

LABORATORIO DISCIPLINARE INGLESE

A conclusione della relazione dell'attività svolta nell'ambito dai docenti durante gli incontri laboratoriali sono qui di seguito allegati alcuni progetti di moduli didattici partendo dalle ricerche sull'European Framework, attraverso l'esperienza del cooperative learning fino ad un prodotto multimediale. I docenti che hanno lavorato a questi moduli o unità sono stati fra i più assidui, durante le attività laboratoriali hanno sempre potuto usufruire dei computer anche con i collegamenti in internet per le loro ricerche.

COMMENTS ON THE COUNCIL OF EUROPE PORTFOLIO AND THE COMMON EUROPEAN FRAMEWORK

The European Language Portfolio:

- The Portfolio can possibly be seen as a source of motivation for student progress, and a form of participation in the learning process.
- Students, however, have difficulty assessing their own level, particularly in the lower levels of secondary school. They are not sufficiently autonomous and self-aware to assess themselves objectively.
- The time taken to explain, carry out and check the use of the Portfolio throughout the school year is

excessive in view of the few teaching hours at the teacher's disposal.

- The aim of the Portfolio for school-age learners, regarding the demonstration of student levels, is largely obviated by the use of entry tests in schools.
- The lists of competences and language functions prescribed for the various levels may not necessarily coincide with the school programmes. It may not correspond to the requirements and objectives of scholastic programmes.
- The use of the Portfolio requires teachers to change technique and programme content, but this does not necessarily conform to Ministry requirements.
- The Portfolio creates the promotion of examinations requiring payment of fees, in order to certify levels. There seems to be little use in promoting examinations at A1/A2/B1 levels for school children.

Common European Framework (Reading Skills):

- The level indicators do not apply to school-age children, only to young adult/adult learners.
- Text types quoted are in many cases, particularly at low levels, not applicable to school-age learners.
- The difference of levels between A1-A2-B1 is minimal and not very well-defined, whereas the difference between B1 and B2 is excessive.
- The competences required to reach level C1 and C2 are not necessarily linguistic competences but imply other skills such as inference, text analysis, critical reading, etc.

- The text types listed are not exhaustive and in some cases (particularly at higher levels) seem to define skills at random.

Group coordinator: Mary Johnson

Il seguente progetto illustra il lavoro di ricerca di un anno, effettuato da un gruppo di insegnanti, che ha portato all'elaborazione di vari moduli sulla mela "You are the apple of my eye", secondo i diversi livelli di competenza. Questi sono composti da testi concernenti la mela in vari campi quali la letteratura, fisica, dietetica, in particolare W. Tell, Animal Farm, Snowwhite, The Divine, Beauty Contest, ricette, canzoni, film (Pocketful of Miracles). Tutti i testi sono correlati da attività ed esercizi. Il materiale è, perciò, molto, qui presento il progetto di lavoro su cui si è basata la ricerca per la preparazione di vari modulo didattici.

COOPERATIVE LEARNING ACTIVITY: WORKSHEET

<p>Methodology: Communicative approach and cooperative learning to let students express and share their ideas, opinions and knowledge.</p>	<p>Target class: 3rd year of Middle School; 1st and 2nd year of High School</p>
<p>Materials required: Photocopies downloaded from Internet about: apple varieties; apples related to health and nutrition; recipes; vocabulary related to apple preparation; legends, fairy tales, and songs connected to apples (Snow White, the legend of William Tell and of Johnny Appleseed)</p>	<p>Estimated time required: 5 hours for 3rd year of Middle School 5 hours for 1st year of High School 9 hours for 2nd year of High School</p>
<p>Activities: Listening, reading, speaking and writing. Group work</p>	

Objectives:

Revision of basic grammar structures (present simple and past simple, affirmative, negative and interrogative forms; plurals; comparatives and superlatives; demonstrative articles; *some* and *any*; personal pronouns; modal verbs *can*, *could* and *should*; conditionals; WH-questions). Linguistic functions: describing, narrating, identifying.

Warm up procedure:

Split the class in groups of four students and ask each group the following question:

What does the word “apple” remind you of in literature, music, cooking, health and religion?

See the activity pages

Teachers: Anna Pulella, Lilia Valentini, luigi Angrisani, Giuseppina Auricchio, Corradina Gennaro, Maria Gabriella Leo.

Interessante è, anche, l'attività didattica basata sul racconto *Christmas Carol* di Ch. Dickens in una versione a fumetti per studenti. Il progetto viene ampiamente illustrato nella presentazione ed è corredato oltre che dagli esercizi anche dal testo tratto dalla rivista *Crown*. E' stata proposta da un gruppo di insegnanti coordinati dalle professoresse Manuela Atz e Isabella Roca. L'attività è stata sperimentata dalle due insegnanti, mentre gli approfondimenti sono stati suggeriti e ampliati dal gruppo di lavoro.

LABORATORI DISCIPLINARI DI INGLESE 2001/2002

RELAZIONE SUL LAVORO SVOLTO DURANTE GLI INCONTRI

<p>Title: A Christmas Carol</p>	<p>Target class: terza media / biennio delle superiori</p>
<p>Materials required: testo tratto dalla rivista <i>Crown</i>, Mary Glasgow Magazines, Scholastic, n.2 November/December 2001, p. 6-7 (allegati 1e2) classe 3 versione semplificata (Penguin) per il biennio</p>	<p>Estimated time: 3 lezioni (la scelta delle attività ideate dipende dalla classe interessata)</p>
<p>Topic/language structure on which activity is based: racconti natalizi/ aggettivi, tempi verbali, vocabolario</p>	
<p>Objectives: ascolto, lettura e comprensione, pronuncia, drammatizzazione, narrazione e rielaborazione scritta</p> <ul style="list-style-type: none"> ○ Attività di presentazione del testo attraverso le immagini dei personaggi: chiedere ai ragazzi quali aggettivi oltre a quelli forniti in didascalia utilizzerebbero per descrivere i tre personaggi Ebenezer Scrooge, Bob Crachit, Tiny Tim. (mean, ugly, nice, shy, poor, handsome, bald, ill, glad,...) e predisporre insieme una griglia; 	

- Ascolto del testo (cassetta *Crown School year 2001/2002*) e/o lettura del fumetto ad alta voce, prima dall'insegnante;
- *Role play* con divisione dei ruoli e lettura drammatizzata del testo;
- Attività di *matching* a partire dall'esercizio proposto *Christmas wishes*: abbinamento della frase all'immagine del personaggio che la pronuncia;
- Attività grammaticale attraverso l'individuazione dei tempi presente, passato e futuro per mezzo di un esercizio (allegato 3) e di *matching* relativo ai tre fantasmi *Christmas Past, Christmas Present, Christmas Future*;

- Attività di analisi testuale a partire da alcuni capitoli tra i più significativi del libro: *Scrooge* (allegato 4), *Christmas Eve* (allegato 5), *The second of the three spirits* (allegato 6), *The end of it* (allegato 7)
- Attività ludica che prevede la risposta ad un quiz con esercizi di *multiple choice* sul testo (vedere i siti:

www.perryweb.com/Dickens/puzzle_carol.shtm e www.penguinreaders.com);

9) Attività di approfondimento sul testo con una serie di domande aperte *Study Questions* (vedere i siti: www.sparknotes.com/lit/christmascarol e www.teachervision.com).

End product/follow-up task:

Si è ricercato materiale eterogeneo con esercizi e attività che offrano una vasta gamma di opportunità di scelta e una diretta applicazione dei contenuti in griglie descrittive, drammatizzazioni, schede di commento, giochi, quiz anche con supporto multimediale.

Bolzano, 03/06/2002

Atz Emanuela, Boretti Chiara, Cocciardi Laura, Meli Alberto, Roca Isabella, Troccoli Tiziana (gruppo di lavoro composto da 5 insegnanti di scuola media e 1 insegnante di scuola superiore).

A Christmas Carol

by Charles Dickens

1



Ebenezer Scrooge

A mean* old man who doesn't like Christmas!



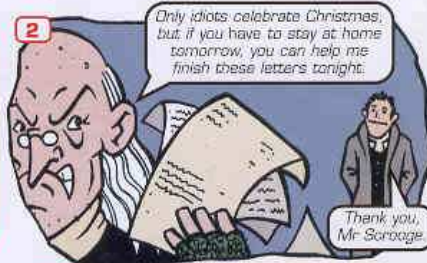
Bob Cratchit

A poor man who works for Scrooge.



Tiny Tim

Bob Cratchit's son. He is very ill.



Fiction 2

7 The ghost showed Scrooge things from his past. There was a party. A beautiful girl was dancing. She was Scrooge's fiancée*, but she married someone else because Scrooge was mean to her. Scrooge was very sad.



8 Next, the ghost of Christmas present visited. He showed Scrooge Bob Cratchit's house. The family were having Christmas dinner. They didn't have very much food because they were poor, but they were very happy. Scrooge looked at Tiny Tim. He was very ill. Scrooge was worried about him.



9 The last ghost was the ghost of Christmas future. They returned to the Cratchits' house, but this time Tiny Tim wasn't there. The ghost showed Scrooge a graveyard*. Scrooge looked at the grave of Tiny Tim. Bob Cratchit and his children were crying. Scrooge looked at another grave. No one visited this grave, because it was the grave of a very unpopular man. The name on the grave was Ebenezer Scrooge.



10 The first ghost disappeared* and Scrooge was all his last night.



What day is it?
It's Christmas Day, of course!
Great - it's not too late! I must go to visit Bob Cratchit.

Hello, Bob Cratchit. I have a Christmas present for you and next year I'm going to pay you more money.
Come in and have Christmas dinner with us. There's going to be lots of food for everyone.

11



12 Tiny Tim didn't die because Scrooge was very kind to him and the Cratchits always had money for food and medicine. Scrooge was never mean again.



Wordpower!

English	French	Italian	German	Spanish	Dutch
size	mètre	misura	Größe	medida	maat
think	penser	pensare	denken	pensar	denken
hand	main	mano	Hand	mano	hand
graveyard	cimetière	cimitero	Friedhof	cementero	begraafplaats
to disappear	disparaître	scompare	verschwinden	desaparecer	verdwijnen
with	avec	con	mit	con	met

The answers are on page 15 ▶ Listen to the story

Christmas wishes*

Everyone wants something different for Christmas. Match the wishes with the correct people.

- I want Scrooge to stop being mean and enjoy Christmas.
- I'd like to spend Christmas Day at home with my wife and family.
- I want more food and medicine to make me better.
- I'd like Scrooge to pay my husband more money.
- I don't want the ghosts to be right. I want Tiny Tim to live.



A Christmas Carol

a story by Charles Dickens (1812–1870)

Read the story.

Ebenezer Scrooge is a money lender. He is very rich but he is also very mean. He has no friends. He pays his employee, Bob Cratchit, a very low wage. He doesn't believe in celebrating Christmas. His nephew, Fred, invites him for Christmas dinner but he refuses.

One Christmas Eve, Scrooge is visited by three ghosts. The ghosts show him his life in the past, the present and the future.

These are the three ghosts and the things that they show to Scrooge. Write the number of each sentence in the picture of the correct ghost.



1. All the shops in London are busy and there are decorations everywhere. Some people are buying food for Christmas dinner and some people are going to church.
2. When Scrooge was a boy, he went to boarding school. All the boys went home for Christmas but Scrooge had to stay at school on his own.
3. One Christmas, Scrooge will die all alone.
4. Some poor people will steal his clothes and sell them.
5. Bob Cratchit is coming home from church with Tiny Tim. Tiny Tim is his youngest child and he is very ill.
6. The Cratchit family are very poor. They are having a very small Christmas dinner but they are happy because they love each other.
7. Nobody will visit Scrooge's grave because nobody loves him.
8. Scrooge started work. His boss was very kind and gave a big Christmas party. Scrooge had a great time.
9. Tiny Tim will die because the family is too poor to pay for a doctor. Bob Cratchit will be very unhappy.
10. Scrooge fell in love with a girl, but he loved money more than he loved her so she left him.
11. Scrooge's nephew Fred is having a Christmas party. Fred's family and friends are playing music, singing and playing games.
12. The girl married another man and had lots of children.

What happens next?

What do you think will happen next in the story?

- a Scrooge will die and become an evil ghost.
- b Scrooge will become kinder and pay Bob Cratchit more money.
- c Scrooge will give all his money to Bob Cratchit and Fred.

Fra i vari progetti basati sulla metodica del cooperative learning presentiamo un'attività per le scuole medie del gruppo delle insegnanti Atz, Boldrin, Pedron, Roca.

Dopo la scheda di presentazione "*cooperative learning activity*", segue la scheda "*stirring up-dialogues*" pronta per essere ritagliata. Infine la "*follow up-procedure*" contiene le istruzioni per una delle attività di riscontro proposte e l'ultima "*stirring up-follow up task*" è la scheda operativa per la correzione in gruppo

COOPERATIVE LEARNING ACTIVITY: WORKSHEET

Type of activity: "1 a casa 3 in viaggio" (cooperative learning activity) "stirring up"	Target class : 3 rd year of a middle-school (12 students)
Materials required: dialogues	Estimated time required: 2 lessons
Topic/language structure on which activity is based: Free time activities – tenses	
Objectives: Reading comprehension; speaking; following short dialogues in well-known settings; understanding very simple instructions; dramatising the characters of a short dialogue; reading and understanding in detail a short text; writing short notes to describe an action in a role-played dialogue.	

Procedure:

- Materials: 3 dialogues, each divided into 4 parts.
- Groups: 4 people (numbered 1, 2, 3, 4) – 1 sitting and 3 moving ; the teacher gives student n.1 the title and the first sentence of the dialogue and gives the other students the other sentences, each one out of order.
- the students read title and sentences (4) in their own group
- 5 minutes for discussing task and topic
- the teacher gives instructions about who (students 2), how and where to move (only those who need to find the right dialogue)
- 5 minutes again to discuss
- the teacher again gives instructions about who (students 3), how and where to move (only those who need to find the right dialogue)
- 5 minutes again to discuss
- the teacher again gives instructions about who (students 4), how and where to move (only those who need to find the right dialogue)
- 5 minutes to check and then the last chance to move and find the right dialogue
- the teacher asks the students to order the sentences and read the dialogue aloud so that all the other students can hear it.
- the teacher tells the students to copy the dialogue in their notebook.

End product/follow-up task:

Further activities for the second lesson

-read, study and act

-re-write a dialogue

-fill in the blanks (the teacher dictates and the students write filling in the blanks)

-fill in the blanks and correction in groups (see the copies enclosed)

Bolzano, 5 maggio 2003

Atz Emanuela, Boldrin Eleonora, Pedron Sibilla, Roca Isabella

"stirring up - dialogues"

AT HOME: "What a surprise!"

Mum John, I'm back home.
Where are you?

John I'm upstairs, mum.

Mum What are you doing?

John I'm doing my homework.

Mum Can you come downstairs, please? I've got a surprise for you.

John A surprise? (John rushes downstairs)

Mum Wow, mum. A new pair of rollerblades. They're terrific!

AT SCHOOL: “A gorgeous guy”

Ann Hi, Jane. What did you do yesterday?

Jane I went to the disco with my friends.

Ann Who was there?

Jane My brother’s friend, Andrew.

Ann Andrew? You mean the most handsome boy in the school.

Didn’t he win the last championship?

Jane Yes, he was the best player in the school team.

HOLIDAYS: “Lucky you!”

Chris Are you going to London next month?

Dave No, I’m not. I’m going to go to the camp on the lake with my parents, like I do every year. What a bore!

Chris How long are you going to stay?

Dave Three weeks. My uncle Tim is going to join us as usual.

Chris Lucky you! Why don’t you join us in Scotland?

Dave I'm sorry, I can't. Maybe next year.

Chris I'll send you a postcard from Loch Ness.

Dave Oh, thanks. I look forward to receiving it!

FOLLOW-UP TASK

FILL IN THE BLANKS, FOLLOWED BY CORRECTION IN GROUPS:

Type the 3 dialogues with some missing words and cut them up.

Split the class again into groups of 3 or 4, the same as before.

All the members of group 1 get dialogue 2, all the members of group 2 get dialogue 3 and all the members of group 3 get dialogue 1.

Ask each student to write his/her name on top of the dialogue and give each student an opportunity to look at his/her dialogue. Ask each group to act its dialogue out and the others to fill in the blanks with the right words while listening.

Give instructions concerning time and procedure of the activity.

Make sure each student works on his/her own and, after a fixed time, ask the students to rotate the dialogues, so that each group gets its own dialogue completed by the others.

After each group has got the other groups' dialogue, ask the

students to read and correct it.

Ask each student who is going to correct the dialogue to write his/her name after the words CORRECTED BY:, adding the total score.

stirring up-follow up task

name:		name:
corrected by:	score /13	
corrected by:	score /15	name:
corrected by:	total score /20	

AT HOME: "What a surprise!"

Mum John, I'm _____.

_____ are you?

John I'm _____, mum.

Mum _____ you doing?

John I'm _____ my homework.

Mum _____ you _____ downstairs, please?

I've got a _____ for you.

John A surprise?

Mum Wow, mum. A new _____ of _____.

They're _____

AT SCHOOL: "A gorgeous guy"

Ann Hi, Jane. What _____ you _____ yesterday?

Jane I _____ to the disco _____ my _____.

Ann _____ was there?

Jane My _____ friend, Andrew.

Ann _____! You mean the _____ boy in the _____? Didn't he _____ the last championship?

Jane Yes, he _____ the best _____ in the

school_____.

HOLIDAYS: "Lucky you!"

Chris Are you _____ to London _____ month?

Dave No, I'm not. I'm going to go to the camp on the _____ with my _____ like I do every year.

What a bore!

Chris _____ are you _____ to stay?

Dave Three weeks. My uncle Tim is _____ to join _____ as usual.

Chris _____! Why don't you _____ us in Scotland?

Dave I'm _____, I _____. Maybe next _____.

Chris _____ send you a _____ from Loch _____.

Dave Oh, _____. I look forward to _____ it.

Di seguito riportiamo dei modelli di unità didattiche progettati secondo la metodica del cooperative learning.

COOPERATIVE LEARNING ACTIVITY: WORKSHEET

Type of activity: Round Robin	Target class: 2nd year of a middle school - 1st year of an IPIA
Materials required: 12 pieces of paper per group, a checklist of correct questions	Estimated time required: 1 lesson- 50 mins
Topic/language structure on which activity is based: Present Simple interrogative /WH-questions	
Objectives: Reinforcing use of interrogative form	
<p>Procedure:</p> <ol style="list-style-type: none"> 1. Form groups of 3 2. Each group receives 12 slips of paper, on each of which there is one sentence. Every member starts with 4 slips of paper. 3. Teacher gives instructions: <ul style="list-style-type: none"> - Each member is assigned ONE WH- word: WHEN, WHAT, WHERE with which he/she must write questions based on the 12 sentences. - Procedure as for Round Robin - Students must not correct the questions written by the other two members of their group. - Students can't use the verb "to do" in their questions (e.g. What does she do ...?) 4. The 12 slips of paper are passed to another group that, with the help of a checklist prepared by the teacher, counts the number of correct questions. 5. Papers are passed back to the original groups. 6. Teachers writes up the scores. 	
<p>End product/follow-up task: For homework: Students write 2 questions for each Wh-word (= 6 questions) to be answered by partner in next lesson.</p>	

Mary Johnson - Anna Mantese

COOPERATIVE LEARNING ACTIVITY: WORKSHEET

Type of activity: think pair share	Target class: 2nd year of a middle school
Materials required: nothing	Estimated time required: Three hours
Topic/language structure on which activity is based: United Kingdom: geographical, political and cultural aspects. Language structures: use of prepositions of place, use of the present simple.	
Objectives: be able to speak about the U.K., write a letter/short description of the main aspects of the U.K. discussed during the lessons.	
Procedure: Warm up: The teacher asks what the students know about the United Kingdom. Students think individually, then in pairs find related words and a student from each pair tells the class. The teacher writes the words on the blackboard and divide them into categories. Students are divided into groups of 4-5. Each group receives an envelope containing pieces of a map and sentences about the UK: a total of 15 pieces of information. Each group writes the information.	
End product/follow-up task: A map of the UK for each group and each group writes a text (a letter or a short description).	

Cellamare Maria Matilde, Potenza Silvia, Turri Liliana

COOPERATIVE LEARNING ACTIVITY: WORKSHEET

Type of activity: Cooperative learning activity	Target class: 3 rd year and 4 th year of a vocational/technical high school
Materials required: OHP, Bb, transparencies, scissors, glue, felt pens, large sheets of papers, dictionaries, etc.	Estimated time required: 4 hours plus class test
Topic/language structure on which activity is based: Personal/formal letter writing	
Objectives: To enable Ss to acquire knowledge of the main differences between personal and formal letter writing in English	

Procedure:

1st Lesson

The teacher introduces the topic by giving Ss some hints about the importance of written communication, even nowadays (an era of immediate communication: video conferencing, satellite phones, mobile phones, the Internet, etc.).

In order to stimulate Ss' motivation, T shows them slides of his/her **real personal letters** (both **formal** and **informal**).

First letter

T draws Ss' attention on the different parts of the layout (12 parts more or less, depending on authors) and says: e.g. "*Did you see they wrote Dear Giuseppe, ...?*"

Now the T asks questions and tries to elicit answers:

Eg.T "*What is the Italian equivalent of Dear Giuseppe?*"

Ss answer.

T "*Yes, it is called the opening salutation*".

T "*Did you notice something strange here?*" (T points to the date)

Ss answer.

T "*Yes, it is written June 24, 2001. What is strange about that date?*"

Ss answer.

T "*Oh, good. They first write the month and then the day*". (Ad libitum, and the story goes on with the rest of the letter features).

Second letter

T shows a formal letter, for example an unsolicited offer from a publisher. In this case the first thing T makes them notice is the

letterhead or heading.

Eg. *Oxford University Press*
Clarendon House
1 Hill Road
London NW5T U84
Tel.
Fax
Vat Registration no.

T illustrates the use of the different data in the letterhead.

Eg. T “*The opening salutation now is different: Dear Sir / Madam / Mr. Smith .*

In your opinion why is this opening salutation different from the previous one?”

Eg. Ss “*Because the first letter was written by one of your British friends while this one was written by a company”.*

T “*Excellent ...*”.

T goes on with the explanation of all the relevant elements of the letter.

(End of the first 2 hour-lesson).

2nd Lesson

1) Cooperative Learning activity

For this activity we divide the class into four or five groups of four students, each group of mixed ability students.

T. asks each group to appoint one of them as speaker/leader of the group; one as secretary (he/she takes notes); another one as a factotum (he/she provides the necessary materials: scissors/tape/pens/...); the “brain” (he/she checks unknown words in the dictionary).

As soon as the groups are formed T asks them to cut each letter into pieces - as many as the parts of the letter - (the body of the letter must be divided according to the number of paragraphs of the letters).

After that they pass the pieces they have cut to another group from which they receive now their own pieces of letter they have to reconstruct.

2) Intergroup activity

Each group has to check orally the final version of another group, after having discussed within his own group. The speaker underlines the mistakes found. Each group does this activity

simultaneously, e.g. group A checks group B, group B checks group C, etc.

3) Final activity

As a final activity we ask the group to paste the correct version of the letters on posters (two letters for each group) and put them on display on the walls in the classroom.

4) Activity based on lexis

It depends on the texts.

5) Grammar exploitation

Starting from the texts of the letters, back-version exercises are proposed by the T.

(End of the second 2 hour-lesson).

6) Skill-getting activity

Ss, in groups, have to write a personal letter and an unsolicited offer following the guidelines given by the T.

Soon after the activity, Ss check in pairs (with the supervision of the T) the letters they have written.

7) Homework

T. assigns exercises taken from the textbook.

8) Final individual test

A test will be submitted a week later, depending on the results/success Ss have in the homework.

End product/follow-up task: To get in touch with pen-pals in English

Giuseppe Perna, Gabriella Giudilli, Giuseppina Auricchio

COOPERATIVE LEARNING ACTIVITY: WORKSHEET

Type of activity: Round table - think share pair	Target class: 3 rd year of a High School
Materials required: Sheet of paper and a pen	Estimated time required: Seven hours
Topic/language structure on which activity is based: Ireland – Film: <i>Angela's Ashes</i>	

<p>Objectives: Exchange of information - global understanding of the film and film analysis</p>
<p>Procedure: ROUND TABLE: Split the class in four groups of five students. Each group has a sheet of paper- Ask each group a question to stimulate a BRAINSTORMING ACTIVITY: 1) <i>What do you know about Ireland (towns, customs, etc.)?</i> 2) <i>Do you know any Irish writers or works?</i> 3) <i>When we mention the political and religious troubles, what do you think of?</i> 4) <i>What are the economic activities in Ireland?</i> (1 hour)</p> <p>FILM VIEWING: <i>ANGELA'S ASHES</i> 4 hours</p> <p>FILM ANALYSIS THINK PAIR SHARE: 1) What's the setting in time and place? 2) What kind of narrative technique and what kind of narrator is there? What about the atmosphere? 3) Describe the main and minor characters. 4) Main events that build up the story. 5) Discuss the idea of the American Dream as it appears in the film.</p>
<p>End product/follow-up task: Personal appreciation and consideration: identify the images, character, pieces of dialogue, soundtrack or acting that you prefer.</p>

Valentini Lilia Gennaro Corradina

Presentiamo un esempio di attività preparato dai docenti Stefania Corbelli, Karin Dal Rì, Alberto Muzzo e Isabella Roca a fine corso PSA 2003 / 2004 come corollario alla lettura estiva per gli studenti con successiva ricaduta all'inizio del successivo anno scolastico:

Summer reading activities

Destinatari alunni di una classe II media (settembre 2004)
Ore un modulo di cinque/sei ore
Attività dopo la lettura estiva i ragazzi affronteranno le seguenti attività di verifica e conclusione

Attività 1 General information

Scheda da completare (vedi scheda allegata)

1. Which is your favourite character and why?

2. Describe one of the other characters

—

Attività 2 Comprehension check

3. Answer T (true) or F (false) to the following questions.

1. _____

2. _____

3. _____

Attività 3 Summary

Choose one of the following activities.

4. Write one or two sentences about each chapter

Chapter 1

Chapter 2

Chapter 3

5. Answer the questions and connect them.

1. _____ ?

2. _____ ? and

3. _____ ?
 4. _____ ? so

6. Put the scrambled sentences in the correct order.

Attività 4 Dialogue activity (interview one of the characters)

- Complete the following dialogue
 - _____ ?
 - My name is Robin Hood.
1. _____ ?
 2. I live in Sherwood forest.

Attività 5 Role play

1. Act out one of the dialogues.

Attività 6 Vocabulary

2. Make a crossword with ten words from the text.

Attività 7 Film

Title	
Author	
Main Characters	[Frame1]
Setting (time & place)	
Events	

Il seguente progetto è stato elaborato come esemplificazione di come si possa usare internet per delle attività quali scrivere dei brevi articoli:

Start-up activities to the yomag.net.project

Enter www.yomag.net

- experiment with avatar
- do the quiz, "The ecological footprint" (you can find it with google.com)
- experiment; find pen-pals
- read some articles and write your comments
- choose your favourite topic (it has to be seen from a consumer's perspective, commenting on consumerism)
- browse the web to find some interesting information related to the article you want to write
- write the article

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THE YOMAG.NET PROJECT

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The www.yomag.net project is an online magazine for European students founded in February 1999 by various consumers' organizations. The Italian Marcelline Institute (Bolzano) has been a member since 1999/2000, the year in which it won the First International Award: Global Junior Challenge (December 2000).

The aim of the project focuses on criticism of consumption.

Topics go under the headings:

music

fashion

travel/mobility

animals

food

the body and beauty

the media / internet

sports

money / economy

advertising

the environment

Among the main rules and within an educational context, the articles that appear online require at least some journalistic tips. All the texts have to go beyond the students' personal experience, and they have to try to develop ideas that could be of interest to a wider audience. Moreover, the title, subtitle, and introductory paragraph will all be important. The capacity of synthesis, of knowing how to highlight focal points to be valued, will have to be learnt. The text must not be longer than a page, and will have to include interesting information.

We considered that with a computer room and excellent computers, the need to be able to surf the Internet (from which the students take information to successively re-elaborate) and to use emails as required by any job nowadays, the use of the English language (in class we only speak in English), are all sufficient reasons to welcome yomag.net as a school project. The project is supported by the European Commission (General Directorate XXIV: Health and consumers' protection)