

PROGRAMMA SVOLTO

CLASSE	1CET
INDIRIZZO	Economico Turistico
ANNO SCOLASTICO	2020/2021
DISCIPLINA	Lingua Inglese
DOCENTE	Alessandra Pinton

PROGRAMMA SVOLTO NELLA CLASSE 1CET

Libri di testo adottati:

In Time 1, DEA Scuola ed.

In time Starter Dea Scuola ed.

Grammar Files,- Trinity Whitebridge

Altri materiali utilizzati: (testi, contributi multimediali, materiale predisposto dal docente, ecc.)

COMPETENZE SVILUPPATE	MODULI/UNITÀ/NUCLEI DI APPRENDIMENTO	CONTENUTI
<p>COMPETENZA Utilizzare la lingua inglese per alcuni scopi comunicativi ed operativi</p> <p>Produrre semplici testi in relazione agli scopi comunicativi</p>	<p>Unit 1 My week</p>	<p>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)</p> <p>VOCABULARY Everyday activities (p. 12) Free-time activities (p. 13 >> VIDEO) School subjects (p. 14 >> VIDEO) Jobs at home (p. 15)</p> <p>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)</p> <p>CULTURE <i>Boarding school life</i> (pp. 10-11 >> VIDEO) <i>A day in the life of a homeschooler</i> (pp. 18-19)</p>
<p>COMPETENZA Utilizzare la lingua inglese per alcuni scopi comunicativi ed operativi</p>	<p>Unit 2 You are what you eat</p>	<p>GRAMMAR Countable and uncountable nouns (p. 32 >> VIDEO) <i>How much...? How many...?</i> (p. 33) <i>some, any, no</i> (p. 33 >> VIDEO)</p>

<p>Produrre semplici testi in relazione agli scopi comunicativi</p>		<p><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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
<p>COMPETENZA Utilizzare la lingua inglese per alcuni scopi comunicativi ed operativi</p> <p>Produrre semplici testi in relazione agli scopi comunicativi</p>	<p>Unit 3 Looking good</p>	<p>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)</p> <p>VOCABULARY Appearance (p. 60 >> VIDEO) Personality (p. 61)</p> <p>COMMUNICATION Describing people: physical appearance and personality (p. 60) Talking about actions in progress (p. 62)</p>

		<p>Talking about future arrangements (p. 63) Speaking on the phone (pp. 64-65 >> VIDEO)</p> <p>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)</p>
<p>COMPETENZA Utilizzare la lingua inglese per alcuni scopi comunicativi ed operativi</p> <p>Produrre semplici testi in relazione agli scopi comunicativi</p>	<p>Unit 4 World famous</p>	<p>GRAMMAR 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) Defining relative clauses (1): subject (p. 83)</p> <p>VOCABULARY The arts and entertainment (p. 80 >> VIDEO) Adjectives (p. 82) Words in context (pp. 264-265)</p> <p>COMMUNICATION 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)</p> <p>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)</p>

<p>COMPETENZA Utilizzare la lingua inglese per alcuni scopi comunicativi ed operativi</p> <p>Produrre semplici testi in relazione agli scopi comunicativi</p>	<p>Unit 5 Get up and go!</p>	<p>GRAMMAR Irregular verbs (2): past simple negative and questions (p. 108) <i>to get</i> (p. 110) Prepositions of place (p. 110 >> VIDEO) Prepositions of movement (p. 111 >> VIDEO) Subject/object questions (p. 111 >> VIDEO)</p> <p>VOCABULARY Transport (p. 108) Places in town (p. 110 >> VIDEO)</p> <p>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)</p> <p>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)</p> <p>Tutti gli argomenti di grammatica sono stati consolidati con i relativi esercizi nel testo "New Grammar Files"</p>
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Le competenze specifiche della disciplina Lingua Inglese sono così declinate:

- Utilizzare la lingua inglese per i principali scopi comunicativi ed operativi
- Produrre testi di vario tipo in relazione ai differenti scopi comunicativi

OBIETTIVI SPECIFICI DI APPRENDIMENTO RELATIVI ALLA DISCIPLINA "EDUCAZIONE CIVICA"		
COMPETENZE SVILUPPATE	ARGOMENTI SVOLTI	CONTENUTI E MATERIALI ANALIZZATI
COMPETENZA _____	• •
COMPETENZA _____	• •

Piove di Sacco,

Il Docente _____

I rappresentanti degli studenti

