

a.s. 2020/2021

PROGRAMMA DI LINGUA INGLESE**Docente:** CINANNI MARIA**Testo in adozione:** *ENGAGE! 1*, ed. Pearson Longman**MODULO 0: STARTER UNIT**

Vocabulary	<ul style="list-style-type: none"> - Vocabulary for communication: introduce yourself - Vocabulary for personal information - Countries and nationalities - Family words: male and female - Jobs - Days, months and Seasons - Ordinal numbers, dates and years - My room and personal possessions - Shops and places in town - The song "True Colours", sung by Justin Timberlake: new vocabulary
Grammar	<ul style="list-style-type: none"> - Subject and object pronouns - To be - Present simple - Regular and irregular plurals - Have got - Present simple - Possessive 's - Possessive adjectives and pronouns - Can (ability) - Wh- questions - This/That/These/Those - There is/There are + a/some/any - Prepositions of place - Articles - Imperatives
Functions	<ul style="list-style-type: none"> - Introduce and talk about yourself - Introductions and Greetings: This is ... / Nice to meet you - Asking for and giving personal information - Describing your family - Making requests and asking for permission - Reading years and telling the time - Describing your room

UDA 1: WHO DO YOU THINK YOU ARE?

Vocabulary	<ul style="list-style-type: none"> - Physical appearance - Free-time activities - Vocabulary enrichment: Talking about interests and hobbies
Grammar	<ul style="list-style-type: none"> - Present simple - Affirmative and negative - Adverbs and adverbial phrases of frequency

	<ul style="list-style-type: none"> - Present Simple – questions - Prepositions of time – at, in, on - Grammar for communication: want / would like + infinitive
Functions	<ul style="list-style-type: none"> - Asking about and describing appearance - Talking about likes, dislikes and skills - Describing people
Skills and competences	<ul style="list-style-type: none"> - Reading Comprehension: <i>We look like each other; What do you like? Be a volunteer; The perfect hobby</i> - Describing your daily routine: a video - Talk about your daily routine - Active investigation: the songs <i>Just the way you are</i> and <i>Count on me</i> by Bruno Mars: which song do you prefer? - Speaking about volunteering - Search the internet for a volunteer organization and write a short description
Expand your vocabulary	<ul style="list-style-type: none"> - <i>Results of Fallowdale School Teen Free-time survey</i> - Collocations: go to parties, have fun, be with friends, surf the internet, do homework etc.

UDA 2: YOU LIVE AND YOU LEARN

Vocabulary	<ul style="list-style-type: none"> - School subjects and education - Places in a school and school equipment
Grammar	<ul style="list-style-type: none"> - Present continuous - Present simple vs Present Continuous - Prepositions and adverbial phrases of place - Grammar for communication: I would rather / I would prefer to
Functions	<ul style="list-style-type: none"> - Expressing preferences and wishes, and giving reasons - Describing photos: a video of two students describe a school classroom
Skills and competences	<ul style="list-style-type: none"> - Video: Practise the present continuous with scenes from TV shows - Active investigation: the trailer of the movie <i>Dead Poets Society</i>: Would you like to have a teacher like Mr. Keaton? - Reading Comprehension: <i>Home-schooling on the road; Learning by playing: Games in the classroom; What is 21st century education?</i> - Express your opinion on home-schooling - Speaking about the benefits of technology in school - The advantages and disadvantages of game-centred learning
Culture	<ul style="list-style-type: none"> - What is a boarding school? - The Hogwarts School of Witchcraft and Wizardry - Individual research on 3 characters from the Harry Potter Saga
Literature	<ul style="list-style-type: none"> - <i>The Witches</i> by Roald Dahl: an extract - Who was Roald Dahl? - What is <i>The Witches</i>? - The novel

UDA 3: YOU ARE WHAT YOU EAT

Vocabulary	<ul style="list-style-type: none"> - Food and food types - Expansion: fruit, vegetables, pulses, cooking verbs, recipes - Quotations about food and about nature: web quests
Grammar	<ul style="list-style-type: none"> - Countable and uncountable nouns - Some, any, no - How much / How many - A lot / lots of, a little/a few, little / few, not much/many
Functions	<ul style="list-style-type: none"> - Describing food - Talking about food and personal tastes

	<ul style="list-style-type: none"> - Asking for food - Ordering food and drinks - Offering, accepting, refusing politely, requesting and answering a request - Typical phrases: <ul style="list-style-type: none"> • Would you like ... • Can / Could I have ...? • Have some cake! • What about some cheese etc? - Dialogues in a restaurant - Learn English: a video about British Food
Skills and competences	<ul style="list-style-type: none"> - Writing and asking questions about daily routine, interests and habits - Answering a Questionnaire with google forms: questions about eating habits - Developing listening skills - Video: two families cooking with locally produced and imported ingredients - Reading Comprehension: <i>To vary or not to vary; Prepare with care! Having our cake and eating it? Are you Pro or Against vegetarianism?</i> - Individual research on one of the following topics: Organic food; Pollution; Healthy diets - Writing messages and emails
Expand your vocabulary	<ul style="list-style-type: none"> - <i>Teenage tastes</i> - Compound nouns: milk carton, tea cup etc

UDA 4: BE INSPIRATIONAL!

Vocabulary	<ul style="list-style-type: none"> - Personality adjectives - Emotions and Conditions
Grammar	<ul style="list-style-type: none"> - Past simple – to be - Past simple – regular and irregular verbs - Past simple – questions - Past simple – subject questions - Could: past and conditional - Subject questions
Functions	<ul style="list-style-type: none"> - Asking for, giving, exchanging opinions - Agreeing and disagreeing
Skills and competences	<ul style="list-style-type: none"> - Speaking about rights and child labour - Research about Nelson Mandela - Video about Gandhi's struggle to free India - Reading Comprehension about three young activists: Today's thought – Inspiration - Video: Malala's Nobel Prize Speech - The 1986 TV skinhead advert video: <i>It's not what you think</i> - Listening about a victim of bullying - Speaking about a specific day in the past - Speaking about friends, family and famous personalities - Reading about being a class rep: <i>Woodlands High Secondary School: information for students</i> - Reading about Inspirational teens - Describing photos: uploaded material
Expand your vocabulary	<ul style="list-style-type: none"> - <i>Teenage trio takes the prize</i> - -ed and -ing adjectives
Culture	<ul style="list-style-type: none"> - The British in India

UDA 5: WINNING AT ANY COST?

Vocabulary	<ul style="list-style-type: none">- Sports, sports places and equipment- Parts of the body- Do / play / go
Grammar	<ul style="list-style-type: none">- Past continuous- Past continuous vs Past simple- Must, mustn't, have to, don't/doesn't have to
Functions	<ul style="list-style-type: none">- Asking for and refusing explanations- Apologising: making / accepting / refusing an apology
Skills and competences	<ul style="list-style-type: none">- Video about Olympia and sport in Ancient Greece- Reading comprehension: <i>It isn't fair play!</i>; <i>With friends like this, who needs enemies</i>; <i>The Paralympic Games</i>

Il programma è stato condiviso con gli alunni.

Perugia, 29/05/2021