

	<b>SISTEMA DI GESTIONE PER LA QUALITÀ</b>	<b>Indirizzo Trasporti e Logistica Ist. Tec. Aeronautico Statale "Arturo Ferrarin"</b> Via Galermo, 172 95123 Catania (CT)	
Modulo	<b>Programmazione Moduli Didattici</b>	Codice M PMD A	Pagina 1 di 6

Anno scolastico 2016/2017

**Classe 3<sup>a</sup> Sez. C**

<p><b>Materia: LINGUA INGLESE</b></p> <p><i>Programmazione dei moduli didattici</i></p>
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Prof.ssa Caterina CUNSOLO

### **Situazione di partenza**

La classe, molto numerosa, è composta da 28 alunni; è di nuova formazione in quanto tutti gli studenti sono stati sorteggiati e provengono dalle ex 2e classi del precedente anno scolastico. Sotto il profilo educativo gli alunni hanno complessivamente un atteggiamento corretto, ma pochi partecipano attivamente e in modo proficuo alle lezioni, altri tendono facilmente a distrarsi e partecipano con discontinuità alle attività didattiche, per cui necessitano di continui stimoli ai fini di una effettiva partecipazione. Gli alunni presentano diversificati livelli di conoscenza, capacità e competenza che vanno da rendimenti anche buoni a rendimenti progressivamente inferiori ed in qualche caso non del tutto sufficienti. Non sono stati effettuati tests di ingresso ma è stata fatta una revisione dell'ultima parte del programma delle seconde classi che è valsa come verifica dei prerequisiti posseduti dagli alunni e come lavoro per cercare di uniformare per quanto possibile i diversi livelli.

### **Metodologia e strumenti**

Lezione frontale, gruppi di lavoro, pair work, problem solving, esercitazioni di laboratorio.)

Per quanto riguarda lo studio della lingua la metodologia e la didattica si baseranno sull'approccio comunicativo non rinunciando però allo studio della morfologia e della sintassi che sarà fatto in modo induttivo e talvolta deduttivo.

Le abilità comunicative saranno integrate tra loro, quindi all'ascolto potrà seguire il parlato, la lettura e la scrittura. Gli alunni saranno esposti a testi orali e scritti di tipo diversificato e via via più complessi e saranno rappresentativi di diversi generi testuali e contenuti: comunicazioni telefoniche, interviste, discorsi e relazioni, dibattiti, annunci pubblicitari, articoli da giornali e riviste, brevi racconti, poesie e canzoni. Per la comprensione sia orale che scritta si utilizzeranno strategie di comprensione, decodificazione, comunicazioni quali "brain-storming", formulazioni di previsioni sul contenuto, chiarimenti degli elementi linguistici ignoti, presentazione della situazione comunicativa, ascolto e/o lettura del testo, accertamento della comprensione tramite domande, esercizi del tipo T/F, a scelta multipla, compilazione di griglie uso appropriato del lessico.

La produzione orale avverrà dopo che gli alunni sono stati esposti a vari input sia di tipo orale che scritto prestando attenzione alla cura della pronuncia. Quest'anno sarà presente in classe un lettore madrelingua con il quale si svolgerà soprattutto attività di Speaking..

Per la produzione scritta si passerà da una fase parzialmente guidata ad una più o meno libera, attraverso risposte a domande, esercizi di "gap-filling", matching, "cloze-test", open-dialogue, descrizioni, commenti personali.

Strumenti: testo adottato, laboratorio linguistico, presenza un'ora a settimana del lettore madrelingua, attrezzature, tecnologie audiovisive e/o multimediali, ecc.)

- Libri di testo:
- - M.Hobbs-J.S.Keddle -"Sure" Pre-intermediate -Cambridge
- Grammar-Get Inside-Mac Millan
- Class CDs,DVDs ,Internet
- Videos
- Vocabolario monolingue
- Laboratorio linguistico

### **Collegamenti interdisciplinari**

Attività culturali:partecipazione a spettacoli teatrali e cinematografici;visite guidate di interesse storico-letterario, e/o aeronautico.

### **Interventi di recupero**

Saranno effettuati allorché se ne ravviserà la necessità con un rallentamento del programma preventivato al fine di potere, per quanto possibile uniformare il livello di conoscenze e competenze di tutta la classe.

Qualora fosse necessario saranno effettuati sportello e/o corsi di recupero pomeridiani.

### **Verifica e valutazione**

orali all'inizio di ogni modulo per accertare il possesso dei prerequisiti.

orali / scritte nel corso dello studio del modulo per verificare il progresso nell'acquisizione degli obiettivi prefissati,

scritte alla fine di ogni modulo e/o unità didattica per accertare il raggiungimento degli obiettivi previsti in termini di conoscenze, comprensione, saper fare.

Si terrà conto dei risultati ottenuti in relazione alla situazione di partenza,della puntualità nella consegna dei compiti a casa,dell'impegno e dell'interesse dimostrati,del comportamento in classe,dell'autonomia operativa

SURE PRE-INTERMEDIATE

TOPIC	GRAMMAR	FUNCTIONS   COMMUNICATION & FLUENCY   SMALL TALK	VOCABULARY & WORD EXPANDER	SKILLS
<b>Module 1 Your life A2 / B1</b>				
<b>SURE START</b>		Answering questions about me	family   food   clothes   sport   things W Ex uses of <i>like</i>	S questions about me
<b>Unit 1 Get up &amp; go</b>				
<b>1A Identity parade</b> article	<b>Brush up</b> present simple   adverbs of frequency	Talking about the present  <b>SMALL TALK</b> <i>I suppose I'm crazy about... maybe</i>	<b>Daily routine</b> check your phone, drink, get dressed, get the bus, get up, go out, play video games, have breakfast, have dinner, have a shower, spend time, wake up, walk	R Identity parade   S my routine   frequency of actions <b>COMPETENCE ZONE</b> questionnaire about daily routine
<b>1B Tara talks</b> video blog	<b>Brush up</b> present continuous vs present simple   <i>like + -ing</i>   personal pronouns   stative / active verbs	Talking about actions in progress  <b>SMALL TALK</b> <i>anyway Weird! and stuff I guess</i>	<b>Free-time activities</b> animals, art, collecting things, cooking, dancing, going to the gym/the theatre, listening to music, playing a musical instrument/football/video games, photography, reading, singing, sport, travelling, volunteering, walking, watching films, writing W Ex <i>so</i>	R Tara's video blog   S activities I like/dislike   ask and answer about my life  W sentences   L interview with Ruby   identify false sentences S my routine   frequency of actions   a holiday   R an email
<b>COMMUNICATION Making conversation</b>  <b>Photostory</b> Nice party! <b>Scenario</b> My new party personality <b>Culture</b> Summer language schools		<b>Introductions</b> Hi, my name's... Pleased to meet you. It's nice to meet you, too. This is (name). / Can I introduce (name)? / Do you know (name)? <b>Starting conversations</b> Where are you from? Are you at this college? How do you know (name)? <b>Responding</b> Do you? / Don't you? Can you? / Can't you? Are you? / Aren't you? Me too. / Me neither. Cool! / That sounds brilliant. / That's interesting. Really? I see. / Right. / OK. Sorry, what did you say? <b>Closing</b> It was nice talking to you. See you around, then. Oh, I just need to speak to (name) over there. Maybe see you later.		
<b>Unit 2 Q &amp; A</b>				
<b>2A We can be heroes!</b> article	Modal verbs <i>can / could</i>   <i>be able to</i>	Talking about skills & abilities  <b>SMALL TALK</b> <i>...and that's it there's no point</i>	<b>Personality</b> disorganized, friendly, funny, generous, hard-working, impatient, kind, lazy, mean, patient, quiet, organized, outgoing, serious, shy, talkative, unfriendly, unkind W Ex <i>despite</i>	R heroes   S my personality   my skills & abilities
<b>2B Celeb Quiz</b> questionnaire	<b>Brush up</b> question formation	Asking & answering questions	<b>Countries and nationalities:</b> Afghanistan – Afghani, Brazil – Brazilian, Canada – Canadian, Chile – Chilean, China – Chinese, Cuba – Cuban, Guatemala – Guatemalan, Holland – Dutch, Japan – Japanese, Jordan – Jordanian, Kenya – Kenyan, Libya – Libyan, India – Indian, Iran – Iranian, Iraq – Iraqi, Ireland – Irish, Mexico – Mexican, Morocco – Moroccan, New Zealand - New Zealander, Nigeria – Nigerian, Peru – Peruvian, Poland – Polish, Russia – Russian, Samoa – Samoan, Somalia – Somali, South Africa - South African, Thailand – Thai, the USA –	R Celebrities quiz   W quiz questions   S class quiz <b>COMPETENCE ZONE</b> slide presentation about a country  R leaflet on London S my town   my abilities   questions & answers L conversations

			American, Vietnam - Vietnamese	
<b>INTEGRATED SKILLS</b> Good friends article			<b>Describing people</b> Hair blond, brown, curly, dark, dreadlocks, fair, long, red, short, shoulder-length, straight, wavy, <b>Eyes</b> blue, brown, dark, green, <b>Face</b> beard, glasses, moustache, piercing <b>Height</b> medium-height, short, tall, <b>Build</b> fat, plump, slim, thin, well-built, <b>Origin</b> African American, Afro-Caribbean, Asian, black, Hispanic, white, <b>Looks</b> attractive, beautiful, good-looking, pretty, tanned	R & S Friendship   L & S identify people   describe people   W an email describing yourself & a friend
<b>PRONUNCIATION</b>	third person <i>-s / can</i>			
<b>ACCURACY</b>	review present simple & continuous   review pronouns <b>Bonus grammar</b> agreeing & disagreeing			L understanding specific information
<b>FLUENCY</b>		<p><b>Talking about a painting: Introduction</b> My favourite picture is (<i>name of picture</i>). It's by (<i>name of artist</i>). He / She was born... He / She is from...</p> <p><b>Description</b> The painting shows... There are (people walking). I can see (people skating). ... the main focus of the painting... <b>Location</b> In the foreground / background / distance... At the top / bottom On the left / right... In the top / bottom right hand / left hand corner... <b>Speculation</b> He / She / It looks... It seems... I think... / I don't think... maybe / probably <b>Opinion</b> I particularly like... I love it because... It's a brilliant painting because... It makes me feel... <b>Style</b> realistic, abstract, cubist, expressionist, surrealist, impressionist <b>Genre</b> old master, historical, landscape, seascape, portrait, still life</p> <p><b>Working in a group: Getting started</b> Right, OK, Ready? <b>Eliciting</b> What about you? What do you think? <b>Suggesting and responding</b> That's a good idea. Let's go with that. The problem with that is... Why don't we...? Shall we...? <b>Moving on</b> Let's move on to...</p>		COMPETENCE ZONE slide presentation about a painting

TOPIC	GRAMMAR	FUNCTIONS   COMMUNICATION & FLUENCY   SMALL TALK	VOCABULARY & WORD EXPANDER	SKILLS
<b>Module 2 TRUE STORIES</b> B1 lower				
<b>SURE START</b>		Describing people	Review: describing people	S talk about people   W describe personality and lifestyle
<b>Unit 3 Life's like that!</b>				
<b>3A</b> <b>Photostory</b> Catching up	<b>Brush up</b> past simple   modal verb <i>could</i>	Talking about the past  <b>SMALL TALK</b> <i>How are you doing? I bumped into... I'm loving... kind of Catch you later</i>	<b>Actions</b> fall over, jump, lift, point, pull, push, run after, run away, wave	R a phone conversation about a mugging   L people talking about last weekend   S things people did   W sentences
<b>3B</b> <b>Photostory</b> The Interview	<i>used to   would</i>  past simple review	Talking about past habits & routines  <b>SMALL TALK</b> <i>pretty much like the height of cool plus</i>	<b>Digital verbs</b> click, copy, delete, drag, download, hold, press, print, scroll, tap, type, upload <b>W Ex</b> <i>either... or ...</i>	R interview   S habits of today   childhood  W sentences   a paragraph about your life   R Stephen Hawking   L places people went to   S things you did   life in the 1950s
<b>COMMUNICATION</b> <b>Phone talk</b>  <b>Photostory</b> Locked out! <b>Scenario</b> A phone conversation <b>Culture</b> Texting		<b>Calling and answering</b> This is ( <i>name</i> ). Can / Could I speak to ( <i>name</i> ), please? Q Who's calling? A It's ( <i>name</i> ). / ( <i>name</i> ) speaking. How can I help you? <b>Getting connected</b> I'll put you through. I'm afraid that ( <i>name</i> ) isn't at his desk. Could you hold the line? <b>Asking for clarification</b> Sorry, what did you say? Sorry, I didn't catch that. <b>Messages</b> Can I leave a message? Could you ask him to call me? Can I take a message? Could you repeat that, please?		<b>COMPETENCE ZONE</b> questionnaire about phone habits
<b>Unit 4 Danger zone</b>				
<b>4A</b> <b>Lucky escapes</b> article	Past simple vs past continuous	Talking about activities in the past	<b>Health: Illnesses</b> earache, feel dizzy, feel sick, hay fever, headache, sore throat, stomach ache, temperature, toothache, <b>Injuries</b> bruise, burn, cut, pain in your arm/leg, pulled muscle, sprained ankle <b>W Ex</b> attitude adverbs: <i>unfortunately, luckily, obviously</i>	R lucky escapes   S happenings in the past
<b>4B</b> <b>Stuff happens</b> article	Zero conditional   imperative conditional	Talking about conditions	<b>Disasters</b> air crash, drought, earthquake, explosion, fire, flood, hurricane, storm, tsunami, volcanic eruption <b>W Ex</b> <i>even</i>	R disastrous happenings   W conditional sentences   S giving advice  L past happenings   S describe pictures   give advice   W conditional sentences
<b>INTEGRATED SKILLS</b> <b>The Great Escape</b> article			W Ex news headlines	R & S Rescue of 33 Chilean miners buried under rock   L & W News stories
<b>PRONUNCIATION</b>	<i>-ed   used to silent d</i>			

<b>ACCURACY</b>	review of tenses (present simple & continuous, past simple & continuous, <i>would</i> )   review comparisons   Bonus Grammar <i>-ing</i> form & infinitive			L understanding specific information
<b>FLUENCY</b>		<p><b>Giving a talk: Starting</b> The topic of my presentation is... Today, I'm going to talk about... My talk is in three parts. They are... <b>Sequencing</b> Firstly,... Secondly,... Thirdly,... First of all,... then next finally</p> <p><b>Linking &amp; contrasting</b> On the other hand,... However,... Although... Moving on... Let's move on to... Now let me turn to... <b>Explaining</b> This is why... Therefore,... To give you an example,... For example,... <b>Checking understanding</b> Is that clear? Have you got any questions? <b>Summarising</b> To recap,... In conclusion,...</p> <p><b>Participating in a talk: Asking polite questions</b> May I ask what / where / how / when / why... ? I'd like to know what / where / how / when / why... Could you explain more about... ? You mentioned... (+ <i>your question</i>) Where / When exactly is / was... ?</p>	W Ex contrasting ideas: <i>although, however, on the other hand</i>	<b>COMPETENCE ZONE</b> give a talk

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L'insegnante

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