

PROGRAMMA SVOLTO

CLASSI DALLA 1^ ALLA 4^

CLASSE	1^ CET
INDIRIZZO	ECONOMICO-TURISTICO
ANNO SCOLASTICO	2019-2020
DISCIPLINA	LINGUA INGLESE
DOCENTE	ARIANNA MAZZUCATO

PROGRAMMA SVOLTO NELLA CLASSE 1^A CET

Libro di testo adottato: In Time Starter, DEA Scuola ed., In Time 1, DEA Scuola ed., con l'ausilio del testo "Grammar Files", Trinity Whitebridge

Altri materiali utilizzati: (testi, contributi multimediali, materiale predisposto dal docente, ecc.) LIM, Internet, aula virtuale, registro Spaggiari, GMEET

COMPETENZE SVILUPPATE	MODULI/UNITÀ/NUCLEI DI APPRENDIMENTO	CONTENUTI
COMPETENZE: Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi Produrre testi di vario tipo in relazione ai differenti scopi comunicativi	Libro di testo: In Time Starter, DEA Scuola ed. UNITS 1,2,3,4,5,6	Libro di testo: In Time Starter, DEA Scuola ed. Unit 1 Where are you from? Present simple verb be Possessive adjectives Question words Countries and nationalities Ordinal numbers Months Unit 2 My parents are actors Present simple verb be Indefinite article Possessive adjectives Plural nouns This, that, these, those Jobs family Unit 3 She's got a lovely smile Possessive 's Present simple verb have got Articles Possessive pronouns and whose..? Personal possessions, colours Unit 4 Is it on my desk? There is, there are Some, any Prepositions of place Rooms and furniture Unit 5 It's hot and sunny! Prepositions of time Imperatives

		Days of the week Seasons The weather Unit 6 I can sing! Verb can: ability and possibility Verb can: permission and requests Abilities
COMPETENZE: Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi Produrre testi di vario tipo in relazione ai differenti scopi comunicativi	Libro di testo: In Time 1, DEA Scuola ed., con l'ausilio del testo "Grammar Files", Trinity Whitebridge Unit 1 My week	Libro di testo: In Time 1, DEA Scuola ed., con l'ausilio del testo "Grammar Files", Trinity Whitebridge Unit 1 My week GRAMMAR Present simple: positive and negative (p. 12 >> VIDEO) Present simple: questions and short answers (p. 13 >> VIDEO) Adverbs and expressions of frequency (p. 14 >> VIDEO) Object pronouns (p. 14 >> VIDEO) <i>love, like, don't mind, hate + -ing</i> (p. 15 >> VIDEO) VOCABULARY Everyday activities (p. 12) Free-time activities (p. 13 >> VIDEO) School subjects (p. 14 >> VIDEO) Jobs at home (p. 15) COMMUNICATION Talking about everyday and weekend activities (p. 12) Talking about frequency (p. 14) Expressing likes and dislikes (pp. 14, 17) Agreeing and disagreeing (pp. 16-17 >> VIDEO) CULTURE <i>Boarding school life</i> (pp. 10-11 >> VIDEO) <i>A day in the life of a homeschooler</i> (pp. 18-19)
COMPETENZE: Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi	UNIT 2	Unit 2 You are what you eat GRAMMAR Countable and uncountable nouns (p. 32 >> VIDEO) <i>How much...? How many...?</i> (p. 33)

Produrre testi di vario tipo in relazione ai differenti scopi comunicativi		<i>some, any, no</i> (p. 33 >> VIDEO) <i>a lot of/lots of, (not) much/many, a little, a few</i> (p. 34 >> VIDEO) <i>too much/too many, too little, (not) enough</i> (p. 35 >> VIDEO) VOCABULARY Food and drinks (p. 32 >> VIDEO) Portions and containers (p. 33) Cooking (p. 34 >> VIDEO) Prices (p. 35) Words in context (pp. 262-263) COMMUNICATION Talking about food, drink and diet (p. 32) Expressing quantity (p. 34) Giving instructions (p. 34) Asking and saying prices (p. 35) Ordering food (pp. 36-37 >> VIDEO) CULTURE <i>Super foodies</i> (pp. 30-31 >> VIDEO) <i>Super-fussy eaters</i> (pp. 38-39) <i>Good habits</i> (pp. 50-51) <i>Don't bin it!</i> (pp. 52-53) <i>Gordon Ramsay</i> (pp. 54-55) Literature A: <i>Robinson Crusoe</i> (p. 288) BBC Culture 1-2: <i>Social food</i> (p. 298 >> VIDEO)
COMPETENZE: Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi Produrre testi di vario tipo in relazione ai differenti scopi comunicativi	UNITS 3-4	UNITS 3 Looking good - 4 World famous GRAMMAR Qualifiers before adjectives (p. 60) <i>look, look like, be like</i> (p. 61 >> VIDEO) Present continuous (p. 62 >> VIDEO) Present simple vs Present continuous (p. 63 >> VIDEO) Present continuous: future (p. 63 >> VIDEO) https://www.youtube.com/watch?v=VP8MRGAjgAs (video caricato in Materiali aula virtuale) Past simple: verb <i>be</i> (p. 80 >> VIDEO) Past simple: positive (regular verbs) (p. 81 >> VIDEO) Past simple: positive (irregular verbs) (p. 81 >> VIDEO) Past simple: negative, questions and short answers (p. 82 >> VIDEO) https://www.bbc.co.uk/learningenglish/english/course/lower-

		intermediate/unit-6/session-1 (link caricato in Materiali aula virtuale) Defining relative clauses (1): subject (p. 83) https://dam.bsmart.it/player/deagostini/DEA19C_18033_2_bz9R_000873/play (video: simple past) VOCABULARY Appearance (p. 60 >> VIDEO) Personality (p. 61) The arts and entertainment (p. 80 >> VIDEO) Adjectives (p. 82) Words in context (pp. 264-265) COMMUNICATION Describing people: physical appearance and personality (p. 60) Talking about actions in progress (p. 62) Talking about future arrangements (p. 63) Speaking on the phone (pp. 64-65 >> VIDEO) Talking about the arts and entertainment (p. 80) Talking about the past (1) (p. 81) Using past time expressions (p. 83) Asking for and giving opinions (pp. 84-85 >> VIDEO) CULTURE <i>Facing the future</i>: facial recognition technology (pp. 58-59 >> VIDEO) <i>Are you easy to read?</i> Features and personality (pp. 66-67) <i>Were they famous in their lifetime?</i> A painter, a novelist and a poet (pp. 78-79 >> VIDEO) <i>Practice makes perfect</i> (pp. 86-87) <i>What's in a tattoo?</i> (pp. 98-99) <i>Glastonbury</i> (pp. 100-101) ... <i>Banksy</i>: a graffiti artist (pp. 102-103) Literature B <i>Little Women</i> (p. 290)
COMPETENZE Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi	UNIT 5	UNIT 5 Get up and go! GRAMMAR Irregular verbs (2): past simple negative and questions (p. 108) <i>to get</i> (p. 110)

Produrre testi di vario tipo in relazione ai differenti scopi comunicativi		Prepositions of place (p. 110 >> VIDEO) Prepositions of movement (p. 111 >> VIDEO) Subject/object questions (p. 111 >> VIDEO) VOCABULARY Transport (p. 108) Places in town (p. 110 >> VIDEO) COMMUNICATION Talking about transport (p. 108) Talking about places in town (p. 110) Describing locations (p. 110) Talking about the past (2) (p. 111) Giving directions (pp. 112-113 >> VIDEO) CULTURE <i>A race across Europe</i> : charity race organised by university students (pp. 106-107 >> VIDEO) <i>Think before you leave</i> : the impact of tourism (pp. 114-115)
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- ☐ X Il docente dichiara di avere svolto completamente le unità inserite nella programmazione iniziale o che le parti non svolte non sono essenziali per il positivo svolgimento del successivo anno scolastico
- ☐ Il docente dichiara che, a causa della sospensione forzata dalle lezioni, non ha svolto alcuni moduli/unità/nuclei fondamentali e predispone il seguente Piano di integrazione degli apprendimenti

Sono state svolte le seguenti unità dal libro di testo “Grammar Files” per il rinforzo delle strutture linguistiche apprese: FILES 5 A,B,C, 6 A,B,C, 9 A,B, C, 10 B, C, 11 A,B,C, 18 A,B,C, 26 A

Sono stati svolti esercizi di rinforzo utilizzando i link: <https://www.englisch-hilfen.de/en/>, www.englishpage.com/index.html

LEZIONI PER LE VACANZE: dovranno essere svolti gli esercizi del testo “Bridging Files 1” di Fiocchi, Pitt, Trinity Whitebridge ed. 978-88-89950-56-2

Gli alunni con PAI seguiranno le indicazioni inserite nel registro elettronico.

Piove di Sacco, 6 giugno 2020

La Docente prof.ssa Arianna Mazzucato