

ISTITUTO D'ISTRUZIONE SECONDARIA SUPERIORE
"G. Cigna – G. Baruffi – F. Garelli" di Mondovì - sede G. Cigna

PROGRAMMA SVOLTO
MATERIA: INGLESE
ANNO SCOLASTICO 2025/2026

CLASSE	1 AEE
DOCENTE	ANDREA GODINO

LIBRI DI TESTO IN ADOZIONE	B.Hastings, S. McKinlay, C.E.Morris, J.Bowie, "My Voice A2/B1", ed.Pearson
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Contenuti disciplinari suddivisi in unità di apprendimento

- UNIT BUILD UP TO MY VOICE

Conoscenze
<i>Functions</i> <ul style="list-style-type: none">• Introducing oneself and greeting people• Spelling and asking for spelling• Giving and asking for personal information• Talking about nationalities• Describing things• Describing one's family• Talking about possessions• Giving instructions• Talking about the time and date• Describing your house• Talking about possibility and ability• Asking for permission
<i>Grammar</i> <ul style="list-style-type: none">• Subject pronouns• <i>Present simple: be</i> - affirmative, negative and questions• Regular and irregular plurals• Articles• <i>this / that / these / those</i>• Possessive adjectives• Possessive 's• Possessive pronouns and <i>Whose</i>• <i>Present simple: have got</i> - affirmative, negative and questions• Imperatives• Object pronouns• <i>Wh-</i> questions• <i>can</i> - affirmative, negative and questions• Prepositions of place• <i>there is / there are + a / some / any</i>
<i>Vocabulary</i> <ul style="list-style-type: none">• Countries and nationalities

- Personal possessions
- Basic adjectives
- Family
- Classroom instructions
- Days, months and seasons
- Dates and years
- Ordinal numbers
- The time
- Parts of the house
- Furniture
- Free-time activities

- UNIT 1: The things we do

Functions	<ul style="list-style-type: none"> • Talking about likes and dislikes • Talking about the frequency of activities • Asking and answering about people's hobbies • Talking about stereotypes
Grammar	<ul style="list-style-type: none"> • <i>Present simple</i>: affirmative and negative • Prepositions of time: <i>in, on, at</i> • Adverbs of frequency • <i>Present simple</i>: questions • Frequency expressions • <i>like, love, enjoy, hate, can't stand, don't mind + -ing form</i> • Phrasal verbs • Linkers: <i>and, but, so, because</i>
Vocabulary	<ul style="list-style-type: none"> • Daily routines • Free-time activities

- UNIT 2: School life

Functions	<ul style="list-style-type: none"> • Talking about daily routine at school • Talking about places and equipment at school • Talking about school subjects • Talking about one's ideal school • Talking about actions in progress • Asking for permission • Giving and refusing permission
Grammar	<ul style="list-style-type: none"> • <i>Present continuous</i>: affirmative, negative and questions • <i>Present continuous vs Present simple</i> • Stative verbs • <i>One / ones</i>
Vocabulary	<ul style="list-style-type: none"> • School places • School subjects • School objects • Education collocations

- UNIT 3: Food for thought

Functions	<ul style="list-style-type: none"> • Talking about food and diets • Talking about containers and prices
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	<ul style="list-style-type: none"> • Talking about food preferences • Taking orders for food • Giving orders for food • Talking about food waste • Talking about ethical restaurants
Grammar	<ul style="list-style-type: none"> • Countable and uncountable nouns • <i>Some, any, no</i> - affirmative, negative and questions • Quantifiers: <i>a lot / lots of, a little, a few, (not) much, (not) many</i> with countable and uncountable nouns - affirmative, negative and questions • <i>How much ...? / How many ...?</i> • Phrasal verbs
Vocabulary	<ul style="list-style-type: none"> • Food and drinks • Containers • Prices • Diets, healthy food, food waste, ethical restaurants

- UNIT 4: Who we are

Functions	<ul style="list-style-type: none"> • Talking about past events • Talking about people's personalities • Describing clothes • Talking about abilities in the past • Talking about feelings and emotions
Grammar	<ul style="list-style-type: none"> • <i>Past simple: be and can</i> - affirmative, negative and questions • <i>Past simple: affirmative</i> - regular and irregular verbs • Time expressions • <i>What do you like? / What do you look like? / What are you like?</i>
Vocabulary	<ul style="list-style-type: none"> • Adjectives of personality • People's physical description • Clothes and accessories

- UNIT 5: Brilliant bodies

Functions	<ul style="list-style-type: none"> • Talking about the history of sports • Talking about rules of sports • Talking about obligation • Asking about obligation • Talking about prohibition • Saying that something is not necessary • Talking about parts of the body
Grammar	<ul style="list-style-type: none"> • <i>Past simple: negative</i> and questions • <i>Wh-questions at Past simple</i> • <i>must / mustn't, have to / don't have to</i> - affirmative, negative and questions • Time expressions
Vocabulary	<ul style="list-style-type: none"> • Sports and equipment

	<ul style="list-style-type: none"> • Sports collocations • Parts of the body
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- UNIT 6: The arts around us

Functions	<ul style="list-style-type: none"> • Talking about arts and films • Making comparisons • Making suggestions • Accepting suggestions • Refusing suggestions • Suggesting an alternative
Grammar	<ul style="list-style-type: none"> • Comparative adjectives and adverbs • (<i>not</i>) <i>as ... as</i> • Superlative adjectives and adverbs • <i>too</i> and (<i>not</i>) <i>enough</i>
Vocabulary	<ul style="list-style-type: none"> • The arts • Films

Educazione civica:

Agenda 2030 e produzione alimentare sostenibile: “Are plant-based diet the future?” (My Voice A2-B1, p.156-157).

Compiti delle vacanze estive per tutti gli studenti

Letture e svolgimento degli esercizi del seguente testo da acquistare:

- Silvana Sardi, *Follow your Dreams*, ELI ISBN: 9788853632098;

Il lavoro svolto sarà analizzato all’inizio del nuovo anno scolastico e oggetto di una prima valutazione.

Indicazioni per gli studenti con giudizio sospeso ed esami integrativi o di idoneità

Obiettivi minimi:

Al termine del primo anno di corso l’allievo deve essere in grado di:

- leggere e comprendere semplici testi scritti di vario tipo per saperne capire i contenuti
- ricercare e selezionare informazioni generali e specifiche in funzione della produzione di testi scritti di vario tipo, ad esempio brevi lettere, e-mail, schede, relazioni, etc.
- ascoltare un brano, coglierne gli elementi essenziali e rispondere a relative domande

Indicazioni metodologiche per lo studio estivo:

Gli allievi con giudizio sospeso o che devono affrontare esami integrativi o di idoneità devono:

- rivedere in modo accurato ed approfondito i contenuti del programma svolto durante l’anno;
- come tutti gli altri studenti, leggere e completare gli esercizi del seguente testo da acquistare: Silvana Sardi, *Follow your Dreams*, ELI ISBN: 9788853632098.

Tipologia di prove d’esame:

La prova che verrà somministrata al termine del corso di recupero estivo sarà costituita da:

- una prova scritta, costituita da esercizi grammaticali, da attività di controllo della conoscenza del lessico e dell’uso corretto delle funzioni comunicative relative alle unità svolte;
- una prova orale, durante la quale l’alunno/a dovrà dimostrare di saper correggere eventuali errori dello scritto e rispondere a domande, intrattenendo una conversazione sugli argomenti studiati.