

PROGRAMMA DI INGLESE SVOLTO
A.S. 2023/2024

CLASSE **1SB** Scienze Applicate

INSEGNANTE: Prof.ssa Rachele Avagliano

Testi adottati:

Talent 1, *C. Kennedy and W. Salandyk*, Cambridge University Press

Get Inside Grammar *M. Vince, G. Cerulli, M. Muzzarelli, D. Morini*
Macmillan Education

- Starter Unit (A-E):
 - *Grammar:*
 - Verb *to be* (all forms);
 - Subject Pronouns and possessive adjectives;
 - Saxon Genitive;
 - Possessive Pronouns
 - Verb *to have got* (all forms);
 - Indefinite article: a/an;
 - Plural nouns (regular and irregular nouns)
 - This / that/ these / those;
 - Question words.
 - There is / there are;
 - A / some / any / much / many / lots of / a lot of;
 - Countable and uncountable nouns;
 - *Vocabulary:*
 - Nationalities;
 - Family;
 - School Subjects;
 - Days, months, the time, preposition of time;
 - Food and drink;
 - Numbers and dates
- Unit 1:
 - *Grammar:*
 - Present Simple (all forms);

- Adverbs of frequency;
 - Verbs of preference + *-ing* form
 - *Vocabulary*:
 - Daily routines
 - Verb collocations: have and get
 - letti e analizzati i seguenti testi:
 - Be in control (p. 16);
 - Nature vs Nurture (pp. 18-19)
- Unit 2:
 - *Grammar*:
 - Present Continuous;
 - Present Simple vs Present Continuous
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 - *Vocabulary*:
 - Adverbs of manner
 - Present continuous and house chores. Describe a picture
- Letti e analizzati i seguenti testi:
 - Together we are growing (p. 24);
 - School but not as you know it (pp. 26-27);
 - The education gap (p. 31)
- Unit 3:
 - *Grammar*:
 - Past Simple of the verb *to be*;
 - Past Simple affirmative (regular and irregular verbs).
 - *Vocabulary*:
 - multimedia
- letti e analizzati i seguenti testi:
 - Steam trains: the start of the communication revolution? (p. 34);
- Unit 4:
 - *Grammar*:
 - Past Simple: negative and interrogative forms
 - Why / Because;
 - Expression of past time
 - *Vocabulary*:
 - Clothes

- letti e analizzati i seguenti testi:
- Fashion! How did it all begin? (p. 42);
- Breaking down the barriers (pp. 44-45);
- Describing trends (p. 49)

- Unit 5:
 - *Grammar:*
 - To be going to;
 - Expression of future time;
 - Present Tenses for the future
- *Vocabulary:*
 - Jobs and works
- letti e analizzati i seguenti testi:
 - When I grow up I'm going to be (p. 52):

- Unit 6:
 - *Grammar:*
 - Future forms: present simple, pres. continuous, Will Future (all forms), be going to (all forms)
 - To be going to vs Will;
 - Subject-object questions
- *Vocabulary:*
 - The body
 - Describing charts and tables

- letti e analizzati i seguenti testi:
 - Are we too clean? (p. 60)

- Unit 7:
 - *Grammar:*
 - Comparative and superlative adjectives;
 - Less and the least;
 - (not) as.....as.
- *Vocabulary:*
Feelings and adjectives for personality

Letti e analizzati i seguenti testi:

- Happy teens (p. 70):

- Happiness: can you put a number on it? (pp. 72-73)
- Unit 8:
 - *Grammar:*
 - Must and have to for obligation;
- *Vocabulary:*
 - House and furniture
 - Making suggestions (how about, why don't you, one idea is...)
- letti e analizzati i seguenti testi:
 - Less clutter, less stress (p. 78):
 - Microhome (pp. 80-81)
- Unit 9:
 - *Grammar:*
 - Present Perfect (Introduction);

Letti e analizzati i seguenti testi:

- Travel and learn (p. 88):

Sono state svolte attività di *listening - reading - speaking - writing*, con supporto audio-visivo e risorse online e interattive, nonché piattaforme di e-learning e materiale autoprodotta.

EDUCAZIONE CIVICA:

Lucca tra storia e leggenda :PERCORSO DI EDUCAZIONE CIVICA
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