

a.s. 2019/2020

**PROGRAMMA DI LINGUA INGLESE****Docente: CINANNI MARIA****Testo in adozione:** ENGAGE! 1, ed. Pearson Longman**MODULO O: STARTER UNIT**

Vocabulary	<ul style="list-style-type: none"> <li>- Favourite personal possessions (class activity)</li> <li>- Favourite quotes (class activity)</li> <li>- Countries and nationalities</li> <li>- Family</li> <li>- Jobs</li> <li>- Days, months and seasons</li> <li>- Ordinal numbers, dates and years</li> <li>- House furniture (PowerPoint slides)</li> <li>- My room and personal possessions</li> <li>- Shops and places in town</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- Subject and object pronouns</li> <li>- To be – Present simple</li> <li>- Regular and irregular plurals</li> <li>- Have got – Present simple</li> <li>- Possessive 's</li> <li>- Possessive adjectives and pronouns</li> <li>- Can</li> <li>- Wh- questions</li> <li>- This/That/These/Those</li> <li>- There is/There are + a/some/any</li> <li>- Prepositions of place</li> <li>- Articles</li> <li>- Imperatives</li> </ul>
Functions	<ul style="list-style-type: none"> <li>- Introductions and greetings</li> <li>- Asking for and giving personal information</li> <li>- Describing your family</li> <li>- Making requests and asking for permission</li> <li>- Reading years and telling the time</li> <li>- Describing your room</li> </ul>

**UDA N. 1: WHO DO YOU THINK YOU ARE?**

Vocabulary	<ul style="list-style-type: none"> <li>- Physical appearance</li> <li>- Free-time activities</li> </ul>
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Grammar	<ul style="list-style-type: none"> <li>- Present Simple – affirmative, negative, questions</li> <li>- Adverbs and adverbial phrases of frequency</li> <li>- Prepositions of time – at, in, on</li> </ul>
Functions	<ul style="list-style-type: none"> <li>- Asking about and describing appearance</li> <li>- Talking about likes, dislikes and skills</li> <li>- Describing people</li> </ul>
Skills and Competences	<ul style="list-style-type: none"> <li>- Video about inheritance</li> <li>- Song: <i>Count on me</i> by Bruno Mars</li> <li>- Teen Free-time survey</li> <li>- Reading Comprehension: We look like each other; What do you like?; Be a volunteer</li> <li>- Speaking about volunteering</li> </ul>

### UDA N. 2: YOU LIVE AND LEARN

Vocabulary	<ul style="list-style-type: none"> <li>- School subjects</li> <li>- Places in a school and school equipment</li> <li>- Education</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- Present continuous</li> <li>- Present simple vs Present Continuous</li> <li>- Prepositions and adverbial phrases of place</li> <li>- Would prefer to / would rather</li> </ul>
Functions	<ul style="list-style-type: none"> <li>- Expressing preferences and wishes, and giving reasons</li> <li>- Describing photos</li> </ul>
Skills and Competences	<ul style="list-style-type: none"> <li>- Video about teenagers and sleep</li> <li>- Reading Comprehension: Home-schooling on the road; Learning by playing: Games in the classroom; What is 21<sup>st</sup> century education; Boarding Schools in the UK</li> <li>- Speaking about: the benefits of technology in school, computer games, education based on games, home-schooling</li> <li>- The film: “AVATAR” (2009), directed by James Cameron: viewing, themes, characters</li> <li>- The 2030 Agenda for Sustainable Development</li> </ul>

### UDA N. 3: YOU ARE WHAT YOU EAT

Vocabulary	<ul style="list-style-type: none"> <li>- Food and food types</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- Countable and uncountable nouns</li> <li>- Some, any, no</li> <li>- Some and any for requests and offers</li> <li>- How much / How many</li> <li>- A lot of / lots of</li> <li>- Not much/many</li> <li>- A little /a few</li> <li>- I would like... / Can I have ...?</li> <li>- Would you like ... ? / Do you want ... ?</li> <li>- What about ...?</li> </ul>
Functions	<ul style="list-style-type: none"> <li>- Talking about food</li> <li>- Describing food</li> </ul>

	<ul style="list-style-type: none"> <li>- Talking about personal tastes</li> <li>- Asking for food</li> <li>- Offering, accepting, refusing politely, requesting and answering a request</li> </ul>
Skills and Competences	<ul style="list-style-type: none"> <li>- Reading Comprehension: To vary or not to vary; Prepare with care!; Having our cake and eating it?</li> <li>- Listen to a video about offering, accepting, refusing and asking for food and answer the questions</li> <li>- Writing: dialogues, e-mails to an English-speaking friend, summaries.</li> </ul>

#### UDA N. 4: BE INSPIRATIONAL!

Vocabulary	<ul style="list-style-type: none"> <li>- Personality adjectives</li> <li>- Feelings, emotions and conditions</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- Past simple – to be</li> <li>- Past simple – regular and irregular verbs</li> <li>- Past simple – affirmative, negative, questions, short answers</li> <li>- Past simple – subject questions</li> <li>- Wh- questions</li> <li>- Could</li> <li>- 10 common verbs that don't change in the past tense and example sentences (file)</li> </ul>
Functions	<ul style="list-style-type: none"> <li>- Talking about the past</li> <li>- Asking for and giving opinions</li> <li>- Agreeing and disagreeing</li> </ul>
Skills and Competences	<ul style="list-style-type: none"> <li>- Video about Gandhi</li> <li>- It's not what you think: a TV advert about a skinhead: reading, viewing and comment</li> <li>- Bullying: listening and vocabulary</li> <li>- Reading Comprehension and Speaking: Today's thought – Inspiration: Malala Yousafzai, Iqbal Masih, Craig Kielburger</li> <li>- Reading and listening about being a school representative</li> <li>- <i>The Sound of Silence</i>, a song by Simon and Garfunkel: the past tense verbs</li> <li>- <i>The Elephant's Child</i> by Rudyard Kipling; The British in India; Indians in Britain today</li> </ul>

#### UDA N. 5: WINNING AT ANY COST?

Vocabulary	<ul style="list-style-type: none"> <li>- Sports, sports places and equipment</li> <li>- Parts of the body</li> <li>- Doing sport</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- Past continuous</li> <li>- Past continuous vs Past simple</li> <li>- Must, mustn't, have to, don't/doesn't have to: accenni</li> </ul>
Functions	<ul style="list-style-type: none"> <li>- Talking about the past using the past continuous</li> <li>- Asking for and refusing explanations</li> </ul>

	- Apologising, accepting and refusing an apology.
Skills and Competences	- Video about Olympia and sport - Active investigation: the trailer of the movie <i>Ronaldo</i> - Reading comprehension: It isn't fair play!; With friends like this, who needs enemies

Perugia, 30 maggio 2020

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