

PROGRAMMA FINALE - ANNO SCOLASTICO 2020 – 2021

Prof.ssa	Docente di	Classe	Indirizzo	Ore settim.	Libro di testo
Tiziana Maria Grazia Nucera	Inglese	2Od	IPIAS Servizi Socio sanitari odontotecnico	3	F. Beddall, <i>et alii</i> , <i>Gold Experience</i> , B1+ Pearson-Longman Ed.

MODULO	CONTENUTI	PROVE
Unit 1: The true you	<p>READING topic: early-morning activities</p> <p>GRAMMAR present simple and continuous present perfect simple and continuous</p> <p>VOCABULARY follow your dreams</p> <p>LISTENING topic: achievements</p> <p>SPEAKING topic: getting to know each other; skill: giving interesting answers; task: interview</p> <p>WRITING topic: city vs. countryside skill: giving a reason, explaining a result task: opinion essay.</p>	Scritte, orali
Unit 2: You'll never believe this...	<p>READING topic: weird stories</p> <p>GRAMMAR past tenses comparative and superlative forms: adjectives and adverbs</p> <p>VOCABULARY describing things; strong adjectives, phrases adverbs</p> <p>SPEAKING topic: challenging activities and situations; skill: describing similarities and differences</p>	

	SWITCH ON video: chef tests, project: presentation on food and world festivals	
Unit 3: The Manifesto of Non-Hostile Communication	<p>READING topic: The Manifesto of Non-Hostile Communication</p> <p>VOCABULARY Communication, hate speech, bullying and cyberbullying</p> <p>WRITING topic: "Label jars...not people". Task: essay. What does this message mean? Make a reflection relating the poster's message to the principles number 1, 6 and 9 of "The Manifesto of Non-Hostile Communication". Write down 70 - 100 words. What is the danger of putting labels on people?</p> <p>SPEAKING topic: The Manifesto of Non-Hostile Communication. PROJECT WORK: The Manifesto of Non-Hostile Communication. What is your favourite principle? Make a short video and explain why.</p>	
Unit 4: News webquest	<p>READING topic: reading the news; skill: identifying key words</p> <p>WEBSITE: https://www.euronews.com</p> <p>VOCABULARY topic: general news</p> <p>WRITING task: making a mind map; making a 10 multiple choice quiz</p> <p>SPEAKING topic: talking about general news; skill: expressing opinions; answering questions on a topic, comparing situations, discussing a topic</p>	
Unit 5: Home and away	<p>READING topic: alternative living spaces; on top of the world; skill: using reference words; task: gapped text</p> <p>GRAMMAR conditionals (0-3) wishes, preferences and regrets</p> <p>VOCABULARY living accomodation and furnishings</p> <p>SPEAKING topic: positive and negative aspects of living or staying in a treehouse</p>	
Educazione civica: The 17 Sustainable Development Goals of Agenda 2030	<p>Part 1:</p> <p>READING topic: The 17 Sustainable Development Goals Chart.</p> <p>VOCABULARY The 17 Sustainable Development Goals Chart.</p> <p>1. Please, click on the link below and watch the video "Nations United: The United Nations at 75"</p> <p>https://www.youtube.com/watch?v=R_iVODmEkLQ</p>	

What are the four chapters about? Please, explain them briefly.

2. Please, click on the link below, scroll down the page and click on the flashcards representing the 17 Goals and discover the numerous targets for each goal. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> If you could take action, which Sustainable Development Goal would you like to work on? Choose your favourite Sustainable Development Goal.

Part 2:

Task 1.

Watch this short animation written by Sir Ken Robinson:

www.youtube.com/watch?v=IUjYMrGreRw&t=12s

How are the actions the young people took different from one another?

What creative superpowers did they use?

Task 2.

Every single one of us has a bank of creative superpowers. What are yours?

Have a look at the list of creative superpowers you made above. Rewatch the video if needed.

Where do you think your creative superpowers fit in?

Are you an Inventor, Innovator or Campaigner?

Task 3.

1. Click on the link below and watch the video (you can also read the transcript you find under the video).

Melati and Isabel Wijsen. Our campaign to ban plastic bags in Bali

https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali

2. What is the video about?

3. If you were an activist, what would you campaign for? How would you organise your campaign?

Part 3:

Task

In your groups choose a Global Goal to tackle. Agree on your “Imagine If” idea to work together towards.

Example given: If your Global Goal was Goal 6, your Imagine If could be “Imagine if every child had access to clean water”.

Work as a group to come up with an invention that could help to make your Imagine If idea come true.

Each member of the group has a role - inventors coming up and designing the invention, the innovators working out what is unique and/or different about it and the campaigners need to decide how you are going to tell the world about it.

Brainstorm your ideas on a piece of paper, create a power point ready to present back to the class.

Group 1: Climate and Our Planet

Group 2: Poverty and Inequality

Group 3: Justice and Human Rights

Group 4: Gender Equality

Finalità:

- Abituare al lavoro cooperativo di gruppo;
- Saper comprendere le relazioni fra gli elementi oggetto di studio;
- Saper organizzare le conoscenze e i dati di un fenomeno;
- Saper valutare gli impatti sulla società;
- Saper relazionare in lingua inglese L3 utilizzando il linguaggio tecnico appropriato;
- Dire “qualcosa di proprio” in lingua inglese L3;
- Saper sviluppare autonomia decisionale e organizzativa;

	<ul style="list-style-type: none"> • Acquisire e sviluppare la metodologia di ricerca. • Saper produrre un documento anche multimediale. 	
<p>Area di progetto: I denti – White Teeth by Zadie Smith</p>	<p>Task 1. Webquest: White Teeth by Zadie Smith and the “teeth” methaphor used in the novel.</p> <p>Task 2. Single or group work: Create a power point presentation about the novel White Teeth written by Zadie Smith and the “teeth” methaphor used in the novel.</p> <p>Task 3. Oral test: single/group work presentation.</p> <p>Finalità:</p> <ul style="list-style-type: none"> • Saper relazionare in lingua inglese L3 utilizzando il linguaggio tecnico appropriato; • Dire “qualcosa di proprio” in lingua inglese L3; • Saper sviluppare autonomia decisionale e organizzativa; • Acquisire e sviluppare la metodologia di ricerca. • Saper produrre un documento anche multimediale. 	

L'insegnante: prof.ssa Tiziana Maria Grazia Nucera

I Rappresentanti di classe: