

Anno Scolastico 2023-24

CONTENUTI DISCIPLINARI
(Programma effettivamente svolto)

Docente: Facchin Marta

Materia insegnata: Lingua e cultura inglese

Classe:1EA

Testo/i adottato/i

Nick Thorner, PANORAMIC B1, Student Book and Workbook, Oxford

OXFORD GRAMMAR 360° - Oxford University Press

Argomenti svolti

Dal libro PANORAMIC B1:

ARGOMENTO	OBIETTIVI PER COMPETENZE	CONTENUTI		
<u>UNIT</u>	<u>READING, LISTENING, WRITING, SPEAKING</u>	<u>CULTURE, CLIL & LITERATURE</u>	<u>GRAMMAR</u>	<u>VOCABULARY</u>
1 INTERACTIONS	-Skimming - Guessing meaning from context - Checking your work: punctuation - Showing interest	-Culture: New York Bike messenger	-Present Simple and Present continuous - Question forms - Question tags	-Hang-out spaces -Body language and gestures - Vocabulary development: modifying adverbs
2 TIME	- Scanning - Identifying contrastive stress - Using time expressions - Telling an anecdote		-Past simple and past continuous - used to - Gerunds and infinitives	-Memory - Vocabulary development: phrases with <i>time</i>
3 MAKING A DIFFERENCE	- Using questions when reading - Identifying important ideas -Writing a biography -Giving instructions	-Culture: UK Youth Parliament	-Present perfect with <i>for</i> and <i>since</i> , <i>just</i> , <i>already</i> , <i>yet</i> , <i>ever</i> , <i>never</i> , and <i>still</i> - Present perfect and past simple	-Clothes and fashion - Useful verbs -Vocabulary development: Phrases for finished and unfinished time
4 MOVEMENT	- Recognising facts and opinions - Recognising features of	-CLIL Geography: Travel	- <i>Will</i> , <i>might</i> , <i>going to</i> - Present simple in future time clauses	- Vocabulary development: phrasal verbs - Travelling

	<ul style="list-style-type: none"> connected speech - Using the correct tone in messages - Evaluating options 		<ul style="list-style-type: none"> - Present tenses for future plans and schedules 	
5 AT HOME	<ul style="list-style-type: none"> -Recognising cause and effect - Recognising paraphrasing and substitution - Using synonyms - Making recommendations 	-Culture: The Erasmus Programme	<ul style="list-style-type: none"> -Making comparisons - Comparative intensifiers - Using two or more adjectives 	<ul style="list-style-type: none"> -Collocations with <i>make</i> - Vocabulary development: Compounds - Adjectives for describing homes
6 IMAGES	<ul style="list-style-type: none"> - Recognising prefixes - Listening for specific information - Writing opening sentences - Describing visuals 	-CLIL:Art: Modernism	<ul style="list-style-type: none"> -Defining relative clauses - Quantifiers - Non-defining relative clauses 	<ul style="list-style-type: none"> -Agent nouns -Vocabulary development: <i>-ed</i> and <i>-ing</i> adjectives
7 SURVIVAL	<ul style="list-style-type: none"> -Understanding paraphrasing - Identifying linking words - Structuring a discussion essay -Giving advice and support 	-Culture: British wildlife	<ul style="list-style-type: none"> -Giving advice and warnings: <i>should, ought to, had better</i> - Expressing obligation and necessity: <i>must, have to, need to</i> - <i>Too, enough, too much/many, not enough</i> 	<ul style="list-style-type: none"> -Survival kit - Vocabulary development: Transitive and intransitive verbs -Essay language

Sono state inoltre svolte delle **attività di ascolto, di produzione orale, di comprensione del testo** proposte nel libro di testo e all'occorrenza le strutture grammaticali sono state rinforzate grazie ai numerosi esercizi svolti sul libro di grammatica in adozione.

NUCLEO DI EDUCAZIONE CIVICA

Argomenti

PARTECIPARE NEL MONDO: Responsible consumption and production - Agenda 2030 Goal 12 – Reading: “A symbol of rebellion” - Jeans: past, present and future
– Writing: Creating a climate of change

Data 03/06/2024

Firma degli studenti rappresentanti di classe

Firma del Docente

