



UNIONE EUROPEA

**FONDI
STRUTTURALI
EUROPEI**

**pon
2014-2020**


MIUR

 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 / 4

A.S.	2020-2021		
DOCENTE	Lucia Aloè		
DISCIPLINA	INGLESE		
CLASSE	1^C	INDIRIZZO	LICEO DELLE SCIENZE UMANE - OPZIONE ECONOMICO SOCIALE

	TITOLO DEL MODULO	Contenuti Svolti
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1	<u>"IN TIME" STARTER:</u>	<p>Vocabulary: countries and nationalities- ordinal numbers, months – jobs, family -personal possessions, colours – rooms and furniture – days of the week, seasons, the weather – abilities</p> <p>Grammar: present simple <i>TO BE</i>- possessive adjectives, question words, indefinite(<i>a/an</i>) and definite article (<i>the</i>), plural nouns, possessive's, present simple <i>have got</i>, possessive pronouns and <i>whose, there is/are, some/any</i>, prepositions of place and time, adjectives, imperatives, <i>CAN</i> (ability- possibility-permission- requests)</p>
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2	<u>UNITS 1,2</u>	<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) Countable and uncountable nouns (p. 32 >> VIDEO) <i>How much...? How many...?</i> (p. 33) <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)</p> <p>VOCABULARY Everyday activities (p. 12) Free-time activities (p. 13 >> VIDEO) School subjects (p. 14 >> VIDEO) Jobs at home (p. 15) 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>
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		<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) 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) <i>Boarding school life</i> (pp. 10-11 >> VIDEO) <i>A day in the life of a homeschooler</i> (pp. 18-19) <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) BBC Culture 1-2: <i>Social food</i> (p. 298 >> VIDEO)</p> <p>COMPETENZE CHIAVE DI CITTADINANZA Competenze digitali (Time.out pp. 51, 53, 55) Consapevolezza ed espressione culturale (Time.out pp. 53, 55)</p>
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E-mail: PEC: Sito Web:



3	Units 3-4	<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) - 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 - Appearance (p. 60 >> VIDEO) - Personality (p. 61) - The arts and entertainment (p. 80 >> VIDEO) - Adjectives (p. 82) - Words in context (pp. 264-265)</p> <p>- 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)</p>
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4	Units 5-6	<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) Comparatives: adjectives (p. 129 >> VIDEO) <i>too, (not) enough</i> + adjectives (p. 130) Superlatives: adjectives (p. 131 >> VIDEO)</p> <p>VOCABULARY Transport (p. 108) Places in town (p. 110 >> VIDEO) Film genres (p. 128 >> VIDEO) Film adjectives (p. 128) Film reviews (p. 130) Words in context (pp. 266-267)</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) Talking about films (p. 128) Reviewing films (p. 130) Making comparisons and giving opinions (p. 131) Making arrangements (pp. 132-133 >> 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) <i>Life as an extra</i> (pp. 126-127 >> VIDEO) <i>Marvellous Marvel</i> (pp. 134-135) <i>Hong Kong</i> (pp. 146-147) <i>Teen TV</i> (pp. 148-149)</p> <p>Competences: reading, speaking, listening, writing (about <i>Think before you leave – Marvellous marvel</i>)</p> <p>Competenze trasversali: LIFE SKILLS Problem solving (Time.out p. 147)</p>
5	Units 7-8	<p>GRAMMAR <i>must, mustn't</i> (p. 156 >> VIDEO) <i>have to, don't have to</i> (p. 156 >> VIDEO) <i>should, shouldn't</i> (p. 158 >> VIDEO) <i>will, won't</i> (p. 176 >> VIDEO) <i>going to</i> (p. 178 >> VIDEO) Zero and First conditional (p. 179 >> VIDEO)</p> <p>VOCABULARY Landscapes (p. 157) The weather (p. 157 >> VIDEO) Animals (p. 159 >> VIDEO) Clothes and accessories (p. 177 >> VIDEO) Shopping (p. 179 >> VIDEO) Words in context (pp. 268-269)</p> <p>COMMUNICATION Talking about the natural world, weather and animals (pp. 157, 159) Talking about obligation and necessity (pp. 156, 157) Giving advice (p. 158)</p>

	<p>Making offers and requests (pp. 160-161 >> VIDEO) Talking about fashion (p. 175) Talking about the future: predictions, spontaneous decisions and promises (p.176) Expressing future intentions and plans (p.178) Talking about future possibilities (p. 179) Shopping for clothes (pp. 180-181 >> VIDEO)</p> <p>CULTURE <i>Working with wild life</i>: filming wild animals in their habitat (pp. 154-155 >> VIDEO) <i>Wild and wonderful Galápagos</i>: a unique ecosystem (p. 162) <i>Smart Jeans</i>: hi-tech clothes (pp. 174-175 >> VIDEO) <i>I love shopping</i>: interview with a personal shopper (pp. 182-183) <i>Animals at risk</i>: elephants in danger (pp. 194-195) BBC Culture VIDEO D: <i>India</i> (p. 301)</p> <p>Competences: reading, speaking, listening, writing (about <i>Wild and wonderful Galapagos – I love shopping</i>)</p> <p>Competenze trasversali: LIFE SKILLS Resilienza (Time.out p. 199)</p> <p>INVALSI Towards INVALSI (p. 173, p. 193)</p>
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STRUMENTI/SUSSIDI DIDATTICI

TESTI IN ADOZIONE: **IN TIME 1** - A. Thomas, A. Greenwood, T. Brelstaff, A. Zanella – Dea scuola / Black

Cat

LAVAGNA INTERATTIVA MULTIMEDIALE

VIDEO DIDATTICI ON LINE;

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 conformità con il livello linguistico.	I recuperi delle carenze formative sono stati organizzati <i>in itinere</i> . Interrogazioni programmate e quando necessario mirate e con richiesta di argomenti a piacere.	

DATA 08/06/2021

IL DOCENTE

Lucia Aloè

GLI STUDENTI
