

12 aprile 2021



ALUNNI CON BES e

L'APPRENDIMENTO DELLE LINGUE STRANIERE: un binomio possibile

QUINTA LEZIONE

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GLI OBIETTIVI DEL CORSO

- 1- Promuovere la riflessione e le conoscenze fondamentali sul funzionamento cognitivo degli studenti con disturbi specifici dell'apprendimento in relazione all'apprendimento delle lingue straniere
- 2- Analizzare le modalità e le strategie per rendere l'insegnamento delle lingue straniere significativo ed efficace
- 3- Conoscere e sperimentare strumenti inclusivi tecnologici per insegnare l'inglese, lavorando sulla motivazione ad imparare

GLI OBIETTIVI DELLA QUINTA LEZIONE

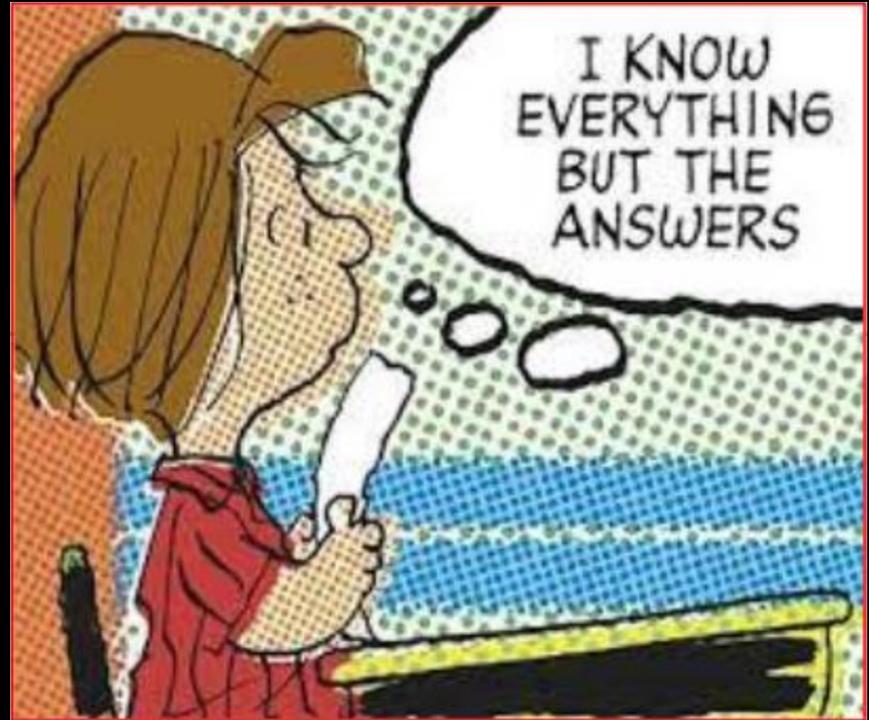
LEZIONE 5: *La creazione di materiali glottodidattici accessibili*

1. Esempi di riorganizzazione degli esercizi di lingua
2. Strategie per l'elaborazione di prove di verifica di lingua straniera uguali per tutti ma accessibili agli studenti con DSA/BES

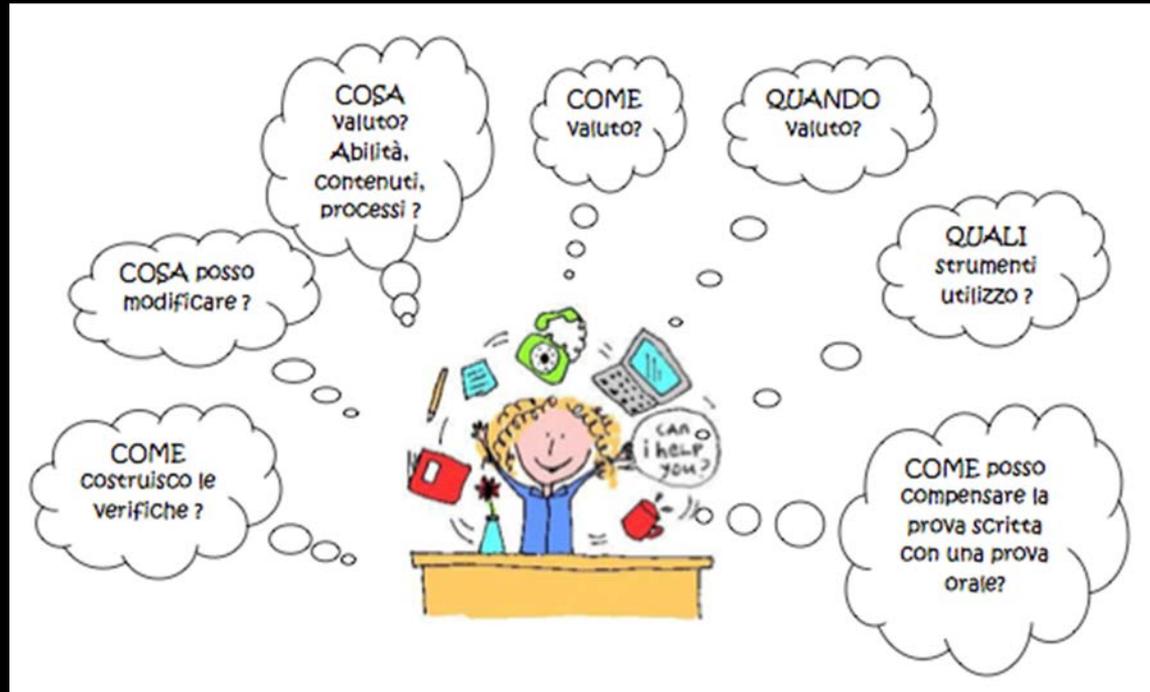
VERIFICHE , VALUTAZIONI e BiLS

La valutazione è uno degli aspetti più complessi della didattica in generale e della didattica inclusiva in particolare.

Il tema del "QUALI VERIFICHE e VALUTAZIONI" nei confronti degli alunni con BiLS è fonte di profonde riflessioni.



VERIFICA? VALUTAZIONE? COSA FARE IN PRESENZA DI BiLS?



DALLA NORMATIVA ...



«La valutazione deve concretizzarsi in una prassi che espliciti concretamente le modalità di differenziazione a seconda della disciplina e del tipo di compito, **discriminando fra ciò che è espressione diretta del disturbo** e ciò che esprime l'**impegno** dell'allievo e le **conoscenze** effettivamente acquisite.»

(L. G., pag. 18 e 28)

DALLA NORMATIVA ...



La valutazione è parte integrante del PDP:

SE SI PARLA DI PIANO PERSONALIZZATO,
ANCHE LA VERIFICA/VALUTAZIONE DEVE ESSERE
PERSONALIZZATA.

VERIFICA: AVVERTENZE E CRITERI FONDAMENTALI

Partendo dal presupposto che le **prove di verifica** sono **stratagemmi** per sollecitare l'esibizione da parte degli alunni di comportamenti che manifestino in modo concreto e osservabile quanto hanno appreso, è fondamentale che esse siano:

- **VALIDE:** connesse agli obiettivi di apprendimento
- **ATTENDIBILI:** in grado di raccogliere dati il meno ambigui possibile
- **ACCESSIBILI:** le informazioni in esse contenute
 - consentano a tutti gli studenti di orientarsi con facilità all'interno dei contenuti;
 - possano essere percepite e comprese in modo efficace attraverso diversi canali percettivi, ad esempio utilizzando la vista e/o l'udito e/o il tatto.

VALIDITÀ DI UN TEST

Un test risulta valido se misura in modo inequivocabile gli obiettivi per cui è stato costruito.

Ad esempio, se una prova di accertamento della competenza comunicativa di una lingua è composta solo da items grammaticali, tale prova non può essere considerata valida nel suo contenuto.

ATTENDIBILITÀ DI UN TEST

Un test risulta attendibile se somministrato più volte, produce costanza nei risultati raggiunti, anche se corretto da docenti diversi.

I risultati delle diverse somministrazioni e correzioni devono cioè essere sempre comparabili tra di loro. È necessario, quindi, che si stabiliscano **precisi criteri per la misurazione.**

ATTENDIBILITÀ DI UN TEST

Per ridurre gli errori di misurazione è indispensabile:

- che le consegne siano molto chiare,
- che gli items non siano formulati in modo ambiguo,
- che i tempi di esecuzione del test siano adeguati,
- che (fattore non indifferente) ci sia una corretta sorveglianza nel momento in cui si svolge il test stesso.

ACCESSIBILITÀ DI UN TEST

Un test, per essere accessibile per uno studente con DSA/BES, non deve avere nient'altro se non le stesse caratteristiche dei materiali e delle attività utilizzati in classe durante le lezioni.

- Massima coerenza quindi fra didattica proposta, prove di verifica costruite, consegne e prestazione dello studente.
- Autonomia nell'utilizzo degli strumenti compensativi.
- Differenziazione delle prove (per garantire la verifica degli stessi obiettivi per tutti, chiedersi in quante e quali modalità se ne possa verificare il raggiungimento).

ACCESSIBILITÀ DI UN TEST

Spesso i materiali a nostra disposizione non sono adatti principalmente per due ordini di problemi:

- l'organizzazione grafica del testo è poco accessibile;
- alcuni tipi di consegna sottolineano la dis-abilità.

ACCESSIBILITÀ DI UN TEST

Per rendere accessibile un test è quindi necessario:

- rispettare specifici criteri grafici e di organizzazione testuale;
- prevedere una consegna alla volta;
- formulare consegne semplici ed in lingua italiana;
- evidenziare l'elemento su cui lo studente deve focalizzare l'attenzione;
- inserire un esempio all'inizio degli esercizi;
- prevedere tecniche che non penalizzino lo studente per la sua dis-abilità

AUTENTICITÀ DI UN TEST

Piu` complesso, ma piu` stimolante, è il concetto di autenticità.

Se si lavora per lo sviluppo di competenze, i tests dovrebbero essere formulati in base a **situazioni reali** e le richieste in tali tests dovrebbero accertare la **capacità di gestire reali situazioni comunicative** e risolvere problemi della vita quotidiana.

Accanto ai tests a scelta multipla che facilitano l'assegnazione di un punteggio oggettivo per le singole abilità, in una didattica per competenze è necessario introdurre gradualmente anche dei tests le cui prove tendano a verificare abilità integrate, usate in modo globale.

Project-based Learning Rubric

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> Is well thought out and supports the solution to the challenge or question Reflects application of critical thinking Has clear goal that is related to the topic Is pulled from a variety of sources Is accurate 	<ul style="list-style-type: none"> No spelling, grammatical, or punctuation errors High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Information is clearly focused in an organized and thoughtful manner. Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> Multimedia is used to clarify and illustrate the main points. Format enhances the content. Presentation captures audience attention. Presentation is organized and well laid out.
3	<ul style="list-style-type: none"> Is well thought out and supports the solution Has application of critical thinking that is apparent Has clear goal that is related to the topic Is pulled from several sources Is accurate 	<ul style="list-style-type: none"> Few (1 to 3) spelling, grammatical, or punctuation errors Good use of vocabulary and word choice 	<ul style="list-style-type: none"> Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> Multimedia is used to illustrate the main points. Format is appropriate for the content. Presentation captures audience attention. Presentation is well organized.
2	<ul style="list-style-type: none"> Supports the solution Has application of critical thinking that is apparent Has no clear goal Is pulled from a limited number of sources Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> Minimal (3 to 5) spelling, grammatical, or punctuation errors Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the project. Information loosely supports the solution. 	<ul style="list-style-type: none"> Multimedia loosely illustrates the main points. Format does not suit the content. Presentation does not capture audience attention. Presentation is loosely organized.
1	<ul style="list-style-type: none"> Provides inconsistent information for solution Has no apparent application of critical thinking Has no clear goal Is pulled from few sources Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> More than 5 spelling, grammatical, or punctuation errors Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> Content is unfocused and haphazard. Information does not support the solution to the challenge or question. Information has no apparent pattern. 	<ul style="list-style-type: none"> Presentation appears sloppy and/or unfinished. Multimedia is overused or underused. Format does not enhance content. Presentation has no clear organization.

CHARACTER ANALYSIS RUBRIC

Name: _____

	Outstanding Exceeds Standards	Good Response Meets Standards	Fair Response Almost There	Weak Response Not yet
Topic / Idea Development	Character is well-defined and focus is clear from the first paragraph; thesis statement is crystal-clear and well-developed; details are tightly connected to topic sentences and topic sentences are tightly connected to thesis Score: 30-29-28-27	Character presentation is adequately defined; using appropriate supporting details; thesis statement is clear; details are connected to thesis statement; topic sentences are connected to thesis Score: 26-25-24-23	Character presentation is defined although is missing a few obvious details; few supporting details; topic sentences are loosely connected to thesis Score: 22-21-20-19	Character presentation is not clear; limited supporting details; some supporting details; topic sentences are not connected to thesis statement. Score: 19 and below _____
Organization	Strong organization; well developed sentences and paragraphs including transitions; excellent introduction and conclusion; each body paragraph contains 5-8 sentences Score: 30-29-28-27	Has generally well formed sentences and paragraphs; introduction and conclusion are clear and supported ; each body paragraph contains 5-8 sentences Score: 26-25-24-23	Weak paragraph structure and organization; introduction and conclusion are present but not fully developed; body paragraphs are under 5-8 sentences Score: 22-21-20-19	Little sense of organization; lacks sentence structure and paragraph development; introduction and conclusion are not evident Score: 19 and below _____
Mechanics and Language Usage	No errors present in paper; accurate spelling, capitalization, punctuation, and usage; transitions present; sentence variety implemented with rich vocabulary; effective use of quotes Score: 30-29-28-27	Few (three or less) errors in spelling, capitalization, punctuation, and usage; some transitions and sentence variety; acceptable vocabulary; appropriate use of quotes Score: 26-25-24-23	More than three errors in spelling, capitalization, punctuation and usage; some transitions are disproportionate to length and complexity; simplistic vocabulary; weak use of quotes Score: 22-21-20-19	Many errors in spelling, capitalization, punctuation, and usage; weak/inappropriate vocabulary; does not use quotes Score: 19 and below _____
Presentation	Neatly typed; carefully assembled; creative ideas are present; double spaced; followed format accurately; paragraphs Score: 10	Neatly presented; double spaced; followed proper format Score: 7	Presentation is legible; format and headings are somewhat evident Score: 5	Difficult to read; lacks proper headings and format Score: 0

Evaluation Rubric: GROUP CASE STUDY

1. CONTENT

Names:

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies few of the issues in case study
Analysis of the Issues	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues
Comments on effective solutions/strategies (The solution may be in the case already or proposed by you)	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings

2. PRESENTATION

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and engagement with the class.	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
Visuals	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Staging	Uses stage effects, such as props, costumes, sound effects, in a unique and dramatic manner that enhances the understanding of the issues in the case study	Uses stage effects, such as props, costumes, sound effects, in an effective manner to extend understanding of the issues in the case study	Limited use of stage effects, and/or used in a manner that did not enhance the understanding of the issues in the case study.	No use of stage effects
Involvement of the class: -Questions -Generating discussion -Activities	Excellent and salient discussion points that elucidated material to develop deep understanding Appropriate and imaginative activities used to extend understanding in a creative manner	Questions and discussion addressed important information that developed understanding Appropriate activities used to clarify understanding	Questions and discussion addressed surface features of the topic Limited use of activities to clarify understanding	Little or no attempt to engage the class in learning
Response to Class Queries	Excellent response to student comments and discussion with appropriate content supported by theory/research	Good response to class questions and discussion with some connection made to theory/research	Satisfactory response to class questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research

PUNTI DI ATTENZIONE NELLA VALUTAZIONE DI ALUNNI CON BiLS

- Massima coerenza fra didattica proposta, prove di verifica costruite, consegne e prestazione dello studente.
- Autonomia nell'utilizzo degli strumenti compensativi.
- **Cautela nella valutazione di compiti che richiedono funzioni compromesse o coinvolte dal disturbo** (ad es. la memoria dichiarativa o l'automazione di processi negli studenti con DSA.)
- **Differenziazione delle prove** (per garantire la verifica degli stessi obiettivi per tutti, chiedersi in quante e quali modalità se ne può verificare il raggiungimento).

CONSEGNA 1

- I corsisti il cui cognome inizia con le lettere dalla A alla G SVOLGONO INDIVIDUALMENTE GLI ESERCIZI DEL DOCUMENTO CARICATO IN GOOGLE CLASSROOM E DENOMINATO «VERIFICA TIPO A».
- I corsisti il cui cognome inizia con le lettere dalla I alla Z SVOLGONO INDIVIDUALMENTE L'ESERCIZIO n.2 DEL DOCUMENTO CARICATO IN GOOGLE CLASSROOM E DENOMINATO «VERIFICA TIPO B».

TEMPO: 5 MINUTI

CONSEGNA 2

ORA IL PRIMO GRUPPO ESEGUE LA « VERIFICA TIPO B » E VICEVERSA

- Confrontate le due verifiche, i modi con cui le avete svolte
- Individuate gli obiettivi delle due prove
- Andate su  www.menti.com. Digitate il codice **45 83 66 75** e discutete vantaggi e svantaggi di entrambe le prove, con particolare riferimento agli alunni con BiLS.
- **TEMPO: 5 MINUTI**

ELABORARE FORME DI VERIFICA ADEGUATE

Spesso i materiali a nostra disposizione non sono adatti per due ordini di problemi:

- 1) l'organizzazione grafica del testo è poco accessibile
- 2) alcuni tipi di consegna sottolineano il disturbo

ELEMENTI GRAFICI

Dimensione grafica

- utilizzare font senza grazie (12-14);
- distanziare le righe con un'interlinea $\geq 1,5$;
- evitare effetto "crowding";
- giustificare il testo a sinistra;
- utilizzare il grassetto per evidenziare;
- evitare testi organizzati in più colonne
- utilizzare il *colour coding*
- evitare nell'intestazione qualsiasi forma di differenziazione. Se è proprio necessario, semplicemente chiamarle fila A, B o C;

Supporti extra-linguistici

- inserire immagini (es: *Abbina i disegni alle preposizioni*)

ORGANIZZAZIONE DEL TESTO

- Formulare consegne semplici ed in lingua italiana;
- prevedere un task per esercizio;
- evidenziare l'elemento su cui lo studente deve focalizzare l'attenzione;
- inserire un esempio all'inizio degli esercizi;
- prevedere una diminuzione del numero di items;
- prevedere la segmentazione del compito in più fasi;
- problema lessico: inserire sulla destra una colonna con le parole in ordine sparso e chiedere un collegamento con le definizioni;
- per le prove meno strutturate fornire prompt linguistici.

LE ABILITÀ ORALI

Nelle attività di ascolto lo studente con BiLS generalmente riesce a individuare l'ossatura del brano in un lasso di tempo abbastanza contenuto. Considerato però che i BiLS coinvolgono le abilità fonologiche, lo studente con BiLS ha un carico di lavoro particolarmente consistente nel cercare di comprendere i fonemi e quindi capire a pieno un testo parlato.

Nel **parlato** si nota l'impegno e la raccolta di idee, ma la prestazione è inficiata dalla mancanza cronica di lessico utile all'espressione orale.

8.1 | Modello di «prompt» per l'interazione orale

.....

.....

.....

.....

.....

Istruzioni

Ruolo:

Schema dell'interazione:

STUDENTE A

.....

.....

.....

STUDENTE B

.....

.....

.....

Espressioni linguistiche utili

-

-

-

-

→ Inserire in questo spazio il contesto e la situazione comunicativa (ad esempio, al bar: dialogo tra amici; al cinema: comprare un biglietto)

→ Inserire in questo spazio una o più immagini significative rispetto alla situazione comunicativa. A partire dall'immagine indicare un insieme di parole-chiave relative alla situazione.

→ Specificare qui il ruolo dello studente nel dialogo (un amico, un commesso, un cliente ecc.). Fornire lo schema dell'interazione, ossia le mosse comunicative che lo studente dovrà eseguire (ad esempio: entri in un bar, saluti, ordini una cioccolata calda ecc.). Valutare l'opportunità di indicare nello schema anche le eventuali mosse comunicative assegnate al compagno, in modo che lo studente possa gestire meglio la comunicazione.

→ Inserire in questa sezione gli esponenti linguistici, ossia un insieme di espressioni (complete o da completare) che l'allievo potrà usare come punto di partenza per l'interazione.



CD1 pista 22

10 Lee y escucha los diálogos. Con el diccionario, identifica las palabras y expresiones relacionadas con problemas físicos y medicamentos; luego completa el cuadro.

1. A: ¡Me encuentro fatal! Me duele muchísimo la cabeza y creo que tengo gripe. Me voy a casa.
 B: Tú vete tranquila. Debes tomarte una aspirina y descansar.
 A: Gracias. Mañana te llamo.

2. A: ¿Qué te pasa? ¿No te sientes bien?
 B: Es que me duele el estómago y tengo náuseas.
 A: ¿Por qué no te acuestas un rato? Me quedaré yo con los niños.
 B: Sí, vale... gracias.
3. A: ¿Y ese brazo escayolado?
 B: Está fracturado... un golpe fuerte durante el partido de baloncesto.
 A: ¡Qué mala suerte! ¿Cuánto tiempo tienes que llevar la escayola?
 B: Tres semanas, como mínimo.

diálogo	problema físico	consejo/medicamento
1.		
2.		
3.		

10 Paso 1. Leggi e ascolta il dialogo.

A) ¿Qué problema de salud tiene Carlos?

Diálogo 1

Carlos: ¡Me encuentro fatal! Me duele muchísimo la cabeza y creo que tengo gripe. Me voy a casa.

Beatriz: Tú vete tranquilo. Debes tomarte una aspirina y descansar.

Carlos: Gracias. Mañana te llamo.

Carlos tiene dolor de _____

B) Escucha otra vez y vuelve a leer. ¿Qué le aconseja Beatriz a Carlos?

Beatriz le aconseja a Carlos que _____

Paso 2. Leggi e ascolta il dialogo.

A) ¿Qué problema de salud tiene Beatriz?

Diálogo 2

Carlos: ¿Qué te pasa? ¿No te sientes bien?

Beatriz: Es que me duele el estómago y tengo náuseas.

Carlos: ¿Por qué no te acuestas un rato? Me quedaré yo con los niños.

Beatriz: Sí, vale... gracias.

Beatriz tiene dolor de _____

B) Escucha otra vez y vuelve a leer. ¿Qué le aconseja Carlos a Beatriz?

Carlos le aconseja a Beatriz que _____

Paso 3. Leggi e ascolta il dialogo.

A) ¿Qué problema de salud tiene Beatriz?

Diálogo 3

Carlos: ¿Y ese brazo escayolado?

Beatriz: Me lo he roto... un golpe fuerte durante el partido de baloncesto.

Carlos: ¡Qué mala suerte! ¿Cuánto tiempo tienes que llevar la escayola?

Beatriz: Tres semanas, como mínimo.

Beatriz tiene _____

B) Escucha otra vez y vuelve a leer. ¿Cuánto tiempo va a necesitar Beatriz?

Beatriz va a necesitar _____

Paso 4. Ora completa il diagramma con le informazioni trovate.

Diálogo	Problema físico	Consejo/medicamento
1	Dolor de cabeza	Tomar una aspirina
2		
3		

37  [090] Look at the table. Identify the kind of information you need to fill in. Then listen to the conversation again and complete.

CARA: WEEKLY EXERCISE

ACTIVITY	FREQUENCY	TOTAL TIME
walking	² time(s) a week	⁵ minutes
netball	one time a week	⁶ hours
¹	³ time(s) a week	three hours
dancing	⁴ time(s) a month	⁷ hours



27

37



Listen and choose

the correct option.

CARA: WEEKLY EXERCISE

ACTIVITY	FREQUENCY	TOTAL TIME
walking	4 / 5 times a week	40 / 20 minutes
netball	1 time a week	2 / 3 hours
rounders	1 / 2 time(s) a week	3 hours
dancing	1 / 2 time(s) a month	4 / 5 hours

LE ABILITÀ SCRITTE

Nelle abilità scritte si rilevano generalmente le maggiori difficoltà.

Per quanto riguarda la **lettura**, nei casi di dislessia media o severa si suggerisce di ricorrere al lettore umano o alla sintesi vocale, in grado di ottimizzare i tempi di lavoro e di consentire la comprensione del testo.

Le problematiche più gravi riguardano l'abilità di **scrittura**, che (almeno fino al biennio della secondaria di secondo grado) dovrà essere guidata con esercizi appositamente studiati e modelli di scrittura semplici (messaggio telefonico, una cartolina, una mail o una lettera).

LE ABILITA' SCRITTE

In caso di domande relative alla comprensione di un brano, si può aggirare l'ostacolo colorando di colori diversi le parti del brano da somministrare e riproporre i medesimi colori nelle domande a esse corrispondenti.

PROVA PER LE COMPETENZE (CLASSE 2^a)
a.s. 2013/14

Materia INGLESE
Tempo 1 ora e 30 minuti
Uso del dizionario bilingue: consentito

Studente _____ Classe _____ Data _____
From "HEADWAY CULTURE" - Oxford.

PUB CULTURE

The public house or 'pub' is culturally unique to the UK and other British-influenced countries. There are over 60,000 pubs in the UK and they are an important part of British life. Going to the pub is the most popular leisure activity outside the home in Britain. People meet, drink, talk, eat, and relax there.

The pub has a long history in the UK, dating back to Roman England when tired travelers used to stop to buy food and drink on long journeys. As travel and pilgrimages became more popular during the Middle Ages the demand for pubs grew. In 1363, King Richard II said that all landlords must put signs outside their pubs. As most people were illiterate, the signs contained pictures to illustrate the name of the pub. One of the oldest pubs still open today is The Fighting Cocks in St Albans. It dates back to the 11th century.

Pubs serve alcoholic and non-alcoholic drinks. You must be over 18 to drink alcohol in the UK but you can have a soft drink in a pub from the age of 18. Children are allowed into pubs which sell food. A popular kind of British beer is called bitter, which is served at room temperature. More popular today is lager, which is lighter in colour and served cold. Cider is also popular, especially in the west of England. You must go to the bar to order drinks; there is no table service.

Most pubs also sell food and snacks. One traditional pub meal is called a 'Ploughman's lunch'. This is a plate of cheese, bread, onion, pickle, and salad. Other traditional pub food includes scampi, chicken and chips, and toasted sandwiches. However, many pubs now offer more upmarket menus serving gourmet food.

Traditional pub games include darts, billiards, pool, dominoes, slot machines, and even skittles. Many pubs also organize weekly quizzes, karaoke, and coverage of big sporting events. Some of them have live music and concerts too.

Pubs used to shut at 11 p.m. during the week and 10.30 p.m. on Sundays. However, thanks to a new law, they can now stay open for longer. Some of them are even open 24-hours a day!

PROVA PER LE COMPETENZE (DSA - classe 2^a)
a.s. 2013/14

Materia INGLESE
Tempo 2 ore
Uso del dizionario bilingue: consentito Traduzione consegne in italiano: se necessario

Studente _____ Classe _____ Data _____
From "HEADWAY CULTURE" - Oxford.

PUB CULTURE

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Ex. A) Which words in the text mean the following?

1) the person who owns or runs a pub

2) unable to read or write

3) non-alcoholic

4) a drink made from apples

5) vegetables preserved in vinegar

6) high quality

Ex. B) Answer the following questions:

- 1) What is the word 'pub' short for?
- 2) When did pubs first appear in England?
- 3) How did pub signs originate?
- 4) What sort of food can you eat in a pub?
- 5) What is the difference between beer and lager?
- 6) What activities can you do in a pub?
- 7) What time did pubs used to shut in the past?

Ex. 3 – WRITING • Build-up a short text on the following topic:

What do you like doing in your free time? Name some popular leisure activities in Italy.

Do you think these are the same in the UK?

Ex. A) Match the given words with the following definitions:

ILLITERATE – SOFT DRINK – GOURMET FOOD – LANDLORDS – CIDER – PICKLE

1) the person who owns or runs a pub

2) unable to read or write

3) non-alcoholic

4) a drink made from apples

5) vegetables preserved in vinegar

6) high quality

Ex. B) Answer the following questions:

- 1) What is the word 'pub' short for?
- 2) When did pub first appear in England?
- 3) How did pub signs originate?
- 6) What activities can you do in a pub?
- 7) What time did pubs used to shut in the past?

Ex. 3 – Design your own pub sign. Choose symbols or images that are important to you. Give reasons for your choice, writing a sentence below your sign.

Reading

Life on a houseboat

More and more people would like to escape from the crowded, traffic-filled streets of London, but they still have to work there. One option is to live in the suburbs and spend hours each day on buses, trains or in the car. However, some lucky people have found the perfect home in a beautiful, quiet part of central London: a houseboat on the Regent's Canal in Little Venice.

A houseboat can cost as much as a million pounds, but most boats are much cheaper. A basic boat is also much cheaper than a house in London. It costs about the same as a cheap, one-bedroom flat – and is much nicer. It is also easier to buy a houseboat than a house, and there is less paperwork. Of course, you'll have to make sure the boat is in good condition. Not all of them are. You'll then live in a much nicer area of the city with helpful, friendly neighbours.

The biggest disadvantage is finding somewhere to 'moor' or park your boat. One of the most popular places in London is Little Venice, which only has sixty places and hundreds of people on a waiting list. A place to moor can sometimes cost as much as the boat itself. That can cause problems.

Banks will lend you 80 percent of the cost of a boat, but this may only be 40 percent of the total cost. You also have to pay thousands of pounds each year to keep your place and you will have to have the boat checked every five years.

So who owns houseboats? Some owners are rich, but most people who live on houseboats are middle-aged boat lovers, almost all of them men. Often they have had to sell their homes because of a divorce. They aren't rich but they can do most repairs themselves.

1 Read the text. Choose the correct answers to the questions.

- 1 The text is an ...
- a advert for houseboats.
 - b advert for London.
 - c article about houseboats.
- 2 Which of these is not a reason for living in a houseboat?
- a London is noisy and crowded.
 - b Travelling from the suburbs takes a long time.
 - c It is difficult to find work outside London.
- 3 Which of these statements is true?
- a Basic houseboats are cheaper than houses.
 - b One-bedroom flats in London are not pleasant.
 - c Only millionaires can afford houseboats.
- 4 Little Venice ...
- a is the only place in London for houseboats.
 - b has fewer than a hundred places for houseboats.
 - c is the most expensive place to moor a houseboat.
- 5 Which of these is not a problem if you buy a houseboat?
- a Banks will lend you 80 percent of the cost.
 - b You pay for the houseboat and a place to moor it.
 - c The boat must be checked regularly.

Reading

Leggi l'articolo e decidi se le affermazioni sono vere (T) o false (F).

Life on a houseboat

More and more people would like to escape from the crowded, traffic-filled streets of London, but they still have to work there. One option is to live in the suburbs and spend hours each day on buses, trains or in the car. However, **some lucky people have found the perfect home in a beautiful, quiet part of central London: a houseboat on the Regent's Canal in Little Venice.**

0. The text is an article about houseboats. T
1. A reason for living in a houseboat is that you can live peacefully in the centre of London. ___

A houseboat can cost as much as a million pounds, but most boats are much cheaper. **A basic boat is also much cheaper than a house in London.** It costs about the same as a cheap, one-bedroom flat – and is much nicer. **It is also easier to buy a houseboat than a house,** and there is less paperwork. Of course, you'll have to make sure the boat is in good condition. Not all of them are. **You'll then live in a much nicer area of the city with helpful, friendly neighbours.**

2. Basic houseboats are cheaper than houses. ___
3. Only millionaires can afford houseboats. ___
4. In London the houseboats are not in a pleasant district. ___

The biggest disadvantage is finding somewhere to 'moor' or park your boat. One of the most popular places in London is Little Venice, which only has sixty places and hundreds of people on a waiting list. A place to moor can sometimes cost as much as the boat itself. That can cause problems.

Banks will lend you 80 percent of the cost of a boat, but this may only be 40 percent of the total cost. You also have to pay thousands of pounds each year to keep your place and you will have to have the boat checked every five years.

5. It's easy to find a place to park your boat. ___
6. Little Venice has fewer than a hundred places for houseboats. ___
7. A place for a houseboat can be very expensive. ___
8. Banks will lend you 80 percent of the cost. ___

So who owns houseboats? Some owners are rich, but most people who live on houseboats are middle-aged boat lovers, almost all of them men. Often they have had to sell their homes because of a divorce. They aren't rich but they can do most repairs themselves.

9. A lot of women decide to buy a boat. ___
10. Some people decide to buy a boat because they had to sell their house. _

escribo

- 4 Una amiga española te escribe un e-mail para contarte que viene de vacaciones-estudio a tu ciudad y para preguntarte qué debe meter en la maleta. Contéstale con tus consejos por correo electrónico en un párrafo de 10 líneas; enlaza tus sugerencias con *y*, *pero*, *porque*.

Rw: qué meter en la maleta

Enviar ahora Enviar más tarde Guardar como borrador Añadir archivos adjuntos Firma Opciones Reacomodar

De:

Para: marisolgarcia@arrak.es

CC:

CCO:

Asunto: Rw: qué meter en la maleta

Archivos adjuntos: ninguno

Tipo por omisión Tamaño del texto B I U T

Hola:

escribo

- 4 Una amiga española te escribe un e-mail para contarte que viene de vacaciones-estudio a tu ciudad y para preguntarte qué debe meter en la maleta. Contéstale con tus consejos por correo electrónico en un párrafo de 10 líneas; enlaza tus sugerencias con *y, pero, porque*.

Aquí tienes algunos instrumentos que te pueden ayudar a escribir el correo:

- para dar consejos o sugerencias utiliza el esquema gramatical de la pág. 97
- para decir a tu amiga qué tiene que poner en la maleta usa las palabras de la pág. 99



Rw: qué meter en la maleta

Enviar ahora Enviar más tarde Guardar como borrador Añadir archivos adjuntos Firma Opciones Recuperar

De: [Redacted]

Para: marisolgarcia@arrak.es

CC:

CCO:

Asunto: Rw: qué meter en la maleta

Archivos adjuntos: ninguno

Tipo por omisión Tamaño del texto

Querido/a ...

Texto

Despedida

Firma

Adiós
Hasta pronto
Besos

- 4 Una amiga española te escribe un e-mail para contarte que viene de vacaciones-estudio a tu ciudad y para preguntarte qué debe meter en la maleta. Contéstale con tus consejos por correo electrónico en un párrafo de 10 líneas; enlaza tus sugerencias con *y*, *pero*, *porque*.



Rw: qué meter en la maleta

De: [Redacted]

Para: marisolgarcia@arrak.es

CC:

CCO:

Asunto: Rw: qué meter en la maleta

Archivos adjuntos: a/sgton

Tipo por emisión Tamaño del texto

Querido/a ...

Textos

Despedida

Firma

obligaciones	subjecto concreto	tener que + infinitivo	Arturo tiene que llegar muy temprano a su trabajo.
	generales	hay que + infinitivo	No hay que fumar en la sala.
		hace falta + infinitivo	Hace falta alimentarse bien para cuidar la salud.
consejo o recomendación	deber + infinitivo	Miguel debe descansar porque está muy nervioso.	
	necesitar	Sofía necesita salir más y no estar siempre en casa.	
recomendaciones	hay que + infinitivo	Hay que mantener el silencio durante el espectáculo.	

Adiós
Hasta pronto
Besos

Tiempo meteorológico



despejado



variable



nublado



lluvoso

Ropa



gorra



gafas de sol



camiseta



vaqueros



zapatillas de deporte



vestido escotado



chubasquero

La Ciudad



la oficina de correos



la iglesia



el café



la plaza



el parque



el centro

LE STRUTTURE GRAMMATICALI

La conoscenza delle strutture linguistiche va verificata mediante esercizi di:

vero/falso,

scelta multipla,

completamento,

abbinamento,

inserimento.

Le domande aperte non sono congeniali al dislessico, per la difficoltà di riutilizzo del lessico appreso e per la non-automatizzazione nell'uso delle regole grammaticali.

LE TRADUZIONI

Le traduzioni dall'italiano verso la lingua inglese non sono congeniali agli studenti con BiLS, per le difficoltà già evidenziate.

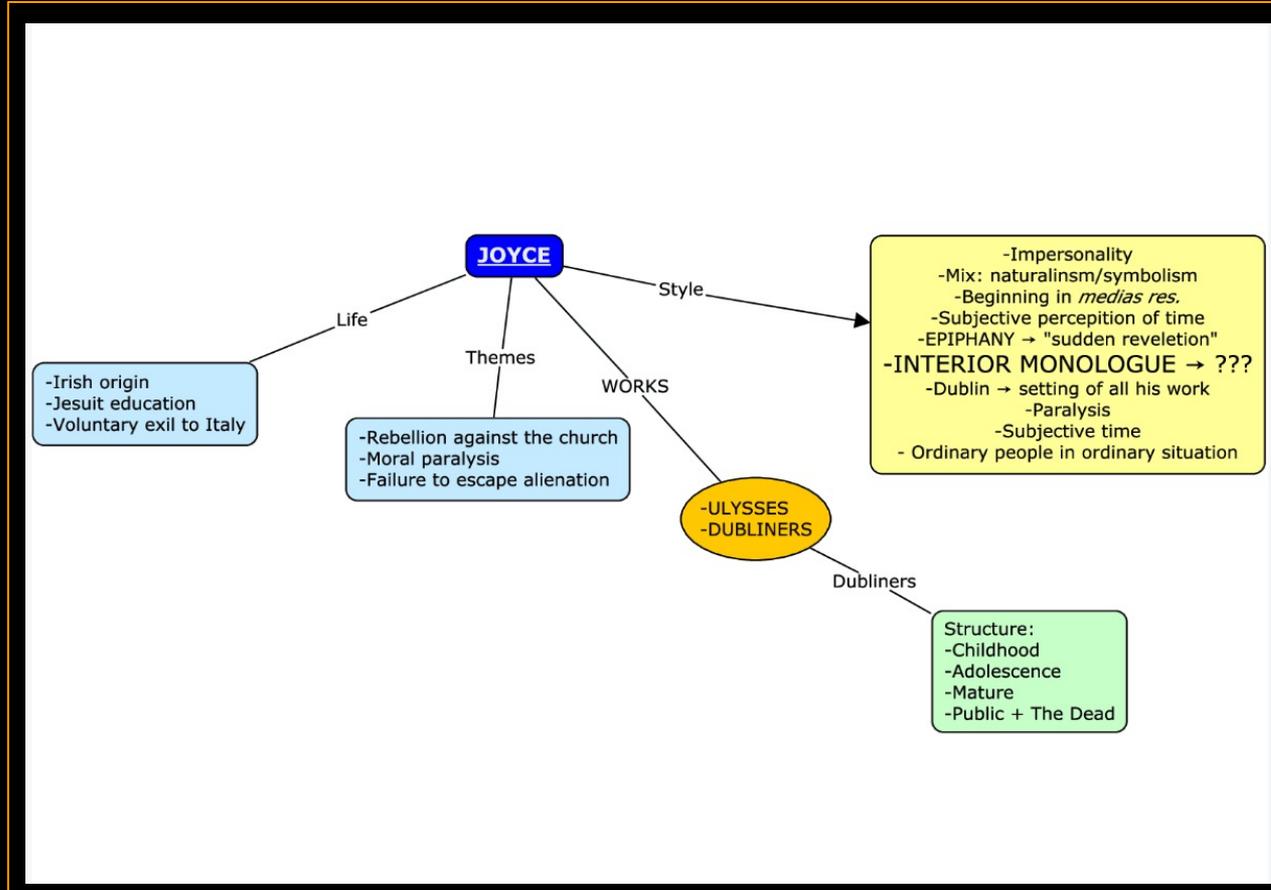
Un accorgimento, qualora si decida di utilizzarle, è quello di aggiungere a fianco del testo una serie di vocaboli in esso contenuti, tradotti in lingua inglese, per far orientare lo studente.

Può essere invece consigliabile far lavorare gli studenti su testi in lingua straniera da trasporre in lingua italiana. Le prestazioni in questa attività si collocano a metà nella scala di valutazione della classe.

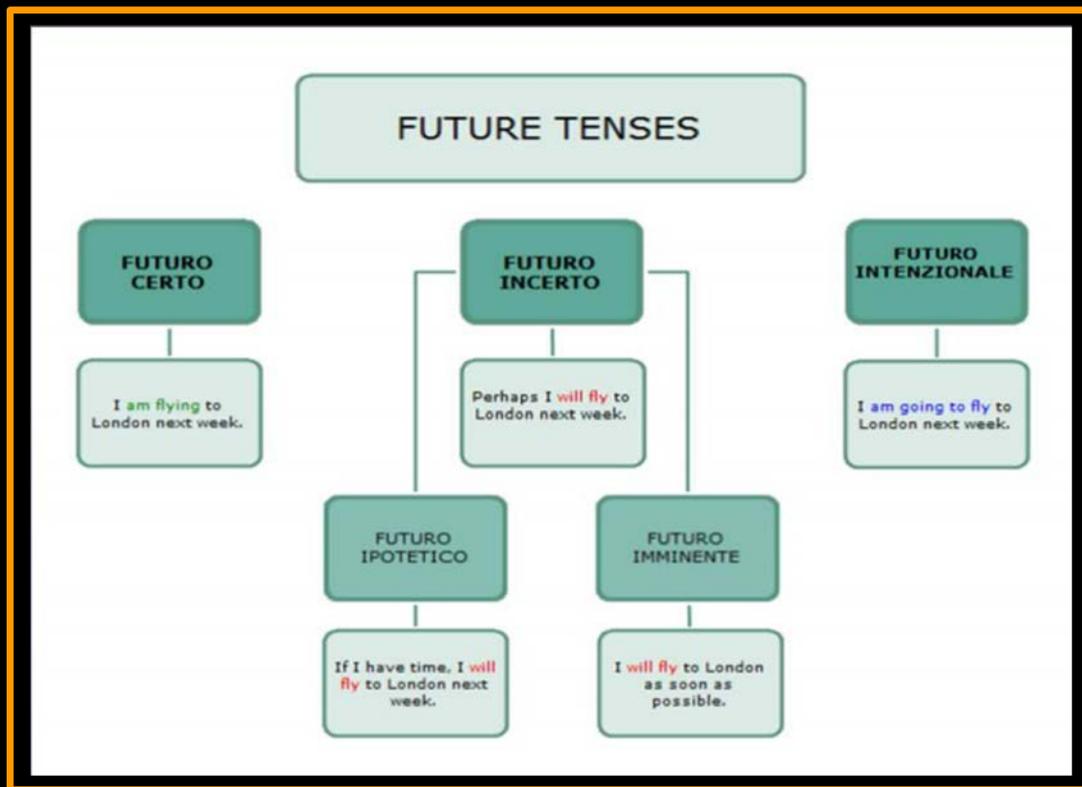
LE MAPPE MENTALI O CONCETTUALI

Per raggiungere risultati positivi nello studio delle tematiche affrontate, è importante insegnare e implementare la stesura delle mappe mentali/concettuali, utile strumento di sintesi che funge anche da aiuto per la memoria. Dato che quest'ultima risulta essere sovente compromessa negli studenti con BILS (soprattutto la memoria di lavoro) si può ritenere di lasciare tale strumento anche durante le interrogazioni orali, per permettere che lo studente riordini le proprie idee e si concentri sull'esposizione orale in lingua, sulla quale si sarà preventivamente esercitato utilizzando la mappa che si è creato.

LE MAPPE CONCETTUALI



LE MAPPE MENTALI



Unit test

Versione standard

Name _____
Surname _____
Class _____
Date _____

1 Completa il testo con la forma corretta dei verbi dati.

get • go • not speak • read • not like
start • talk • watch • work • cook

Penny is a teacher. She ¹ _____ in a big school in London. She ² _____ getting up early but she ³ _____ work at half past eight. After school she ⁴ _____ home, ⁵ _____ a book and then ⁶ _____ dinner. In the evening she ⁷ _____ TV or ⁸ _____ to her friends on the phone. In the holidays, she ⁹ _____ to Florence in Italy. She ¹⁰ _____ Italian but she wants to learn it.

____ / 20

2 Completa le frasi con le preposizioni di tempo.

- 1 My birthday is _____ December.
- 2 The school holidays start _____ July 14th.
- 3 I always play football _____ the weekend.
- 4 We finish school _____ 3.30 p.m.
- 5 I watch TV _____ the evening.
- 6 We play tennis _____ Saturday afternoon.
- 7 Pam wakes up early _____ the morning.
- 8 Thanksgiving is _____ November.
- 9 The English test is _____ April 14th.
- 10 I go to bed _____ 11.30.

____ / 20

3 Completa le frasi con la forma in *-ing* dei verbi dati.

do • go • have • live • play • read
visit • watch • wear • work

- 1 Donna hates _____ a uniform.
- 2 Michael and Sean love _____ computer games.
- 3 I don't like _____ my homework in the evening.
- 4 Jean hates _____ TV.
- 5 Mary enjoys _____ books.
- 6 Sam loves _____ to clubs.
- 7 I don't like _____ lunch at school.
- 8 Stella doesn't like _____ in an office.
- 9 Paul enjoys _____ his grandparents.
- 10 Liam likes _____ in Manchester.

____ / 20

4 Scrivi l'equivalente inglese delle seguenti parole.

- 1 aprile _____
- 2 sabato _____
- 3 luglio _____
- 4 domenica _____
- 5 martedì _____
- 6 mattina _____
- 7 dicembre _____
- 8 giugno _____
- 9 pomeriggio _____
- 10 giovedì _____

____ / 10

5 Scrivi i numeri in forma estesa.

- 1 2nd _____
- 2 5th _____
- 3 8th _____
- 4 11th _____
- 5 13th _____
- 6 16th _____
- 7 21st _____
- 8 23rd _____
- 9 29th _____
- 10 30th _____

____ / 10

6 Traduci le frasi.

1 Jason arriva a casa alle sei, si cambia e prepara la cena.

2 Eric odia indossare vestiti eleganti, ma gli piace lavorare in una banca.

3 A mia mamma non piace cucinare.

4 Non andiamo a letto presto il sabato sera.

5 Simon non va a scuola a piedi, prende il tram.

____ / 20

Total score: ____ / 100

Unit test

Versione standard

1 Completa il testo con la forma corretta dei verbi dati.

get ▪ go ▪ not speak ▪ read ▪ not like
start ▪ talk ▪ watch ▪ work ▪ cook

Penny is a teacher. She¹ _____ in a big school in London. She² _____ getting up early but she³ _____ work at half past eight. After school she⁴ _____ home, ⁵ _____ a book and then ⁶ _____ dinner. In the evening she⁷ _____ TV or ⁸ _____ to her friends on the phone. In the holidays, she⁹ _____ to Florence in Italy. She¹⁰ _____ Italian but she wants to learn it.

____ / 20

2 Completa le frasi con le preposizioni di tempo.

- My birthday is _____ December.
- The school holidays start _____ July 14th.
- I always play football _____ the weekend.
- We finish school _____ 3.30 p.m.
- I watch TV _____ the evening.
- We play tennis _____ Saturday afternoon.
- Pam wakes up early _____ the morning.
- Thanksgiving is _____ November.
- The English test is _____ April 14th.
- I go to bed _____ 11.30.

____ / 20

3 Completa le frasi con la forma in -ing dei verbi dati.

do ▪ go ▪ have ▪ live ▪ play ▪ read
visit ▪ watch ▪ wear ▪ work

- Donna hates _____ a uniform.
- Michael and Sean love _____ computer games.
- I don't like _____ my homework in the evening.
- Jean hates _____ TV.
- Mary enjoys _____ books.
- Sam loves _____ to clubs.
- I don't like _____ lunch at school.
- Stella doesn't like _____ in an office.
- Paul enjoys _____ his grandparents.
- Liam likes _____ in Manchester.

____ / 20

Unit test

Versione per DSA

Cognome _____
Classe _____
Data _____

1 Completa con il PRESENTE SEMPLICE dei verbi dati.

Esempio: Penny is a teacher.

← Aggiunta di un esempio per guidare.

- She¹ _____ in a big school in London.
She² _____ up early, but she³ _____ work at half past eight.
After school she⁴ _____ home.
She⁵ _____ a book and then she⁶ _____ dinner.
In the evening she⁷ _____ TV or⁸ _____ her friends.
In the holidays she⁹ _____ to Florence in Italy.
She¹⁰ _____ Italian and she wants to learn it.

be
work
get, start
go
read, cook
watch, meet
travel
like

Consegna più articolata (gli esercizi devono sempre essere guidati). Le parole chiave della consegna vanno evidenziate per una maggiore visibilità.

____ / 20

2 Completa con le preposizioni di tempo IN – AT – ON.

- My birthday is _____ December.
- We start school _____ 1st September.
- I always play football _____ Saturday.
- We finish school _____ 3.30 p.m.
- My birthday is _____ June.
- I get up _____ 6.30 a.m.
- Pamela wakes up early _____ the morning.
- I go to bed _____ 11.30 p.m.
- I do my homework _____ the afternoon.
- My dad's birthday is _____ 5th December.

← Consegna più articolata. Semplificazione del lessico se ritenuto troppo difficile dall'insegnante.

____ / 20

3 Completa con la forma in -ING dei verbi dati.

- We enjoy _____ our grandparents.
- Michael and Sean love _____ jeans.
- Rosie doesn't like _____ early in the morning.
- Jean hates _____ TV.
- Sandra loves _____ books.
- Rob enjoys _____ football.
- Steven likes _____ to music.
- We like _____ to school.
- I hate _____ my homework.
- Mark likes _____ in Manchester.

visit
wear
get up
watch
read
play
listen
go
do
live

← Semplificazione del lessico e della struttura delle frasi se ritenuti troppo difficili dall'insegnante.

____ / 20

Decide if the sentences are right or wrong.

Correct the wrong ones.

1. I've lost my sunglasses – has anyone
2. seen them?
3. She was reading when the doorbell
4. was ringing.
5. My brother has always been scared
6. of snakes.
7. Did the first blog appeared in the
8. 1980s or the 1990s?
9. He came up to me, grabbed my bag
10. and run away.
11. I've just fallen asleep when the baby
12. started crying.

10 Le parole in neretto sono sbagliate. Riscrivile correttamente.

0. There wasn't **nobody** at the station. anybody
1. I've lost my sunglasses – has **someone** seen them? _____
2. She was reading when the doorbell **was ringing**. _____
3. My brother has always been **scary** of snakes. _____
4. Did the first blog **appeared** in the 1980s or the 1990s? _____
5. He came up to me, grabbed my bag and **run** away. _____
6. I've just fallen asleep when the baby started crying. _____

Re-write each sentence, using the word in bold so that the second sentence has exactly the same meaning. You cannot change the word in bold in ANY way. You must use a minimum of TWO and a maximum of FIVE words for each space.

1. Many people think Steve stole the money.

believed

Steve _____ the money.

2. He doesn't have enough money to buy the computer.

too

The computer _____ to buy.

3. "You should start a new hobby, Mr. Jenkins", the doctor said.

take

The Doctor advised _____ a new hobby.

4. I could never have passed that exam without your help.

you

I could never have passed that exam _____ me.

5. We paid some people to landscape the garden for us last year.

had

We _____ last year.

6. We have lived in London for twenty years.

moved

We _____ ago.

Scegli la frase con lo stesso significato della prima.

0. Many people think Steve stole the money.

Steve is believed to have stolen the money.

Steve was believed to have stolen the money

1. He doesn't have enough money to buy the computer.

He hasn't got any money so he cannot buy the computer.

The computer is too expensive for him to buy.

2. "You should start a new hobby, Mr. Jenkins", the doctor said.

The Doctor advised Mr. Jenkins to take up a new hobby.

The Doctor told Mr. Jenkins he had to start a new job.

3. I could never have passed that exam without your help.

I didn't pass that exam because you didn't help me.

I could never have passed that exam if you hadn't helped me.

4. We had the garden landscaped last year.

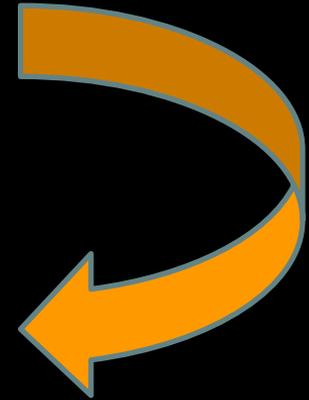
We paid some people to landscape the garden for us last year

We landscaped the garden last year.

IN SINTESI...

«Every student can learn, just not on the same day, or the same way» (George Evans)

*«La sfida è rendere la didattica
accessibile» (Michele Daloiso)*



Taare Zameen Par

Stelle sulla Terra



Il più grande mezzo compensativo per un ragazzo dislessico è un buon insegnante.

Giacomo Cutrera

CONSEGNA 3

INDIVIDUALMENTE o IN COPPIE/PICCOLI GRUPPI:

Elaborate una prova di **verifica inclusiva**:

- **uguale** per tutti gli studenti
- **accessibile** in particolare a quelli con BiLS

TEMPO: 30/45 MINUTI

E PER FINIRE...

penso a:

- UNA COSA NUOVA
- UNA COSA UTILE
- UNA COSA INTERESSANTE apprese durante il corso ...

e le riporto sul nostro Padlet.





Luisella Beghelli
luisella.beghelli@gmail.com

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