

PROGRAMMA SVOLTO

CLASSE	3ASA
INDIRIZZO	SERVIZI PER L'AGRICOLTURA
ANNO SCOLASTICO	2018-2019
DISCIPLINA	INGLESE
DOCENTE	FERRARESE KETTY

PROGRAMMA SVOLTO NELLA CLASSE 3ASA

Libro di testo adottato: Hands on Farming di Gherardelli Paola, Zanichelli; Network Concise di P. Radley, ed. Oxford; Essential Grammar and Vocabulary Trainer di A.Gallagher e F. Galuzzi, ed. Pearson

Altri materiali utilizzati: fotocopie, schemi caricati nel registro elettronico e video (in classe ed anche per studio domestico), attività interattive di ripasso

COMPETENZE SVILUPPATE	MODULI/UNITÀ	CONTENUTI
PRIMO PERIODO:		
<p>COMPETENZA 1 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>GRAMMAR: <u>TENSES</u></p>	<p>RIPASSO ATTRAVERSO CORREZIONE DEL LAVORO DOMESTICO ASSEGNATO DURANTE LA PAUSA ESTIVA:</p> <p>da Network Concise e Grammar VOCABULARY</p> <ul style="list-style-type: none"> - lessico relativo alla vita quotidiana - verbi comuni <p>GRAMMAR</p> <ul style="list-style-type: none"> - Simple Present vs Pr. Continuous - Simple Past <p>FUNCTIONS</p> <ul style="list-style-type: none"> - talking about routines - talking about what's happening - talking about past events <p>GRAMMAR</p> <ul style="list-style-type: none"> - Be going to (ripasso) - Will (ripasso) - Present Simple and Continuous for future events (ripasso) <p>FUNCTIONS</p> <ul style="list-style-type: none"> - Talking about future intentions and predictions - Talking about decisions, predictions - Talking about Timetables - Talking about future arrangements

<p>COMPETENZA 1</p>	<p>UNIT 17: <u>0-1 CONDITIONALS + WILL</u></p>	<p>Da Network Concise UNIT 17: Save our planet VOCABULARY The Environment</p> <p>GRAMMAR Zero and First Conditional <i>While, as soon as, unless</i> Will for promises and offers</p> <p>FUNCTIONS Talking about present and future conditions Discussing the environment Discussing choices and dilemmas</p>
<p>COMPETENZA 1</p>	<p>UNIT 18: <u>PAST CONTINUOUS</u></p>	<p>Da Network Concise UNIT 18: Breaking the law GRAMMAR Past Continuous Past continuous and Past simple <i>When, while, as</i></p> <p>FUNCTIONS Talking about what was happening Describing Past events</p>
<p>COMPETENZA 1</p>	<p>UNIT 19: <u>DOVERE</u></p>	<p>Da Network Concise UNIT 19: The right job GRAMMAR <i>Must, mustn't have to</i> <i>Have to, don't have to, mustn't</i></p> <p>FUNCTIONS Talking about obligation and prohibition Describing rules Talking about necessity</p>

		READING: <i>Super thief!</i>
COMPETENZA 1	UNIT 1: <u>SHOULD</u>	<p>Da NETWORK INTERMEDIATE UNIT 1 : Well-being</p> <p>VOCABULARY: <i>The body</i> <i>Health problems</i></p> <p>GRAMMAR: <i>Should, ought to, had better</i> <i>Make, let</i></p> <p>FUNCTIONS: <i>Talking about health</i> <i>Talking about obligation and permission</i> <i>Giving and taking advice</i></p> <p>READING: <i>Ask Amy!</i></p> <p>LISTENING: <i>Two teenagers discussing school exchange trips</i></p> <p>WRITING: <i>A reply to a letter on a website</i></p>

<p>COMPETENZA 1</p>	<p>UNIT 2: <u>PRESENT PERFECT (ADVERBS+ FOR/SINCE)</u></p>	<p>Da Network INTERMEDIATE UNIT 2: Move it! + GRAMMAR</p> <p>VOCABULARY: Fitness activity Equipment Food and drink</p> <p>GRAMMAR: Revision: Present perfect <i>ever, never, just already, (not) yet, still</i> Pres. Perf. Simple <i>for and since</i></p> <p>FUNCTIONS: Talking about experiences Talking about keeping fit</p> <p>READING: <i>Fantastic fitness fads</i></p> <p>SPEAKING: Discussing extraordinary abilities</p> <p>LISTENING: Two teenagers doing a magazine quiz</p> <p>WRITING: A biography of a famous person Connettivi (dalla Grammar)</p> <p>FUNCTIONS: AT THE DOCTOR'S</p> <p>CULTURE NETWORK: THE BIG APPLE</p>
---------------------	--	--

<p>COMPETENZA 1</p>	<p>UNIT 6: <u>PRESENT PERFECT CONTINUOUS+DEDUCTION</u></p>	<p>Da Network Intermediate UNIT 6: The cinema + GRAMMAR</p> <p>VOCABULARY: <i>Film types</i> <i>Describing films</i></p> <p>GRAMMAR: <i>Present perfect continuous, for and since</i> <i>Pres. Perf. Simple or Pres. Perf. Contin.?</i> <i>Must, could/might, can't</i></p> <p>FUNCTIONS: <i>Discussing films</i> <i>Talking about unfinished actions</i> <i>Making deductions</i></p> <p>READING: The screenplay competition</p> <p>SPEAKING: Discussing the last film you saw</p>
<p>COMPETENZA 1</p>	<p>UNIT 3 : <u>RELATIVE CLAUSES</u></p>	<p>Da NETWORK INTERMEDIATE UNIT 3: The world around us + GRAMMAR</p> <p>VOCABULARY <i>Geography</i></p> <p>GRAMMAR <i>Non-defining relative clauses</i> <i>Defining relative clauses</i></p> <p>FUNCTIONS <i>Talking about geographical location</i> <i>Describing people, places, things</i> <i>Giving extra information</i></p> <p>LISTENING: Two teenagers talking about a trip to San Francisco</p> <p>WRITING: A description of a place that you know well</p>

SECONDO PERIODO:

<p>COMPETENZA 1</p>	<p>UNIT 7: <u>THE PASSIVE</u></p>	<p>Da Network Intermediate UNIT 7: Describe it! + GRAMMAR</p> <p>VOCABULARY: <i>Materials</i> <i>Shapes</i> <i>Expressing dimensions</i></p> <p>GRAMMAR: The Passive-present simple, past simple, will, present perfect</p> <p>FUNCTIONS: <i>Describing everyday objects</i> <i>Talking about news and events</i></p>
---------------------	--	---

Recupero in itinere

Visione della rappresentazione teatrale GULLIVER'S TRAVELS

<p>COMPETENZA 1 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>COMPETENZA 2 Redigere relazioni tecniche e documentare le attività individuali e di gruppo relative a situazioni professionali</p> <p>COMPETENZA Individuare e utilizzare gli strumenti di comunicazione e di team working più appropriati per intervenire nei contesti organizzativi e professionali di riferimento.</p>	<p>MICROLINGUA: <u>UDA</u> “La gestione della moderna azienda agricola in un’ottica di imprenditorialità e di tutela del territorio. La sicurezza”</p>	<p>Da HANDS –ON FARMING Module 3: HOW CAN WE MAKE AN AGRICULTURAL ENVIRONMENT SAFE AND SECURE?</p> <p>Unit 5: Health and Safety in Agriculture A Farming Safety B OSHA’s Approach to Hazard Identification TOOLS AND EQUIPMENT (PPE) C Case Study: Safety on the Job</p>
---	--	--

COMPETENZA 1	GRAMMAR: <u>SECOND CONDITIONAL + WISH</u>	NETWORK INTERMEDIATE UNIT 4 + GRAMMAR VOCABULARY: <i>Relationships</i> <i>Describing people</i> GRAMMAR: <i>Zero and First Conditional (ripasso)</i> <i>Second conditional</i> <i>Wish+Past simple</i> <i>Too+adjective</i> <i>(not) + adjective + enough</i> FUNCTIONS: <i>Discussing relationships</i> <i>Talking about hypothetical conditions</i> <i>Making wishes</i> READING: <i>Getting on</i> SPEAKING: <i>Talking about what you and your parents argue about</i> WRITING: <i>A short text about family relationships</i>
COMPETENZA 1 COMPETENZA 2 COMPETENZA 3	MICROLINGUA: <u>THE SOIL</u>	<u>Microlingua</u> Da HANDS ON FARMING Module 2: HOW CAN YOU DEAL WITH SOIL, LAND AND WEATHER? Unit 3 :Finding the perfect place: Soil and Land A What is the soil?

Piove di Sacco, 05.06.2019

La Docente *Ketty Ferrarese*

I rappresentanti degli studenti