

UdA Lingua inglese 03

Premessa

Il tema del cibo riscontra un buon interesse da parte dei ragazzi e permette sia di svolgere attività individuali e di gruppo stimolanti sia di avvicinare i ragazzi alla cultura del Paese straniero.

Abbiamo scelto di utilizzare la lingua inglese anche nella progettazione delle singole lezioni. Riteniamo che questo offra il vantaggio di farci entrare già nel *language context* che vogliamo creare in aula.

Le dicitura TT e ST indicano rispettivamente i tempi dell'insegnante e degli studenti nelle varie fasi della lezione.

A ogni lezione è stato assegnato un titolo che rimanda immediatamente ai contenuti grammaticali o lessicali della stessa. Nella prima lezione, dopo aver presentato il tema e gli obiettivi dell' UdA, l'insegnante spiega agli alunni i criteri di valutazione che saranno adottati. La valutazione finale sarà il risultato di due componenti:

- una verifica strutturata individuale, con un punteggio fino a 30 punti, e
- un compito autentico di gruppo, con una rubrica valutativa declinata in quattro dimensioni e con un punteggio complessivo di 70 punti.

La prima e la seconda lezione sono dedicate rispettivamente al lessico e alla grammatica e si svolgono in un contesto prevalentemente frontale, per fornire agli alunni le conoscenze necessarie per affrontare sia la prova strutturata sia il compito autentico. Alla fine della seconda lezione è prevista una prova strutturata a stimolo chiuso e risposta chiusa per verificare l'acquisizione delle conoscenze (gli esiti della prova saranno poi debitamente restituiti agli studenti).

La terza lezione è stata dedicata alle funzioni linguistiche utilizzando la strategia del cooperative learning per la realizzazione di un menu.

L'ultima lezione è interamente dedicata allo svolgimento del compito autentico da parte degli allievi.

In tutte queste lezioni vengono utilizzate tecniche di roleplay, brainstorming e gaming guess per coinvolgere attivamente i ragazzi.

Le tecnologie a cui abbiamo fatto ricorso sono: **Microsoft Office Power Point e Prezi**, che sono strumenti che permettono di visualizzare i contenuti in modo rapido ed essenziale; **Youtube** (<http://www.youtube.com>) per la ricerca di video da inserire nelle lezioni in modo da renderle più reali; la **videoripresa** gestita direttamente dai ragazzi.

Teachers:	Bombana, Marino, Roberti del Corso di “Didattica generale” tenuto dal prof. Giuseppe Tacconi, nell’ambito del PAS dell’Università di Verona, a.a. 2015-16 (adattamento per l’IeFP di Gustavo Mejia Gomez)
Shool Year:	2015-2016
Class:	Classe seconda di un corso indirizzo ristorazione
Subject:	English
Learning Unit:	<i>Food in Britain</i>
Number of lessons:	4 lessons (50 minutes each)
Periodo:	second term

a. Short description of the class and the context

The class consists of twenty five students (twelve females and thirteen males). The students are motivated, collaborative, open to the teacher’s proposals. They work well both individually and in groups developing a good creativity. The students appreciate the use of technological devices whenever they are asked to work on a project.

b. Authentic task

Simulate a conversation in the context of a restaurant working in groups of five students.

c. Purposes

- Enhance and practice speaking skills;
- Engage students in a realistic context of everyday life;
- Encourage teamwork and cooperation between individuals.

d. Objectives

Final Competency: <ul style="list-style-type: none"> • Interact with one or more interlocutors in the simulated context of a restaurant. 		
Skills	Knowledges	Attitudes
At the end of this learning unit, students will be able: <ul style="list-style-type: none"> • To express their food preferences • To be familiar with an English menu 	At the end of this learning unit, students will know: <ul style="list-style-type: none"> • The grammar structures: I like, I don’t like, I’d like and Would you like ? • Countable/uncountable nouns 	At the end of this learning unit, students will be able to develop these attitudes: <ul style="list-style-type: none"> • Communication and interaction skills

<ul style="list-style-type: none">• To order a meal• To ask for the bill• To use linguistic functions in the given context	<ul style="list-style-type: none">• Quantifiers• Food Vocabulary	<ul style="list-style-type: none">• Creativity and effective group skills• Approach to the English speaking countries
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e. Steps

LESSON PLAN 1 - “ Do you like cheese ?” (50 min)

TIME	Procedure
TT 10min	<ul style="list-style-type: none"> • Presentation in prezi of the objectives of this learning unit and of the evaluation criteria.
ST 5 min	<ul style="list-style-type: none"> • Food vocabulary brainstorming.
ST 10 min	<ul style="list-style-type: none"> • Writing activity: each student fills a worksheet with food nouns and shares them with the class.
ST 5 min	<ul style="list-style-type: none"> • Delivery of new nouns of food items which are copied by the students in their workbooks.
ST/TT 5 min	<ul style="list-style-type: none"> • Questioning about food likes and dislikes (verbs, grades of appreciation).
ST 10 min	<ul style="list-style-type: none"> • Pairwork.
TT/ST 5 min	<ul style="list-style-type: none"> • Activity check out and students feedback.

LESSON PLAN 2 - “ What would you like to eat ?” (50 min)

TIME	Procedure
ST 5 min	<ul style="list-style-type: none"> • Warm up activity : Food vocabulary guessing game
TT/ST 5 min	<ul style="list-style-type: none"> • Countable and uncountable nouns : brief power point presentation. Teacher elicits answers from students asking questions (is it countable or uncountable).
TT/ST 10 min	<ul style="list-style-type: none"> • Some/any : Teacher writes affirmative, negative, interrogative and courtesy sentences on board using some/any. Students deduce grammar rule .
ST 5 min	<ul style="list-style-type: none"> • Grammar revision exercises (from course book).
TT/ST 5 min	<ul style="list-style-type: none"> • Video about the use of “Would you like”.
ST 10 min	<ul style="list-style-type: none"> • Students’ pairwork on the use of “Do you like?” / “Would you like?.
ST 10 min	<ul style="list-style-type: none"> • Vocabulary and Grammar Test.

LESSON PLAN 3 - “My menu” (50 min)

TIME	Procedure
TT 5 min	<ul style="list-style-type: none"> ● Functions: video “How to order in a Restaurant in English”. ● Structure of a typical English menu and delivery of relevant framework to groups of students. ● Teamwork: students work in groups of 5 to create a menu. ● Dialogue practising focused on the authentic task: each group uses its menu to simulate a conversation in a restaurant (ordering food and paying the bill). ● Activity check out and feedback.
TT 5 min	
ST 15 min	
ST 20 min	
TT 5 min	

LESSON PLAN 4 - “The British at table” (50 min)

TIME	Procedure
ST 35 min	<p>Authentic task: setting preparation and performance to the class. Students film each group.</p> <p>Final evaluation : Teacher’s feedback to the class on the outcome of each team and assigns a global mark based on the evaluation chart.</p>
TT 15 min	

f. Resources

- o Course book “ Game on”
- o Video : “ Do you like' and 'would you like' : https://youtu.be/8wRTspBWa_U
- o Video: “How to order in a Restaurant in English”: <https://youtu.be/9CcYEoAyArE>

g. Evaluation criteria and tools

STRUCTURED TEST ASSESSMENT RUBRIC

	Descriptors	Mark
<i>Grammar</i>	No grammatical errors. Proper use of syntax	9-10
	Minor errors occur occasionally	7-8
	Frequent errors	6
	Many errors. Errors in basic structures	5
	Most structures incorrect	4
<i>Vocabulary</i>	Very good use of vocabulary and wide range	9-10
	Good, appropriate vocabulary	7-8
	Vocabulary appropriate	6
	Inadequate vocabulary or incorrect use of lexical items	5
	Incorrect and poor vocabulary	4

AUTHENTIC TASK ASSESSMENT RUBRIC

Dimensions	Descriptors	Mark
Fluency	The student speaks in a very correct and fluent way.	9-10
	The student generally speaks in a quite proper way. Occasional hesitation. Speaker can self correct.	7-8
	The student speaks with some difficulties, however in a comprehensible way.	6
	The student speaks with frequent hesitations, searches for word.	5
	The student can not utter word	4
Pronunciation	Phonetically correct. Almost error-free	9-10
	Comprehensible, generally correct. Occasional errors	7-8
	Frequent errors that confuse listener and require guessing at meaning	6
	Many errors that interfere with comprehensibility	5
	Most utterances contain errors and are incomprehensible. Little communication	4
Vocabulary knowledge	Very good use of vocabulary and wide range	9/10
	Good, appropriate vocabulary	7/8
	Vocabulary appropriate	6
	Inadequate vocabulary or incorrect use of lexical items	5
	Incorrect and poor vocabulary	4
Use of linguistic functions	Appropriate and correct use of linguistic functions	9/10
	Error occasionally occur. Comprehension of the message is not compromised	7/8
	Frequent errors in the use of linguistic functions	6
	Many errors that sometimes compromise the comprehension of the message	5
	Use of linguistic functions mainly incorrect. Comprehension seriously compromised	4

At the end of the Unit the total assessment will be the result of the following factors

<i>Structured test</i>	Grammar	15%
	Vocabulary	15%
Total		30%
<i>Authentic task</i>	Fluency	20%
	Pronunciation	15%
	Vocabulary Knowledge	15%
	Use of linguistic functions	20%
Total		70%