

TESTI IN ADOZIONE

- B. Hastings, S. Mckinlay, C.E. Morris, J. Bowie, **My Voice A2/B1**, Ed. Pearson;
- A. Gallagher, F. Galuzzi, **Get into Grammar and Vocabulary**, Ed. Pearson

UNIT 1 • LIVELLO A2 CEFR

Conoscenze	
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 routine. ▪ Free-time activities.

UNIT 2 • LIVELLO A2 CEFR

Conoscenze	
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.
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.

Competences	
LEARN TO LEARN	<ul style="list-style-type: none"> ▪ <i>Reading - Reading for specific information</i> ▪ <i>Writing - A blog post</i>.

Critical thinking	<ul style="list-style-type: none"> ▪ Discutere delle abilità che si ritiene la scuola dovrebbe insegnare. ▪ Discutere di metodi educativi innovativi.
Debate	<ul style="list-style-type: none"> ▪ Discutere dell'importanza della tecnologia in classe.
Digital competence	<ul style="list-style-type: none"> ▪ <i>Surfing the net to find advantages and disadvantages of technology in the classroom.</i>

UNIT 3 • LIVELLO A2 CEFR

Conoscenze	
Functions	<ul style="list-style-type: none"> ▪ Talking about food and diets. ▪ Talking about containers and prices. ▪ Talking about food preferences. ▪ 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.

	Competences
LEARN TO LEARN	<ul style="list-style-type: none"> ▪ <i>Listening - Matching questions and answers.</i>
Critical thinking	<ul style="list-style-type: none"> ▪ Discutere sullo spreco alimentare e sui modi per eliminarlo.
Cultural awareness	<ul style="list-style-type: none"> ▪ Discutere di soluzioni per aiutare persone in difficoltà in relazione all'acquisto di beni di prima necessità. ▪ Comprendere un testo sull'impatto delle abitudini alimentari sull'ambiente. ▪ Discutere di cibi tradizionali.
Digital competence	<ul style="list-style-type: none"> ▪ <i>Surfing the net to find information about ethical restaurants.</i> ▪ <i>Surfing the net to find information about traditional foods.</i> ▪ <i>Surfing the net to find information about traditional vegetarian and vegan meals.</i>

UNIT 4 • LIVELLO A2+ CEFR

Conoscenze	
Functions	<ul style="list-style-type: none"> ▪ Talking about past events. ▪ Talking about people's personalities. ▪ Describing clothes. ▪ Talking about abilities in the past.
Grammar	<ul style="list-style-type: none"> ▪ <i>Past simple: be and can</i> - affirmative, negative and questions.

	<ul style="list-style-type: none"> ▪ <i>Past simple</i>: affirmative - regular and irregular verbs.
Vocabulary	<ul style="list-style-type: none"> ▪ Adjectives of personality. ▪ People's physical description. ▪ Clothes and accessories.

	Competences
LEARN TO LEARN	<ul style="list-style-type: none"> ▪ <i>Listening - Listening for specific information</i> ▪ <i>Speaking - Describing a person.</i>
Critical thinking	<ul style="list-style-type: none"> ▪ Discutere dei cambiamenti degli stili di vita della famiglia nel tempo.
Debate	<ul style="list-style-type: none"> ▪ Discutere di vantaggi e svantaggi di vivere negli anni '50 e '70 ▪ Discutere di vantaggi e svantaggi della notorietà.

EDUCAZIONE CIVICA

SDG 4: Quality Education

Ideazione di un poster e una newsletter atti a promuovere le attività extracurricolari messe in essere dall'Istituto al fine di garantire un'istruzione di qualità ai propri alunni della scuola.

SDG 12 Responsible consumption and production