

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.
Creativity	<ul style="list-style-type: none"> ▪ Scrivere una e-mail per descrivere una caffetteria etica e solidale.
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 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. ▪ <i>Past simple: affirmative</i> - regular and irregular verbs.

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

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

Creazione di un'infografica digitale collettiva dal titolo [*Responsible Consumers. Valuable tips for Sustainability*](#).

Le sezioni dell'infografica:

- *Conservazione del cibo*: Suggerimenti e tecniche per conservare gli alimenti in modo ottimale, riducendo gli sprechi e prolungando la durata dei prodotti freschi.
- *Ricette con i leftover*: Idee e ricette creative per riutilizzare gli avanzi di cibo, trasformandoli in nuovi piatti deliziosi e sostenibili.
- *Food Banks*: Informazioni sui banchi alimentari, la loro funzione nella società, come supportano le persone in difficoltà e come ciascuno può contribuire.
- *Situazione dello spreco in Italia*: Dati e statistiche sullo spreco alimentare nel nostro paese, con un'analisi delle cause e delle possibili soluzioni per affrontare il problema.