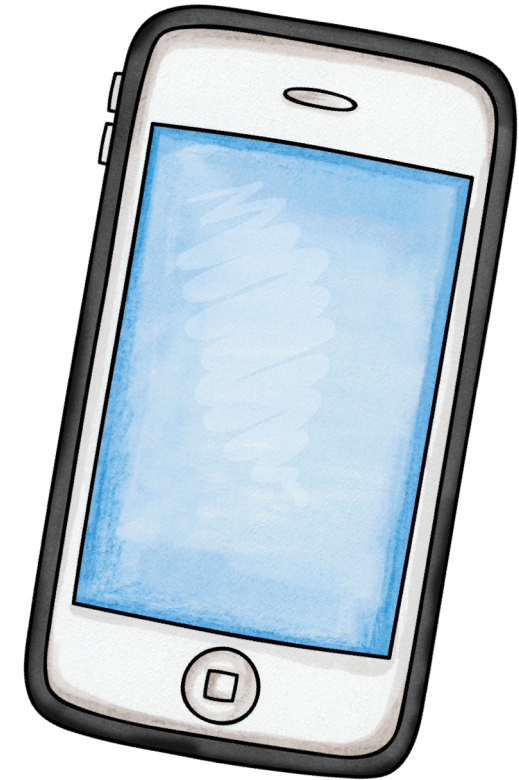


Help! Where's my phone?

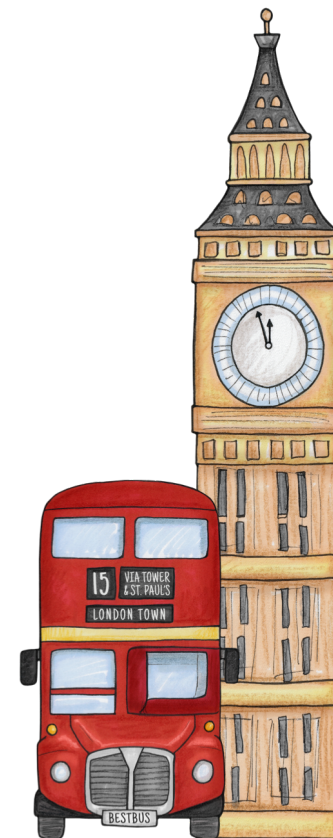
English File 3rd edition
UNIT 2



INTRODUZIONE

Attivazione delle
preconoscenze sul lessico
concernente alcuni oggetti
di uso comune legati al
tema del viaggio.

***You go on a school trip to London.
What do you put in your suitcase?***



File 2A

Brainstorming

Vocabulary -> p.151 – introduzione/ripresa

Grammar -> pp.126-127

Listening + speaking -> p.13



- **Situazione problema:**

You are in London on a school trip and some objects get stolen from your hotel room. What do you do?

- **Condivisione di senso:**

Have you ever experienced a similar situation?



Brainstorming
Let's +...
Imperatives + ...

- **Contesto di formazione generale focus:**


Vivere assieme ed educazione alla cittadinanza.


La classe discute e assieme decide quali sono i primi tre comportamenti da assumere in una situazione simile.


File 2C


Grammar: Let's + imperatives
pp.126-127


Intervention Protocol


Don't panic! 


Talk to the teacher. 

Call the police. 

Talk to the hotel manager. 

Ask the other students if they know something. 

Don't touch anything! 

Make a list of the missing objects. 

Work in pairs

This is your suitcase. Describe the objects and memorize them.



Some objects got stolen...which?

File 2B

Vocabulary -> Adjectives p.152

Colours p.14

Grammar-> pp. 126-127



Valutazione per l'apprendimento tra pari della produzione orale.

You found a bag in front of the school and you think it's your classmate's backpack. Call him/her and list the objects in the bag.



You lost your backpack and your schoolmate may have found it. Is it your bag?

Tick the objects you recognize.



FEEDBACK

Can he / she name the objects?



Can he / she use adjectives?



Can you understand him / her?



Cosa consigli al tuo compagno?

Discussione in classe su problemi riscontrati e consigli dati.

Segue un'eventuale rimediazione.

You saw a strange person in the hall...and you want to tell the police officer.

How can you describe the strange person?

Brainstorming

Vocabulary -> p.152



Gli allievi imparano a descrivere l'aspetto fisico di una persona.

Produzione orale

1- Prepare a short description of the strange person you saw.

2- Find the classmates who saw the same person.

3- In groups, prepare a detailed description of the person for the police.



Valutazione per l'apprendimento della produzione orale da parte del docente.
Segue un'eventuale rimediazione.

	4	3	2	1
<p>Pronunciation and fluency Comprehensibility and effective communication of meaning</p> <p>E.g. Shows command of long and short vowels (fish/tree etc).</p>	<p>Keeps going with no support</p> <p>Intelligible</p>	<p>Keeps going with some support</p> <p>Generally intelligible</p>	<p>Needs interlocutor for support</p> <p>Intelligible enough to be understood</p>	<p>Depends entirely on interlocutor</p> <p>Generally unintelligible</p>
<p>Range Adequate and appropriate range</p> <p>E.g. Has basic repertoire of words and phrases related to description of people and objects</p>	<p>Adequate range of phrases for a complex description</p>	<p>Adequate range of phrases for simple description</p>	<p>Limited range of phrases for simple description</p>	<p>Poor range of phrases for simple description</p>
<p>Accuracy Frequency and significance of errors</p> <p>E.g. Can use basic structures in one clause sentences. NB Position of adjectives</p>	<p>Largely accurate use of structures</p>	<p>Largely accurate use of a more limited range of structures</p>	<p>Generally accurate use of at least one simple pattern</p>	<p>Frequent inaccurate use of almost all patterns</p>
<p>Communicative effectiveness Relevance, Coherence Organisation of ideas</p> <p>E.g. For people, can describe general appearance and details including facial features, mood, size, colour, age etc</p>	<p>Description developed logically and coherently</p> <p>Describes person in detail</p>	<p>Description mainly logical and coherent</p> <p>Describes general appearance and most details</p>	<p>Description logical and coherent in places</p> <p>Describes general appearance and some details</p>	<p>Description illogical and incoherent</p> <p>Unable to describe even general appearance</p>

Test Unit 2

LISTENING

1. Listen to the phone conversation. Circle Elizabeth's bag.



2. Listen to the conversation again. Tick (v) the five objects in Elizabeth's bag.



___/6

3. Listen to Tim, Akiko and Paul saying what they have on their table or desk. Match the things with the people's names.



Paul _____













___/6

READING

Valutazione dell'apprendimento

-> vedi indicazioni per la redazione di prove scritte L2 su ScuolaLab.