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COMPETENZE PER LO SVILUPPO (FSE)



MIUR

*Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa*

## PON SOS Studenti (C-8-FSE-2010-2)

### Risorsa didattica 6

#### *School days*

### Scheda specifiche copertina (Tab. 1)

<b>Descrizione sintetica dell'argomento della videolezione</b> (500 caratteri circa)	Questa video lezione propone la revisione della funzione comunicativa <i>raccontare esperienze scolastiche</i> del passato attivando il ripasso delle strutture grammaticali del <i>simple past e past continuous</i> e l'uso dei <i>connettori</i> . L'area semantica di riferimento sarà essenzialmente quella relativa all'ambito scolastico.
<b>Obiettivi d'apprendimento</b>	<ul style="list-style-type: none"><li>➤ Understanding experiences in the past</li><li>➤ Recounting an experience using the simple past and the past continuous and appropriate linkers</li><li>➤ Revising familiar vocabulary</li></ul>
<b>Competenza/e di riferimento</b> (elencare le competenze, partendo da un minimo di due voci).	<ul style="list-style-type: none"><li>➤ Can understand a simple narrative with familiar vocabulary (listening)</li><li>➤ Can understand short grammar explanations (listening and reading)</li><li>➤ Can relate a straightforward narrative or description as a linear sequence of points. (speaking)</li><li>➤ Can relate details of unpredictable occurrences, e.g. an incident. (speaking)</li><li>➤ Can write a description of an event—real or imaginary. (writing)</li></ul>
<b>Ordine di scuola</b>	Biennio della scuola secondaria di secondo grado



Scheda di Ideazione	
<b>Autore</b>	<b>Beatrice Pellati</b>
<b>Titolo</b>	<b>School days</b>
<b>Abstract</b> (min 1500 battute)	<p>Secondo le indicazioni del piano editoriale e in linea con le indicazioni nazionali relative al biennio della scuola secondaria questa video lezione propone la revisione della funzione comunicativa <i>raccontare esperienze scolastiche</i> del passato attivando il ripasso delle strutture grammaticali del <i>simple past e past continuous</i> e l'uso dei <i>connettori</i>. L'area semantica di riferimento sarà essenzialmente quella relativa all'ambito scolastico. La video lezione potrebbe iniziare con una brevissima introduzione, possibilmente in lingua inglese, in cui vengono spiegati gli obiettivi della video lezione stessa. Si potrebbe in seguito presentare un breve e semplice filmato in cui attraverso un'animazione uno studente racconta un episodio che gli è accaduto a scuola, utilizzando lessico del livello A2+/B1 che si suppone gli studenti conoscano. Nella fase successiva il docente/esperto potrebbe, brevemente e attraverso schemi con animazione, puntualizzare l'uso dei tempi grammaticali presenti nel racconto dell'esperienza scolastica ed evidenziare la differenza fra l'utilizzo del <i>simple past</i> e del <i>past continuous</i>, ripassando anche le forme interrogative e negative, evidenziando in questo modo l'uso degli ausiliari. A questo punto si potrebbero proporre altre semplici frasi che mostrano l'uso di questi tempi sotto forma di esercizi e con l'uso di animazioni. In una fase successiva il docente/esperto potrebbe focalizzare l'attenzione degli studenti sui <i>connettori</i> presenti nel racconto dell'esperienza scolastica e sottolineare l'importanza di questi elementi in una narrazione. In seguito, si potrebbero presentare altri esempi di <i>connettori</i> da usare in altre situazioni. Tutta la fase di riflessione grammaticale potrebbe essere tenuta in lingua inglese, usando un linguaggio molto semplice e con l'aiuto di schemi e animazioni. Nell'ultima fase della video lezione si potrebbe suggerire agli studenti di progettare un loro racconto di un'esperienza scolastica, fornendo domande stimolo, ad esempio: <i>When did it happen? What were you doing? How did you feel?</i> Queste domande potrebbero diventare linee guida per la stesura scritta della loro esperienza; agli studenti verrebbe a questo punto ricordato di utilizzare i tempi narrativi e i <i>connettori</i> ripassati durante la video lezione. Anche quest'ultima fase potrebbe essere tenuta in lingua inglese. Infine, ulteriori esercizi con autocorrezione per il rinforzo dei tempi narrativi proposti potrebbero essere proposti in schede allegate alla video lezione</p>
<b>Obiettivi formativi</b>	<p>Understanding experiences in the past            Recounting an experience using the simple past and the past continuous and appropriate linkers            Revising familiar vocabulary</p>

<b>Competenze di riferimento</b>	<p>Can understand a simple narrative with familiar vocabulary (listening)</p> <p>Can understand short grammar explanations (listening and reading)</p> <p>Can reasonably relate a straightforward narrative or description as a linear sequence of points. (speaking)</p> <p>Can relate details of unpredictable occurrences, e.g. an accident. (speaking)</p> <p>Can write a description of an event– real or imagined. (writing)</p>
<b>Tipologia</b>	<b>Format 1 Hyperfilm</b>
<b>Tool</b>	<b>Video, audio, immagini, testi</b>
<b>Risorse integrative</b>	<b>Schede con esercizi</b>
<b>Eventuali suggerimenti o note dell'autore</b>	<p>Come indicato nell'abstract, la video lezione dovrebbe essere tenuta in lingua inglese ai fini di esporre gli studenti il più possibile all'uso della lingua. Tuttavia, nel caso in cui gli altri autori di video lezioni di Inglese abbiano operato un'altra scelta è necessario uniformare le presentazioni.</p>

**Scheda sceneggiatura Format 1 - Hyperfilm****Titolo (max 20 caratteri)****School days**

<b>Sequenza</b>	1
<b>Descrizione della scena</b>	All'inizio del video l'esperto non sta guardando in direzione della telecamera, ma si volta verso la telecamera quando inizia a parlare. Mentre l'esperto parla sullo sfondo compare l'animazione di un ragazzo/a di circa 15/16 anni che ricorda in un fumetto un episodio accaduto scuola. Dal fumetto si dovrebbe capire che si parlerà di un'avventura legata alla scuola. Il colore dello sfondo dovrebbe essere una fantasia che tende all'azzurro
<b>Testo speakerato</b>	Hello! Do you remember a particularly impressive episode which happened to you at school? Today we are going to talk about past experiences and particularly experiences linked with school. The grammar focus of this lesson will be the revision of the simple past and the past continuous. Next, we will see how we can link sentences to recount an experience using appropriate connectors. So... let's start  (circa 30 secondi)
<b>Testo a video</b>	Quando l'esperto dice: "The grammar focus..." nel video compaiono le scritte con caratteri accattivanti grammar focus e Simple Past e Past Continuous e subito dopo Recounting an experience using appropriate connectors.
<b>Approfondimenti</b>	
<b>Suoni</b>	Il video inizia con le note di una canzone di sottofondo che sfuma quando l'esperto inizia a parlare. La musica dovrebbe essere accattivante per gli studenti. Si potrebbe scegliere fra queste canzoni: School Days di Chuck Berry, Live while we're young degli One Direction o Wake me up di Avicii, le ultime due sono molto popolari

	fra gli studenti.
<b>Sequenza</b>	2
<b>Descrizione della scena</b>	<p>Mentre l'esperto racconta la storia sullo sfondo, il cui colore è cambiato rispetto alla prima sequenza e potrebbe essere verde chiaro sempre a fantasia, compare un'animazione che riproduce ciò che viene raccontato. Dal momento che questa lezione è rivolta a studenti del biennio, l'animazione dovrebbe rappresentare ragazzi di 15-16 anni. Mentre racconta, l'esperto guarda la telecamera, ma viene circondato dalle animazioni che rappresentano la storia, questo aiuta la comprensione del racconto.</p>
<b>Testo speakerato</b>	<p>I am going to tell you the story which happened to a girl one day while she was going to school. The title is: A snowy school day!</p> <p>It was a cold winter morning when Louise woke up under her duvet, where it was really nice and warm if compared with the cold journey she was going to face to go to school. When she found the courage to get out of bed, she realised that it was snowing and there was already a lot of snow everywhere, on the streets, on the trees, on the roofs. She thought that it was difficult to go to school with so much snow, and was heading back towards her beloved and warm bed when her parents told her that she had to go anyway. Louise was not happy but she started to get ready for school. So, half an hour later she was at the bus stop waiting for the bus in the snow, with boots, snow gloves and a ski jacket. Here she met her school friend Tom who asked her if she was going to ski, then they started talking about a much more important thing: was the school open? While they were talking about the weather and the possibility that the school was closed because of the snow, the bus arrived.</p> <p>On the bus Louise saw the last person she wanted to meet: with her awful black-metallic hat and her hooked nose, there was Louise's Maths teacher. That meant two things: firstly, Captain Hook might take this bus every morning and Louise might meet her again; secondly, the school was certainly open. Louise decided to get on, trying to get hidden from Captain Hook's look. She looked over her shoulders and since she could not find Tom, she looked out of the bus and saw him running towards home and greeting Louise with a clever</p>

smile. Louise hated him because he had left her in this bad situation, with snow everywhere and Captain Hook on the bus.

During the bus trip, the traffic was moving very slowly and it took a long time to get to school.

When she finally arrived at school she saw that her school friends were throwing snowballs at one another and two teachers were trying to stop them. She was not good at throwing snowballs, but she joined them anyway. Suddenly, the head teacher came out of the school shouting and everybody stopped, because probably he was going to punish everybody. But that was not his intention. He quickly made a snow ball, as if he was an expert, and he threw it at the history teacher, who was always very well-dressed. She became angry and red in the face, she made a snow ball and threw it back at the head teacher. After that, the battle began again and students and teachers were throwing snowballs while the passers-by were looking at them in amazement. Captain Hook, who was also the deputy teacher, was really surprised too. She started to shout to everybody to go inside and she was really frightening. Finally, half an hour later the students, the teachers and the head teacher were standing in the hall, completely wet. The deputy teacher delivered a long speech about behaving correctly in such a prestigious school. However, Louise noticed that no one was listening to her and everybody was smiling without caring about their behaviour in this prestigious school. After all, Louise decided that going to school was the right thing to do that morning, although it was cold and snowing.

Now... if you want to make sure that you have understood the story click ... and do the comprehension exercise

After the comprehension exercise, if you want, click .... and read the script of the story you have listened to

(circa 4,30 minuti)

**Testo a video**

Quando l'esperto dice il titolo A snowy school day, questo compare scritto

	con caratteri che suggeriscono la neve.
<b>Approfondimenti</b>	<p>Si propone un esercizio di comprensione della storia raccontata. Dopo aver ascoltato la storia prima di procedere alla sequenza 3 lo studente dovrebbe fermare il video, aprire un link e svolgere il seguente esercizio che dovrebbe essere fornito di auto correzione:</p> <p>Comprehension</p> <p>Read the following statements and decide if they are true or false:</p> <ol style="list-style-type: none"> <li>1) Louise was happy to go to school because it was snowing. (False)</li> <li>2) Louise's parents decided that she had to go to school (True)</li> <li>3) While she was going to the bus stop it was still snowing (True)</li> <li>4) When the bus arrived Louise and Tom got into the bus (False)</li> <li>5) Louise liked her Maths teacher very much ( False)</li> <li>6) The traffic was moving very fast in the snow (False)</li> <li>7) When she arrived at school she went inside. (False)</li> <li>8) She joined her friends in the snow ball fight (True)</li> <li>9) When the head teacher came out of the school everybody stopped throwing snow balls. (True)</li> <li>10)The head teacher asked everybody to go inside (False)</li> <li>11) The deputy teacher spoke about the importance of a good behaviour at school (True)</li> <li>12) Louise thought that going to school that morning was a good idea.(True)</li> </ol> <p>Nel secondo link gli studenti troveranno lo script della storia e potranno controllare eventuali dubbi di comprensione</p>
<b>Suoni</b>	Una musica di sottofondo dovrebbe accompagnare il racconto della storia
<b>Sequenza</b>	3
<b>Descrizione della scena</b>	Mentre l'esperto parla sullo sfondo, questa volta di colore rosa, compaiono animazioni che mostrano quello che l'esperto sta spiegando. (si veda testo a video)
<b>Testo speakerato</b>	Now we are going to focus on two tenses which are used in the story: the past simple and the past continuous. As you know, the past simple of regular verbs is formed by adding -ed to the verb and the past

simple of irregular verbs must be memorized. As you can see in the following examples: “Louise woke up, she met Tom, she looked over her shoulders”, the past simple expresses a finished action in the past and it is usually a short action. Instead, the past continuous, which is formed by the past of the verb to be: was or were plus the verb in the ing form, expresses an action in progress in the past and it is usually a long action, as in this example: “ teachers were throwing snowballs while the passers-by were looking at them”. Sometimes the action in the past continuous is interrupted by the action in the simple past, as we can see in this example: “while they were talking about the weather the bus arrived”. The action “the bus arrived” interrupts the action “they were talking about the weather”. Often the action in progress in the past is introduced by while, as in this example, whereas the action in the simple past may be introduced by when.

In negative sentences NOT must be placed after the auxiliary was or were, as in the following example : “The students were not listening to the teacher”

Now if you want, click ... and you can read the script of the story again where you can outline all the examples of past continuous present in the story.

(short pause)

If we are asking a question using the past continuous we have to remember to put the auxiliary verb was or were before the subject as in the following example:

“ What were you waiting for?”

“Where was Louise going?”

“What were the teachers doing?”

If the question is a Yes/No question it starts with the auxiliary verb as in this example:

“Were you listening to what she was saying?”

“Was Tom going to school?”

Now if you want to practice the use of the past simple and the past continuous click... and do the exercise.

( 3 minuti circa)

<p><b>Testo a video</b></p>	<p>Compaiono le frasi esempio pronunciate dall'esperto: "Louise woke up, she met Tom, she looked over her shoulders".</p> <p>Was/Were + VERB+ING</p> <p>Quando l'esperto dice: sometimes the action... compare l'animazione con una linea del tempo sotto alla quale si vede l'immagine di Louise e Tom che parlano mentre aspettano l'autobus e la scritta "they were talking about the weather". Questa linea del tempo, che rappresenta l'azione di Louise e Tom, viene interrotta da una linea verticale rappresentata dall'azione "The bus arrived" e di fianco a questa linea verticale compare l'autobus.</p> <p>Compaiono le frasi esempio pronunciate dall'esperto quando spiega le forme negative e interrogative:</p> <p>"They were not listening to the teacher"</p> <p>"What were you waiting for?"</p> <p>"Where was Louise going?"</p> <p>"What were the teachers doing?"</p> <p>"Were you listening to what she was saying?"</p> <p>"Was Tom going to school?"</p>
<p><b>Approfondimenti</b></p>	<p>Si suggerisce agli studenti di aprire un link dove compare nuovamente lo script della storia e questa volta si chiede loro di evidenziare tutte le forme del past continuous presenti nel racconto, che sono le seguenti: she was heading, they were talking, the traffic was moving, her school friends were throwing snowballs, two teachers were trying, the passers-by were looking, the students, the teachers and the head teacher were standing, no one was listening, everybody was smiling.</p> <p>Anche questo esercizio dovrebbe essere fornito di auto correzione, per esempio se gli studenti cliccano sulle forme verbali giuste compare una faccina di approvazione o di disapprovazione se cliccano su forme verbali sbagliate</p> <p>A questo punto gli studenti possono aprire un altro link in cui troveranno un altro esercizio con auto correzione sull'uso del past simple e past continuous ( le soluzioni sono fornite fra parentesi):</p> <p>Fill the blanks with the correct forms of the verbs in brackets. Use the Past Simple and the Past Continuous:</p> <p>1) I _____ (walk) to school when I _____ (see) my</p>

	<p>friend Lily. (was walking, saw)</p> <p>2) She _____ (listen) to music so she _____ (not hear) when I _____ (call). (was listening, did not hear, called)</p> <p>3) When I finally _____ (reach) her, she _____ (make) a phone call so I couldn't talk to her (reached, was making)</p> <p>4) While I _____ (wait) for her to finish the call, Jack _____ (arrive) and started talking to Lily as soon as she had finished the phone call. (was waiting, arrived)</p> <p>5) While I _____ (try) to talk to her after Jack had left, the bell _____ (ring) and the class _____ (start) so I did not talk to Lily at all! (was trying, rang, started)</p>
<b>Suoni</b>	La musica di sottofondo dovrebbe accompagnare anche questa sequenza con le spiegazioni

<b>Sequenza</b>	4
<b>Descrizione della scena</b>	Lo sfondo di questa sequenza potrebbe essere beige, l'esperto parla alla video camera e compare l'animazione che mostra i connettori che vengono enunciati
<b>Testo speakerato</b>	<p>We are now going to focus on the use of connectors which are used to link the different sequences of the story. These are the connectors which you can find in our story: so, but, then, after that, suddenly, however, finally.</p> <p>“So” is used to show the result of an action as you can see in the sentence: “So, half an hour later she was at the bus stop waiting for the bus”</p> <p>“But” and “However” are used to show a contrast as in these sentences:</p> <p>“But this was not his intention” and “However, Louise noticed that no one was listening to her”</p> <p>“Then”, “after that”, “suddenly” and “finally” are used to show a sequence of events as in the following examples:</p> <p>“then they started talking”</p>

	<p>“Suddenly, the head teacher came out of the school”</p> <p>“But that was not his intention”</p> <p>“After that, the battle began again”</p> <p>“Finally, half an hour later the students, the teachers and the head teacher were standing in the hall”</p> <p>If you want to learn more connectors click... and you will find them and an exercise to practice the use of all the connectors we have talked about in this lesson</p> <p>(circa 1 minuto e mezzo)</p>
<b>Testo a video</b>	Mentre l'esperto parla a video compaiono le frasi della storia con i connettori che vengono elencati e un'animazione li evidenzia
<b>Approfondimenti</b>	<p>Si apre un link in cui compare una tabella con altri connettori:</p> <p>to add information: besides, moreover</p> <p>to introduce an example: for example, for instance</p> <p>to show a sequence of events: Later, before this, firstly, secondly</p> <p>In seguito gli studenti trovano il seguente esercizio, fornito di auto correzione:</p> <p>Fill in the blanks with appropriate connectors:</p> <ol style="list-style-type: none"> <li>1) It was raining very hard _____ I decided to take an umbrella (so)</li> <li>2) The test was very difficult; _____, I managed to answer most of the questions (however)</li> <li>3) He got up, _____ he had breakfast and _____ he went out. (then, finally)</li> <li>4) Learning English is fun, _____ it offers a lot of advantages, _____ it is easier to find a job if you speak good English. (besides, for example)</li> <li>5) _____ you should go home, _____ you should lie down and rest for a while. (firstly, secondly)</li> </ol>
<b>Suoni</b>	La musica di sottofondo dovrebbe accompagnare anche questa sequenza
<b>Sequenza</b>	5
<b>Descrizione della scena</b>	Lo sfondo di questa sequenza potrebbe essere giallo, l'esperto parla alla video camera e si rivolge all'osservatore indicandolo con un dito per coinvolgerlo maggiormente nell'attività
<b>Testo speakerato</b>	Now it's your turn: I'm sure you can tell very interesting and funny

	<p>experiences you had at school. You can try to write down one of them. The following questions might be helpful: first you can write down the answers and then you can link them with appropriate connectors. These are possible questions:</p> <p>When did it happen? What were you doing? Was any of your friends involved? How did you feel? What was the teacher's reaction? How did it end?</p> <p>If you want you can start your story with the following sentence: It was a nice spring morning and when I woke up to go to school... (circa 50 secondi)</p>
<b>Testo a video</b>	Le domande compaiono a video mentre l'esperto le enuncia
<b>Approfondimenti</b>	
<b>Suoni</b>	La musica di sottofondo dovrebbe accompagnare anche questa sequenza