



**FONDI  
STRUTTURALI  
EUROPEI**



Ministero dell'Istruzione, dell'Università e della Ricerca  
 Dipartimento per la Programmazione  
 Direzione Generale per interventi in materia di edilizia  
 scolastica, per la gestione dei fondi strutturali per  
 l'istruzione e per l'innovazione digitale  
 Ufficio IV

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)

PROGRAMMA CONSUNTIVO

Codice Mod. **RQ 23.2** Pag. 1 / 5

<b>A.S.</b>	2019-2020		
<b>DOCENTE</b>	MAURIZIO SICILIANO		
<b>DISCIPLINA</b>	INGLESE		
<b>CLASSE</b>	1 L	<b>INDIRIZZO</b>	ITI INFORMATICA E TELECOMUNICAZIONI

	TITOLO DEL MODULO	Contenuti Svolti
1	MY WEEK + YOU ARE WHAT YOU EAT	<p><b>UNITS 1-2</b>  <b>GRAMMAR</b>  <i>Present simple: positive and negative (p. 12)</i>  <i>Present simple: questions and short answers (p. 13)</i>  <i>Adverbs and expressions of frequency (p. 14)</i>  <i>Object pronouns (p. 14)</i>  <i>love, like, don't mind, hate + -ing (p. 15)</i>  <i>Countable and uncountable nouns (p. 32)</i>  <i>How much...? How many...? (p. 33)</i>  <i>some, any, no (p. 33)</i>  <i>a lot of/lots of, (not) much/many, a little, a few (p. 34)</i>  <i>too much/too many, too little, (not) enough (p. 35)</i></p> <p><b>VOCABULARY</b>  <i>Everyday activities (p. 12)</i>  <i>Free-time activities (p. 13)</i>  <i>School subjects (p. 14 &gt;&gt; VIDEO)</i>  <i>Jobs at home (p. 15)</i>  <i>Food and drinks (p. 32 &gt;&gt; VIDEO)</i>  <i>Portions and containers (p. 33)</i>  <i>Cooking (p. 34)</i>  <i>Prices (p. 35)</i>  <i>Words in context (pp. 262-263)</i></p> <p><b>COMMUNICATION</b>  <i>Talking about everyday and weekend activities (p. 12)</i>  <i>Talking about frequency (p. 14)</i>  <i>Expressing likes and dislikes - Agreeing and disagreeing (pp. 16-17 &gt;&gt; VIDEO)</i>  <i>Talking about food, drink and diet (p. 32)</i>  <i>Expressing quantity (p. 34)</i>  <i>Giving instructions (p. 34)</i>  <i>Asking and saying prices (p. 35)</i>  <i>Ordering food (pp. 36-37)</i></p>

		<p><b>CULTURE</b>  <i>Boarding school life</i> (pp. 10-11 &gt;&gt; VIDEO)  <i>A day in the life of a homeschooler</i> (pp. 18-19)  <i>Super foodies</i> (pp. 30-31)  <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)</p> <p><b>COMPETENCES:</b> READING, SPEAKING, LISTENING, WRITING (ABOUT <i>A DAY IN THE LIFE OF A HOMESCHOOLER</i> AND <i>SUPER-FUSSY EATERS</i>)</p> <p><b>COMPETENZE CHIAVE DI CITTADINANZA</b>  Competenze digitali (Time.out pp. 51, 53, 55)  Consapevolezza ed espressione culturale (Time.out pp. 53, 55)  Pensiero critico (Time.out pp. 51, 53)  Pensiero creativo (Time.out p. 55 )</p> <p><b>INVALSI</b>  Towards INVALSI (p. 29)</p>
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2	<p>LOOKING GOOD  +  WORLD FAMOUS</p>	<p><b>UNITS 3-4</b>  <b>GRAMMAR</b>  Qualifiers before adjectives (p. 60)  <i>look, look like, be like</i> (p. 61)  Present continuous (p. 62)  Present simple vs Present continuous (p. 63)  Present continuous: future (p. 63)  Past simple: verb <i>be</i> (p. 80)  Past simple: positive (regular verbs) (p. 81)  Past simple: positive (irregular verbs) (p. 81)  Past simple: negative, questions and short answers (p. 82)  Defining relative clauses (1): subject (p.83)</p> <p><b>VOCABULARY</b>  Appearance (p. 60)  Personality (p. 61)  The arts and entertainment (p. 80)  Adjectives (p. 82)  Words in context (pp. 264-265)</p> <p><b>COMMUNICATION</b>  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)  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)</p>
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		<p><b>CULTURE</b>  <i>Facing the future:</i> facial recognition technology (pp. 58-59 &gt;&gt; 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 &gt;&gt; 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><b>COMPETENCES:</b> READING, SPEAKING, LISTENING, WRITING (ABOUT <i>ARE YOU EASY TO READ?</i> – <i>PRACTICE MAKES PERFECT</i>)</p> <p><b>COMPETENZE CHIAVE DI CITTADINANZA</b>  Competenze digitali (Time.out p. 103)  Consapevolezza ed espressione culturale: (Time.out p. 103)  Pensiero critico: (Time.out pp. 103)  Pensiero creativo: (Time.out p. 103)</p> <p><b>INVALSI</b>  Towards INVALSI (p. 77, p. 97)</p>
3	GET UP AND GO! + THE BIG SCREEN	<p><b>UNITS 5-6</b>  <b>GRAMMAR</b>  Irregular verbs (2): past simple negative and questions (p. 108)  <i>to get</i> (p. 110)  Prepositions of place (p. 110 + internet page)  Prepositions of movement (p. 111 + internet page)  Subject/object questions (p. 111)  Comparatives: adjectives (p. 129)  <i>too, (not) enough</i> + adjectives (p. 130)  Superlatives: adjectives (p. 131)</p> <p><b>VOCABULARY</b>  Transport (p. 108)  Places in town (p. 110)  Film genres (p. 128)  Film adjectives (p. 128)  Film reviews (p. 130)</p> <p><b>COMMUNICATION</b>  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 + internet video)  Talking about films (p. 128)  Reviewing films (p. 130)  Making comparisons and giving opinions (p. 131)  Making arrangements</p>

		<p><b>CULTURE</b>  <i>A race across Europe</i>: charity race organised by university students (pp. 106-107)  <i>Life as an extra</i> (pp. 126-127)  <i>Marvellous Marvel</i> (pp. 134-135)</p> <p><b>COMPETENCES</b>: READING, SPEAKING, LISTENING, WRITING (ABOUT <i>THINK BEFORE YOU LEAVE</i> – <i>MARVELLOUS MARVEL</i>)</p> <p><b>Competenze trasversali: LIFE SKILLS</b>  Problem solving</p>
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## STRUMENTI/SUSSIDI DIDATTICI

TESTO IN ADOZIONE: IN TIME di A. THOMAS, A. ZANELLA, A. GREENWOOD, T. BRELSTAFF – DEA SCUOLA;  
VIDEO DIDATTICI;  
FILM IN LINGUA;  
VIDEO-ANIMAZIONI ON LINE;  
MATERIALE FORNITO DALL'INSEGNANTE;  
PIATTAFORMA DIGITALE MOODLE.

VERIFICHE E VALUTAZIONI	ATTIVITÀ DI RECUPERO	NOTE
Scritte: Strutturate e a domande aperte. Orali: colloqui finalizzati a verificare la corretta acquisizione dei contenuti, l'uso del linguaggio specifico in	I recuperi delle carenze formative sono stati organizzati in itinere. Interrogazioni programmate e quando necessario mirate e con richiesta di argomenti a	

conformità con il livello  
linguistico.

piacere.

DATA 08/06/2020

IL DOCENTE

MAURIZIO SICILIANO

GLI STUDENTI

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