

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 C 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	GRAMMAR <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	VOCABULARY <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
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	<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 5: Top attractions in the USA
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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 <p>Tali argomenti sono stati affrontati per le ore di Ed. Civica.</p>
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Unit 1-2 del libro “Beyond 2” (“Wild world” - “What’s cooking”)					
CONOSCENZE	GRAMMAR •Present perfect with for and since •Past continuous and past simple •Quantifiers; •more...than, less.../than, as much/many...as; •Indefinite pronouns; •Reflexive pronouns.		VOCABULARY •Landscapes and natural features; •Wildlife; •Food and cooking; •Containers and amounts.		LANGUAGE AND BEYOND •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.

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