

ISTITUTO D'ISTRUZIONE SECONDARIA SUPERIORE "G. Cigna – G. Baruffi – F. Garelli" di Mondovì sede I.P.S.I.A

PROGRAMMA SVOLTO DI LINGUA INGLESE

A.S. 2023/2024

CLASSE	4 ^a B MAT
DOCENTE	GODINO ANDREA

METODOLOGIE	<ul style="list-style-type: none">• Lezione frontale• Lezione dialogata• Lavoro individuale• Cooperative learning• Problem solving• Esercitazioni d'ascolto• Assegnazione di compiti da svolgere a casa• Uso di Google classroom• Pause nello svolgimento del programma per approfondimenti, consolidamento o recupero
TIPOLOGIE DI VERIFICA	<p>- Le prove scritte hanno proposto esercizi diversificati mirati alla misurazione delle competenze lessicali, della correttezza ortografica, delle conoscenze grammaticali, delle competenze comunicative e della capacità di comprensione, attraverso la somministrazione di prove strutturate/ semistrutturate;</p> <p>- Le prove orali hanno privilegiato il dialogo studente-insegnante e/o studente-studente per verificare in primo luogo la comprensione e la competenza comunicativa, quindi la correttezza grammaticale e fonetica.</p>
LIBRI DI TESTO IN ADOZIONE	<p>ROBERT CAMPBELL, ROB METCALF, REBECCA ROBB BENNE, BEYOND 2, MACMILLAN EDUCATION. (COMPOSTO DA: STUDENT'S BOOK & WORKBOOK + VOLUME BUILD UP TO BEYOND B1 + CD-ROM MP3 + MEBOOK + CONTENUTI DIGITALI INTEGRATIVI).</p> <p>S. RICHARDS SOPRANZI, Flash on English for Mechanics & Electronics, 2nd Edition, Eli</p> <p>FERRUTA LAURA, World in Progress – Volume Unico, MONDADORI FOR ENGLISH</p> <p>S. MINARDI, Training for Successful INVALSI, Pearson-Lang</p>

Ripasso generale e Unit 1 to 10 del Libro “Build Up to Beyond B1”

CONOSCENZE	<p>GRAMMAR</p> <ul style="list-style-type: none"> •Present simple affirmative •Prepositions of time •Present simple with adverbs of frequency •Present simple •Like/love/hate •Possessive ‘s and whose •Possessive pronouns •Present continuous •Present continuous vs present simple •Countable and uncountable nouns •Some/any, a lot of, much and many, How much?, How many? •Can / can’t •Adverbs of manner •Past simple of be •Time expressions •Prepositions of place (in, at) •Past simple affirmative •Past time expressions •Past simple negative •Would like •Past simple questions and short answers •Could / couldn’t •Comparative adjectives •(not) as...as / less...than •one / ones •Superlative adjectives •Be going to •Will for predictions •must, mustn’t, have to, don’t have to 	<p>VOCABULARY</p> <ul style="list-style-type: none"> •Daily activities •Furniture and household objects •School subjects •Clothes and accessories •Free-time activities •Places in public buildings •Food and drink •Sports and games •Times of life •Personality adjectives •Weather and prepositions of movement •Forms of transport •Shops •Money and measurements •Festivals and celebrations •Feelings •Jobs and workplaces •Work and study •Films and television programmes •Crime words
-------------------	--	---

	<ul style="list-style-type: none"> •Have to vs must •Present perfect •Present perfect with ever and never •Present perfect with already, yet and just 			
COMPETENZE	READING <ul style="list-style-type: none"> •Find specific information in a text; •Understand the main ideas in a text; •Understand the order of messages; •Identify who a text is for; •Understand new words; •Identify the writer’s opinion; •Predict content when you read; •Make notes when you read; •Identify the topic of paragraphs; •Identify the author’s argument. 	WRITING <ul style="list-style-type: none"> •Add information; •Use and, or and but; •Use headings in a notice; •Use because; •Use time expressions; •Write an email; •Check your writing; •Use typical phrases in invitations; •Start and finish informal emails and letters; •Use paragraphs. 	LISTENING <ul style="list-style-type: none"> •Use sounds to identify context; •Listen for specific information; •Identify the type of audio; •Listen for the main ideas; •Use pictures to help predict content; •Take notes; •Use important words to help you listen; •Identify how a speaker feels; •Recognise a speaker’s message; •Use the audio type to help you understand. 	SPEAKING <ul style="list-style-type: none"> • Ask for and tell the time when you travel; •Describe people; •Ask for and give directions; •Talk on the phone; •Tell a story about the past; •Check in and out of a hotel; •Buy things at a market; •Make and react to invitations; •Make and react to apologies; •Agree and disagree with someone.

Section 2 del libro “World in Progress” (“Top attractions”)

CONOSCENZE	<ul style="list-style-type: none"> • Unit 4: Top attractions in Great Britain;
-------------------	---

Unit 1-2 del libro “Beyond 2” (“Wild world” - “What’s cooking”)

CONOSCENZE	GRAMMAR <ul style="list-style-type: none"> •Present perfect with for and since •Past continuous •Past continuous or past simple? •Quantifiers; •more...than, less.../than, as much/many...as; •Indefinite pronouns; •Reflexive pronouns. 	VOCABULARY <ul style="list-style-type: none"> •Landscapes and natural features; •Wildlife; •Food and cooking; •Containers and amounts. 	LANGUAGE AND BEYOND <ul style="list-style-type: none"> •Use mind maps to organize information for a talk; •Consider other people’s needs and preferences.
-------------------	--	---	--

COMPETENZE	READING •Find specific information in a text; •Use headings to find specific information.	WRITING •Use time expressions; •Order ideas;	LISTENING •Take notes; •Recognise facts and opinions.	SPEAKING • Make and react to suggestions; •Express preference when ordering food.
-------------------	--	---	--	--

Section 4 del libro “World in Progress” (“Let’s save the planet!”)	
CONOSCENZE	<ul style="list-style-type: none"> • Unit 12: Sustainable Economies; • Unit 13: Reducing, Recycling, Rewilding; • Unit 14: Energy for the future Tali argomenti sono stati affrontati per le ore di Ed. Civica.

LAVORI DA SVOLGERE DURANTE L’ESTATE PER TUTTA LA CLASSE

- Ripassare gli argomenti grammaticali e lessicali utilizzando gli appunti e i testi “Build Up to Beyond B1” (Unit 1-10) e “Beyond 2 (Unit 1-2);

INDICAZIONI PER GLI STUDENTI CON INSUFFICIENZE

Obiettivi minimi

Lo studente deve conoscere:

- le strutture grammaticali e le funzioni linguistiche esplicitate nel programma svolto;
- conoscere il lessico di base relativo agli argomenti esplicitati nel programma svolto.

Si consiglia all’alunno di:

- ripassare gli argomenti grammaticali e lessicali utilizzando gli appunti e i testi “Build Up to Beyond B1” (Unit 1-10) e “Beyond 2 (Unit 1-2);

TIPOLOGIA DI PROVE D’ESAME INTEGRATIVI O DI IDONEITÀ:

La prova sarà costituita da:

- una prova scritta con esercizi grammaticali e di comprensione del testo, attività per verificare la conoscenza lessicale e l’uso di ciò che si è appreso nelle unità svolte;
- una prova orale composta da una conversazione in inglese sulla propria presentazione personale, i propri interessi, le esperienze lavorative/di stage ed eventuali esperienze estive.

Mondovì, 13/06/2024

Il Docente
Andrea Godino