

MOBILITA ERASMUS PLUS

Periodo: 26th June- 1st July 2023 (6 days)

Luogo: Dublin (Ireland)

Partecipanti: 3 (Scuola Primaria)

Nome del corso:

English Language Course (Intermediate Level)

- Migliorare il vocabolario inglese, la grammatica, la pronuncia e le capacità di conversazione;
 - Partecipare ad attività innovative di Content and Language Integrated Learning (CLIL);
 - Immersione nella storia e nella cultura locale;
 - Incontrare e saper interagire con partecipanti provenienti da altri paesi in Europa e in tutto il mondo migliorando la capacità comunicativa e cooperativa ;
 - Acquisizione di un'esperienza come studente per rafforzare la prospettiva di insegnante.
-

Accoglienza: food fair



National food presentation by each country for Europass participants

ATTIVITA'

Grammatica e conversazione della lingua inglese a livello intermedio.

Student B chart

SUJA

1 1987

2 PLAY TENNIS
STAY WITH FRIENDS

3 8

4 NELSON MANDELA

5 DIRTY DANCING

6 PARIS

7 VOLLEY OR BASKET

8 MY SON

9 QUEEN-FREDDY MERCURY

10 EIGHT AND HALF

COMMUNICATIVE Getting to know you

Student A instructions

a Read your instructions and write your answers in the correct place in the chart.

In the star, write your first name and surname.
In square 1, write the year you started learning English. ✓
In circle 2, write two things you really like doing when you have some free time. ✓
In square 3, write the number of the month when you were born (e.g. October = 10). ✓
In circle 4, write the name of a famous person you admire. ✓
In square 5, write the name of the last film you saw at home or at the cinema. ✓
In circle 6, write the name of the most beautiful place you've ever been to.
In square 7, write the names of two sports you think are really boring (or interesting) to watch. ✓
In circle 8, write the name of the person you get on with best in your family.
In square 9, write the name of a famous group or singer you really like (or don't like). ✓
In circle 10, write the name of a TV programme you often watch.

b Swap charts with B. Ask B to explain the information in his / her chart. Try to find out as much as you can.
Why did you write '3'?
(Because it's how many brothers and sisters I have.
What are their names?)

c Explain your answers to B.

A simple way to get to know a new student in the class.

Ah! What you're talking about is...
OK! What you mean is
Here you are!

(for Refusing)
I'm afraid I haven't got one
I'm sorry, I don't have one of those

I need one of those things you use when
you use it for (cutting)
It's made of (metal and plastic)

Section C

- 1) dish plate meal
- 2 professor teacher lecturer
- 3) sensitive sensible sense
- 4 bring take carry
- 5) remember remind recall

Section A

- 1) rent hire lease
- 2) guest visitor customer
- 3 benefit advantage favour
- 4) job steal burgle
- 5 lose fail miss

Playing with students to try to figure out who has the object. I'm trying... meanwhile to communicate in English with everyone.

Section C

1	dish	plate	meal
2	professor	teacher	lecturer
3	sensitive	sensible	sense
4	bring	take	carry
5	remember	remind	recall

Section A

1	rent	hire	lease
2	guest	visitor	customer
3	benefit	advantage	favour
4	rob	steal	burgle
5	lose	fail	miss

Handwritten notes on a grid:

×	broken	×
bite	break	freeze
×		spent
think	wear	spend
×		
Sing	understand	give

***TIC TAC TOE (TRIS) with the Simple Past of irregular verbs: each player must guess the simple Past of the verbs written by the opponent and the draw the circle or the cross.**

***The players must explain three different, but similar, words and the competitor must guess.**

Irregular verbs

Base form	Past Simple	Past participle	Base form	Past Simple	Past participle
beat	beat	beaten	leave	left	left
become	became	become	lend	lent	lent
begin	began	begun	let	let	let
bring	brought	brought	lie	lay	lain
build	built	built	light	lighted/lit	lit
buy	bought	bought	lose	lost	lost
can	could	been able	make	made	made
catch	caught	caught	mean	meant	meant
choose	chose	chosen	meet	met	met
cost	cost	cost	must	had to	had to
cut	cut	cut	pay	paid	paid
dig	dug	dug	put	put	put
do	did	done	read	read	read
draw	drew	drawn	ride	rode	ridden
dream	dreamed/dreamt	dreamed/dreamt	ring	rang	rung
drink	drank	drunk	rise	rose	risen
drive	drove	driven	run	ran	run
eat	ate	eaten	said	said	said
fall	fell	fallen	see	saw	seen
feed	fed	fed	sell	sold	sold
feel	felt	felt	send	sent	sent
fight	fought	fought	set	set	set
find	found	found	shake	shook	shaken
fit	fit	fit	shine	shone	shone
fly	flew	flown	shoot	shot	shot
forget	forgot	forgotten	show	showed	shown
forgive	forgave	forgiven	shut	shut	shut
freeze	froze	frozen	sing	sang	sung
get	got	got	sink	sank	sunk
give	gave	given	sleep	slept	slept
go	went	been/gone	slide	slid	slid
grow	grew	grown	speak	spoke	spoken
hang	hanged/hung	hanged/hung	spend	spent	spent
have	had	had	spoil	spoiled	spoiled/spoilt
hear	heard	heard	split	split	split
hide	hid	hidden	spread	spread	spread
hit	hit	hit	stand	stood	stood
hold	held	held	steal	stole	stolen
hurt	hurt	hurt	stick	stuck	stuck
keep	kept	kept	swim	swam	swam
kneel	kneelt	kneelt	take	took	taken
know	knew	known	teach	taught	taught
lay	laid	laid	tear	tore	torn
lead	led	led	tell	told	told
learn	learned/learnt	learned/learnt	think	thought	thought
			throw	threw	thrown
			understand	understood	understood
			wake	woke	woken
			wear	wore	worn
			win	won	won
			write	wrote	written

Phonetic symbols

Consonants

1	g	as in	pen	/pen/
2	b	as in	big	/bɪg/
3	t	as in	tea	/ti:/
4	d	as in	do	/du:/
5	k	as in	cat	/kæt/
6	g	as in	go	/gəʊ/
7	f	as in	four	/fɔ:/
8	v	as in	very	/veri/
9	s	as in	son	/sʌn/
10	z	as in	zero	/zɪə/
11	l	as in	live	/lɪv/
12	m	as in	my	/maɪ/
13	n	as in	near	/nɪə/
14	h	as in	happy	/ˈhæpi/
15	r	as in	red	/red/
16	j	as in	yes	/jes/
17	w	as in	want	/wɒnt/
18	θ	as in	thanks	/ˈθæŋks/
19	ð	as in	the	/ðə/
20	ʃ	as in	she	/ʃi:/
21	tʃ	as in	television	/ˈtelɪvɪʒn/
22	dʒ	as in	child	/ˈtʃɪldr̩/
23	dʒ	as in	German	/ˈdʒɜ:mən/
24	ŋ	as in	English	/ˈɪŋɡlɪʃ/

Vowels

25	i:/	as in	see	/si:/
26	ɪ/	as in	his	/hɪz/
27	i/	as in	twenty	/ˈtwenti/
28	e/	as in	ten	/ten/
29	æ/	as in	stamp	/ˈstæmp/
30	ɑ:/	as in	father	/ˈfɑ:ðə/
31	ʊ/	as in	book	/bʊk/
32	ɔ:/	as in	morning	/ˈmɔ:rnɪŋ/
33	ʊ/	as in	football	/ˈfʊtbɔ:l/
34	u:/	as in	you	/ju:/
35	ʌ/	as in	sun	/sʌn/
36	ɪ/	as in	learn	/lɜ:n/
37	ə/	as in	letter	/ˈletə/

Diphthongs (two vowels together)

38	eɪ/	as in	name	/neɪm/
39	əʊ/	as in	no	/nəʊ/
40	aɪ/	as in	my	/maɪ/
41	aʊ/	as in	how	/haʊ/
42	ɔɪ/	as in	boy	/bɔɪ/
43	ɪə/	as in	hear	/hɪə/
44	eə/	as in	where	/weə/
45	ʊə/	as in	tour	/tʊə/

Practice

From bikes to horses

1 Look at the pictures. Which is the jockey? Which is the cyclist? Could it be the same person?

2 Read the conversation between two friends talking about Victoria Pendleton. Complete it with the correct form of the verbs in brackets.

Switching Saddles

Ann: Sorry, did you say (say) you're going to the races tomorrow? Since when have you been (you / be) a horse racing fan?
 Bob: Well, it's more that I have always been (I / be) a fan of Victoria Pendleton. She's riding in a big race tomorrow.

Ann: But she's a cyclist!
 Bob: Well, yes, she was. She was (win) Olympic gold in Beijing and London. She was amazing, but in fact she's (retire) retired, and she's a jockey now.

Ann: Really? Is she (know) known that?
 Bob: She's (only) only (be) been a jockey for a few years so far, but she's (train) trained hard for over a year. She'd never sat on a horse before that, though.

Ann: Wow, that's incredible!
 Bob: It is! For the last year she's (take) taken part in a challenge called Switching Saddles, to see if she can ride in a top jump race within a year. She's (be) been (train) trained by the best people right from the start, of course.

Ann: It's still a huge challenge for a beginner, though. And those jumps always look scary to me.
 Bob: Hassie has (fall) fallen (fall off) a few times in training, and she's (come) come off (come off) in one of her first races. But she's (fall) fallen (fall) in love with horse riding completely, and I'm hoping to see her win her first big race tomorrow - or at least stay on!

Ann: Brilliant! Good luck to her!
 Bob: *Note: Victoria didn't fall off in her first big race, and in fact rode very well and came 5th out of 24!

Discussing grammar

3 Work with a partner. Look at the pairs of sentences. Which tenses are used? Why? Discuss the differences in meaning.

1 Victoria Pendleton rode bikes competitively for 11 years. She's been riding horses for two years.
 2 I work for a web design company. I've worked for this company since 2016.
 3 How long have you been living in Japan?
 4 Have you ever met anyone famous?
 5 I've already finished.
 6 Who's eaten my chocolates?
 7 President Kennedy was assassinated in 1963. Have you heard? President Kennedy's been assassinated!
 8 Look at Mike's front door! He's painted it. Look at Mike's clothes! He's been painting his front door.

4 Underline the correct verb form.

1 His plane took off / has taken off a few minutes ago.
 2 How many emails have you received / have you been receiving today?
 3 Look at the oil marks on the floor! You've fixed / have been fixing your bike in here, haven't you?
 4 The CEO has resigned / has been resigned and a new CEO has appointed / has been appointed.
 5 I work / have been working here since June. When did you start / have you started?
 6 A huge snowstorm has hit / has been hit New York. Over 40 centimetres of snow has fallen / has been fallen in the past 12 hours. People have advised / have been advised to stay indoors.

Review and improve of Past Tense verbs, knowing how to use the correct form of the verb in the sentences with exercises and comparison with a partner.

IRISH DANCE

**euro
pass**

IRISH DANCE WEDNESDAYS

FREE

**Every
Wednesday**

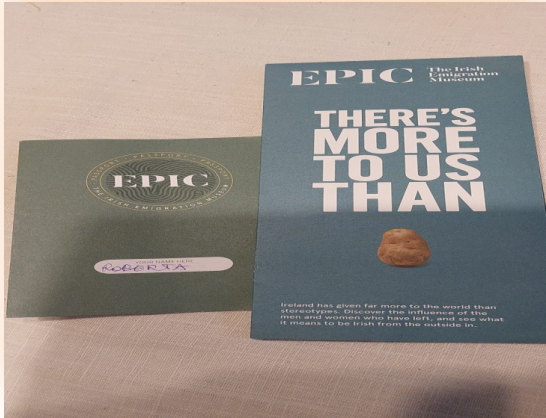
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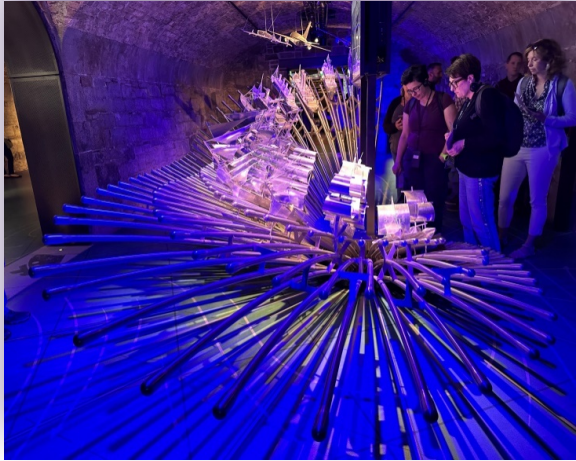
PLACE: CHURCH HALL - NEXT DOOR TO EUROPASS
TEACHER ACADEMY - DUBLIN
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Music and dance are important to know local culture

VISIT TO “THE IRISH EMIGRATION MUSEUM”



A journey through Irish history and its impact on the world



What I know, what I want to know, what I learned...

FULL DAY TOUR TO GLENDALOUGH & WICKLOW GAOL



Guided tour of Glendalough, Monastic City.

Walk around the park and visit to the lake

FREE TIME IN DUBLIN



SAINT PATRICK'S CATHEDRAL



RIVER LIFFEY



TEMPLE BAR



HOWTH CLIFF WALK

We have appreciated Dublin life...



... typical food, music and pubs.

CONCLUSIONI

Il corso, grazie alle numerose attività di Speaking, ci ha offerto la possibilità di migliorare la pronuncia e l'intonazione della lingua inglese confrontandoci sia con l'insegnante che con gli altri partecipanti.

Abbiamo migliorato il nostro inglese con esercizi di ripasso e rinforzo grammaticale e l'utilizzo di un lessico molto più variato e ricco, rispetto a quello che era in nostro possesso.

Abbiamo partecipato ad alcuni giochi, molto utili per la didattica in inglese, che possono essere proposti anche ai bambini della scuola primaria, per consolidare o ripassare il lessico e le strutture linguistiche appresi, naturalmente adattandoli all'età e al livello degli alunni:

TIME FOR A MIME (il gioco dei mimi: area lessicale: Sports);

TIC TAC TOE (il gioco del tris: area lessicale: Simple Past of irregular verbs).

Le escursioni incluse nel corso, le passeggiate per le vie di Dublino e i pasti consumati nei ristoranti e pubs della città ci hanno consentito di interagire con persone utilizzando la lingua inglese in maniera viva e diretta, così da poterne approfondire la conoscenza.

L'esperienza ci ha soddisfatte e arricchite, quindi consigliamo di viverla a chi ne avesse l'opportunità.

Giuseppa Elisa Mattina

Pierangela Boniperti

Roberta Boldreghini
