

PROGRAMMA FINALE - ANNO SCOLASTICO 2020 – 2021

Prof.ssa	Docente di	Classe	Indirizzo	Ore settim.	Libro di testo
Tiziana Maria Grazia Nucera	Inglese	4E	Informatica	2	<i>Alevizos, et alii, Gold Experience B2</i> , Pearson-Longman ed.

MODULO	CONTENUTI	PROVE
Unit 1: Wake up your senses!	<p>READING topic: trying new things</p> <p>GRAMMAR present tenses comparative forms: adjectives and adverbs</p> <p>VOCABULARY describing experiences and feelings phrasal verbs suffixes introduction to collocations</p> <p>LISTENING topic: synaesthesia skill: listening for specific information task: sentence completion</p> <p>WRITING topic: activities for teens skill: opinions and recommendation task: review.</p>	Scritte, orali
Unit 2: On the bucket list	<p>READING topic: inspiration for travel skill: finding specific information task: multiple matching</p> <p>GRAMMAR past tenses articles; comparative and superlative forms, adjectives and adverbs</p> <p>VOCABULARY travel anecdotes and apps idiomatic phrases and expressions collocations linkers</p> <p>WRITING topic: best and worst holiday experiences skill: describing, narrating and expressing contrast task: article</p> <p>SWITCH ON video: chef tests, project: presentation on food and world festivals</p>	

<p>Unit 3: The Manifesto of Non-Hostile Communication</p>	<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</p>	
<p>Unit 4: The heart of the city</p>	<p>READING topic: real or fake cities; skill: scanning a text to find information; task: multiple matching</p> <p>GRAMMAR conditionals (0-3), third conditional with modals </p> <p>LISTENING topic: public spaces for teens skill: recognising distractors task: multiple choice</p> <p>SPEAKING topic: visiting cities skill: giving an opinion task: discussion</p> <p>SWITCH ON video: design gone wrong project: analyse a controversial building; task: debate presentation</p>	
<p>Unit 5: Brexit</p>	<p>READING topic: news about Brexit; what is Brexit; task: webquest about Brexit; skill: identifying key words</p> <p>WEBSITE: https://www.euronews.com/special/brexit</p> <p>VOCABULARY topic: Brexit, news about Brexit</p> <p>WRITING task: making a mind map; making a 10 multiple choice quiz; answering questions; describing, comparing and analysing political cartoons</p> <p>SPEAKING topic: talking about Brexit and Brexit news; skill: expressing opinions; making and answering questions on Brexit, comparing situations related to Brexit, discussing about Brexit</p>	

<p>Educazione civica: The 17 Sustainable Development Goals of Agenda 2030</p>	<p>Part 1: READING topic: The 17 Sustainable Development Goals Chart. 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" https://www.youtube.com/watch?v=R_iVODmEkLQ</p> <p>What are the four chapters about? Please, explain them briefly.</p> <p>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.</p> <p>Part 2:</p> <p>Task 1.</p> <p>Watch this short animation written by Sir Ken Robinson: www.youtube.com/watch?v=IUjYMrGreRw&t=12s</p> <p>How are the actions the young people took different from one another? What creative superpowers did they use?</p> <p>Task 2.</p> <p>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?</p>	
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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

	<p>Finalità:</p> <ul style="list-style-type: none">• 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;• Saper esprimere la propria opinione in lingua inglese L3;• Saper sviluppare autonomia decisionale e organizzativa;• Acquisire e sviluppare la metodologia di ricerca.• Saper produrre un documento anche multimediale.	
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L'insegnante: prof.ssa Tiziana Maria Grazia Nucera

I Rappresentanti di classe: