

## PROGRAMMA SVOLTO

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| <b>CLASSE</b>          | 4 BSS                |
| <b>INDIRIZZO</b>       | SOCIO SANITARIO      |
| <b>ANNO SCOLASTICO</b> | 2018-2019            |
| <b>DISCIPLINA</b>      | LINGUA INGLESE       |
| <b>DOCENTE</b>         | CETTIGA SANTOS CARLA |

## PROGRAMMA SVOLTO NELLA CLASSE 4BSS

**Libro di testo adottato:**

- Network Intermediate B1- B2, Paul Radley, Oxford.
- Essential Grammar and Vocabulary Trainer, Gallagher & Galuzzi, Pearson Longman.
- Growing into Old Age, Revellino, Schinardi e Tellier, CLITT

**Altri materiali utilizzati:** Materiale extra postato in Materiale per la Didattica, sul Registro Elettronico

| COMPETENZE SVILUPPATE   | MODULI/UNITÀ  | CONTENUTI   |
|---|---|---|
| <p><b>COMPETENZA 1</b> Padroneggiare la lingua inglese per scopi comunicativi e utilizzare i linguaggi settoriali relativi ai percorsi di studio, per interagire in diversi ambiti e contesti professionali, al livello B2 del quadro comune europeo di riferimento per le lingue (QCER)</p> <p><b>COMPETENZA 2</b> . Redigere relazioni tecniche e documentare le attività individuali e di gruppo relative a situazioni professionali</p> | <p><b>Da Network Intermediate B1- B2</b></p> <p><b>Revision</b></p> <p>Unit 7: Describe it!</p> | <p>GRAMMAR</p> <p>THE PASSIVE:</p> <ul style="list-style-type: none"> <li>• PRESENT SIMPLE</li> <li>• PAST SIMPLE</li> <li>• WILL</li> <li>• PRESENT PERFECT</li> </ul> |
| <p><b>COMPETENZA 1,2</b></p>  | <p><b>Unit 8: Celebrate!</b></p> <p>FUNCTIONS</p>   | <p>VOCABULARY</p> <p>Parties</p> <p>Make, do, get</p>   |

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|  | <p>Organizing an event<br/>         Describing past events<br/>         Talking about past conditions</p>  | <p>Relationships</p> <p>GRAMMAR<br/>         Past Perfect<br/>         3rd Conditional<br/>         Wish + Past Perfect<br/>         Should/shouldn't have done</p>  |
| <p><b>COMPETENZA 1,2</b></p>   | <p><b>Unit 9: Read it!</b><br/>         FUNCTIONS<br/>         Discussing reading habits<br/>         Reporting statements<br/>         Reporting questions</p>  | <p>VOCABULARY<br/>         Types of books<br/>         Life choices</p> <p>GRAMMAR<br/>         Indirect Speech</p> <ul style="list-style-type: none"> <li>• Say and tell</li> <li>• Questions</li> </ul>  |
| <p><b>COMPETENZA 1,2</b></p>   | <p><b>Unit 10: A global view</b><br/>         FUNCTIONS<br/>         Discussing social and world problems<br/>         Reporting requests and instructions<br/>         Talking about the past, present and future</p> | <p>VOCABULARY<br/>         Social problems<br/>         Charity<br/>         Phrasal verbs with get</p> <p>GRAMMAR<br/>         Indirect speech</p> <ul style="list-style-type: none"> <li>• Ask, tell, want</li> <li>• Other reporting verbs</li> </ul> <p>Revision : verb tenses</p> |
| <p><b>COMPETENZA 1,2</b><br/><br/> <b>COMPETENZA 3 Individuare e utilizzare gli strumenti di</b></p> | <p>Da Growing into Old Age<br/>         Revision of :<br/>         Module 1<br/>         Unit 1: The Human Body</p>  | <p>The inside of the human body:</p> <ul style="list-style-type: none"> <li>• The skeleton</li> <li>• Diseases of bones and joints</li> <li>• Deformity of the spine</li> <li>• The respiratory system</li> </ul>  |

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| <p><b>comunicazione e di team working più appropriati per intervenire nei contesti organizzativi e professionali di riferimento</b></p> |   | <ul style="list-style-type: none"> <li>• The digestive system</li> <li>• The circulatory system</li> <li>• The nervous system</li> <li>• The reproductive system</li> <li>• Other systems</li> </ul> <p>The senses and their anomalies.</p>  |
| <p><b>COMPETENZA 1,2,3</b></p>  | <p>Revision of :<br/>Module 1<br/>Unit 2: Nutrition</p> | <p>Five food groups<br/>Unhealthy diet and nutritious disorders</p>  |
| <p><b>COMPETENZA 1,2,3</b></p>  | <p>Module 2<br/>Unit 1: Infant Development</p>          | <p>Infant development</p> <ul style="list-style-type: none"> <li>• Birth to 3 months</li> <li>• From 4 to 7 months</li> <li>• From 8 to 12 months</li> <li>• The second year</li> <li>• The third year</li> <li>• Sleeping</li> </ul> <p>How to calm a crying baby<br/>Playing<br/>Tantrums<br/>Anxieties, fears and phobias</p>   |
| <p><b>COMPETENZA 1,2,3</b></p>  | <p>Module 2<br/>Unit 2: Child Nutrition</p>             | <p>Good nutrition<br/>Breastfeeding</p> <ul style="list-style-type: none"> <li>• Breastfeeding vs Formula feeding</li> <li>• HIV and infant feeding</li> </ul> <p>Feeding baby solid foods<br/>Pre-schooler nutrition<br/>Food allergy and food intolerance</p> <ul style="list-style-type: none"> <li>• Celiac disease</li> </ul> <p>Overweight children<br/>Diabetes in children</p> |

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| <p><b>COMPETENZA 1,2,3</b></p> | <p>Module 2<br/>Unit 3: Children Common Diseases</p> | <p>Common diseases</p> <ul style="list-style-type: none"> <li>• Colds</li> <li>• RSV</li> <li>• Diarrhea</li> <li>• Ear infections</li> <li>• Fever</li> </ul> <p>Childhood contagious diseases</p> <ul style="list-style-type: none"> <li>• Chickenpox</li> <li>• Whooping cough</li> <li>• Scarlet fever</li> <li>• Measles</li> <li>• Mumps</li> <li>• Rubella</li> </ul> <p>Types of vaccines<br/>Immunization schedule<br/>Seasonal allergies<br/>What are lice?<br/>Children in hospital</p> |
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Piove di Sacco, \_\_\_\_\_

Il Docente Prof.ssa Cettiga Santos Carla

I rappresentanti degli studenti

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