

**Classe 1B**

**Prof.ssa Piras Maria Gilda**

Dal libro di testo *Talent 1* di Clare Kennedy e Weronika Salandyk

**STARTER A – B – C – D – E**

**Grammar**

Structure of the English sentence: SVOMPT; difference between infinitive and base form; Subject pronouns; Possessive adjectives; Verb *to be* (all forms); Phrases with *to be*: *to be cold*; *to be hot*; *to be hungry*; *to be thirsty*; *to be right*; *to be wrong*; *to be sleepy* etc.; Verb *to have got* (all forms); Question words; *Wh-* and *yes/no* questions; Saxon Genitive; Possessive pronouns; plural of nouns; definite and indefinite articles; demonstratives (*this / that / these / those*); There is / there are; *a / some / any*; countable and uncountable nouns; quantifiers: *much / many / lots of / a lot of*; *Can* for ability; *Can* for requests, permission and possibility; Imperatives; Object pronouns; the Alphabet; Physical descriptions.

**Vocabulary and Functions**

Paesi e nazionalità; Famiglia e nomi di parentela; Materie scolastiche; Giorni della settimana; Mesi dell'anno; come dire l'ora; Preposizioni di tempo; Cibi e bevande; Numeri (anche ordinali) e date; Attività del tempo libero; Descrivere le persone fisicamente; Alfabeto.

**Unit 1 Behaviour - Be in control! (Reading and listening)**

**Grammar**

Present simple; adverbs of frequency; Verbs of preference + *-ing* form; how to obtain the *-ing* form

**Vocabulary** Daily routines; *How often...?*; *have* and *get*

**Reading Skills** Nature vs Nurture – A healthy lifestyle

**Listening Skills:** Bad Habits

**Speaking Skills:** Talking about habits - Conversation about bad habits – Talking about how similar we are to our family members (to be like – to look like – to take from)

**Writing:** A personal Internet profile (on Classroom)

**Unit 2 Ways of Learning – Together we are growing (Reading and listening)**

**Grammar**

Present continuous; Adverbs of manner; Present simple vs present continuous

**Vocabulary** Adverbs of manner; vocabulary related to school; prices, email addresses and punctuation

**Reading Skills** School but not as you know it

**Speaking Skills:** Talking about favourite school subjects and ideal school

**Unit 3 Technology – Steam Trains... (Reading and listening)**

**Grammar**

Past simple: *be*; Past simple affirmative: regular and irregular verbs. Pronunciation of the suffix *-ed* for Past simple and Past participle of regular verbs

Some irregular verbs to study by heart (the three forms): *be - become - begin - buy - break - can - choose - come - cost - do - drink - fall - find - fly - forget - get - go - have - hear - hurt - know - learn - leave - lose - make - meet - put - run - say - see - sell - send - sing - speak - spend - take - tell - think - throw - wake up - wear - write*

**Speaking Skills:** Talking about the best invention of all times – Talking about technology and prejudice on teenagers

**Vocabulary** Multimedia: vocabulary to talk about technology

**Reading Skills** Technophobia - The shock of the new

Inventors and their slow road to success (page 160-161)

**Exam Strategy** page 164 (Multiple Matching)

**Unit 4 Appearance** – Fashion! How did it all begin? (Reading and listening)

**Grammar**

Past simple negative and questions; *Why...? / Because...*; Expressions of past time; by + *-ing* form; Wh- words as subject and object in questions: further examples and exercises were used from the following link <https://www.espressoenglish.net/subject-and-object-questions-in-english/>

**Speaking Skills:** Talking about clothes and stereotypes

**Vocabulary** Clothes; Clothes verbs (page 263)

**Reading Skills:** Breaking Down the Barriers

**Exam Skills:** Reading - Multiple matching (page 164 - 165)

**Literature Skills:** reading a passage from *Hard Times* and doing the activities at pages 230-231

**Speaking Skills:** Speaking about your favourite character from a book, a TV series or a film

**Unit 5 Work** – When I grow up I'm going to be... (Reading and listening)

**Grammar**

*Be going to* for intentions and predictions; expressions of future time; Present tenses for the future (Present simple and present continuous).

Further explanations and exercises were found on the following link

<https://www.flo-joe.co.uk/preliminaryenglish/grammar/present-simple-and-continuous-as-future-tenses.htm>

**Vocabulary** Jobs and work

**Reading Skills** Are you going to be a gig worker? - Future Job Skills (from the Workbook)

**Writing Skills** “My future Job” (on Classroom)

Reading: A letter of application (page 254)

**Unit 6 Health** - “Are we too clean?” (Watching the video)

**Grammar**

*Will / won't* for spontaneous decisions, predictions, accompanied by *probably* etc.

*Will / be going to* for predictions

Infinitive of purpose – translation of the Italian prepositions *di / a / da / per* before an infinitive

Introduction to comparatives and superlatives of adjectives

Parts of the body (from the book and from the following link on the parts of the body

<https://learnenglish.britishcouncil.org/vocabulary/intermediate-to-upper-intermediate/body-parts-2>

First Conditional: form and use

**Writing Expansion** A short narrative

A Bad Joke: all exercises at page 253, including n.5, Write a short story

At the end of each unit, the class always did all the exercises from the section Revise and Round Up and the exercises from the Workbook

Programma di Educazione Civica

Discussion on the importance of rules in various contexts (school, family, road, society)

Watching and commenting a video on the importance of water from the following link

<https://learnenglish.britishcouncil.org/general-english/video-zone/water-changes-everything>

Selargius, 9 giugno 2021

Gli alunni

L'insegnante