

# I.I.S. "PAOLO FRISI"

Via Otranto angolo Cittadini, 1 - 20157 - MILANO

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## PROGRAMMAZIONE DIDATTICA DISCIPLINARE DI INGLESE

*Anno Scolastico: 2014-2015*

**CORSO IeFP TRIENNALE**

**INDIRIZZO OPERATORI BENESSERE E  
ACCONCIATURA**

**DOCENTI: POLZELLA Stefania,**

TRIENNIO		
COMPETENZE	ABILITA'	CONOSCENZE
<p>Utilizzare una lingua straniera per i principali scope comunicativi ed operativi;</p> <p>Produrre testi di vario tipo in relazione ai differenti scopi comunicativi</p>	<p>Asking and saying one's name;</p> <p>Introducing oneself and someone else;</p> <p>Asking for and giving personal information;</p> <p>Talking about people and jobs Identifying objects;</p> <p>locating objects;</p> <p>talking about possession;</p> <p>describing people;</p> <p>talking about possessors;</p> <p>describing physical states Talking about skills;</p> <p>Asking for permission and making requests;</p> <p>Expressing opinions, agreement and disagreement;</p> <p>Talking about habits and frequency;</p> <p>How to write the date;</p> <p>Using personal titles;</p> <p>Indefinite articles;</p> <p>Plural noun forms;</p> <p>Show the status or characteristics of something or someone;</p> <p>How to indicate possession;</p> <p>Asking and saying one's hairstyle;</p> <p>Describing present activities;</p> <p>Talking about routines and</p>	<ul style="list-style-type: none"> <li>- Verb to be (affirmative, negative, interrogative forms);</li> <li>- Question words (who, what, where, when, why, how);</li> <li>- Possessive adjectives;</li> <li>- Articles (a/an-the);</li> <li>- Adjectives;</li> <li>- Jobs (trainee, perm specialist, hairdresser, barber, salon manager)</li> <li>- Date (numbers, days and months);</li> <li>- Greetings.</li> <li>- Plural of nouns;</li> <li>- Demonstrative adjectives,</li> <li>- Preposition of place (on/over, in,under, etc);</li> <li>- Verb to have (affirmative, negative, interrogative forms);</li> <li>- Qualifiers (a bit, quite, very);</li> <li>- Expressions with the verb to be (to be hungry/thirsty, etc);</li> <li>- Possessive's;</li> <li>- Salon products and tools;</li> <li>- Hair types (straight, curly, wavy);</li> </ul>

	<p>habits;</p> <p>Expressing the idea that something is happening at the moment of speaking;</p> <p>Describing activities generally in progress;</p> <p>Using wh questions word to make questions;</p> <p>Talking about salon activities</p> <p>talking about arrangements for events at a time later than now;</p> <p>expressing a spontaneous decision, an assumption with regard to the future or an action in the future that can't be influenced;</p> <p>Expressing the conditional mood;</p> <p>Expressing desire, polite requests and questions, opinion, hope, wish and regret;</p> <p>Telling the time in English</p> <p>Learning how to use the Simple Past;</p> <p>Talking about past events and situations;</p> <p>Talking about 'ability' in the past using the modal verb "could";</p> <p>Asking for personal characteristics.</p> <p>consolidate the form and function of Present Perfect Tense;</p> <p>distinguish the difference between Present Perfect Tense and Simple Past Tense;</p>	<ul style="list-style-type: none"> <li>- Hair colours.</li> <li>- Modal verb can;</li> <li>- Adverbs of degree (very well, quite well, a little, not ... at all);</li> <li>- Verbs (to cut, to colour, to perm, to blow dry, to scalp massage, open the window, smoke, use this pair of scissors, turn the radio on, use the telephone, pay by credit card, pay cash);</li> <li>- Simple present (affirmative, negative, interrogative forms);</li> <li>- Short answers (Yes, I do/No, I don't, etc.);</li> <li>- Prepositions (to work at/to work in);</li> <li>- Time expressions (once, twice, three times, four times, every);</li> <li>- Adverbs of frequency (always, usually, often, sometimes, never, often)</li> <li>- Months, days;</li> <li>- Mr., Mrs., Miss., Mrs.</li> <li>- Vocabulary: combs, brushes, etc.;</li> <li>- Have got: affirmative, negative, interrogative forms;</li> <li>- Female cut: Graduated Bob Cut;</li> <li>- Male cut: Crew cut/flattop;</li> <li>- Vocabulary:</li> </ul>
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	<p>use appropriate adverbs (last night, yesterday, in 1999, etc.) together with Simple Past Tense when forming questions and statements;</p> <p>engage in speaking activity to use Present Perfect Tense and Simple Past Tense grammatically</p> <p>How to introduce yourself in a job interview (express ability/opportunity, express desire);</p> <p>Choosing a haircut/hair colour;</p> <p>How to recognize a countable noun or an uncountable noun</p> <p>Comparatives:</p> <p>Comparing people or things (1 adjective);</p> <p>Expressing similarities;</p> <p>Expressing an inferiority relationship.</p> <p>Superlatives:</p> <p>Describing the extreme quality of one thing in a group of three or more things</p>	<p>Sideburns, forehead, nape, etc.;</p> <ul style="list-style-type: none"> <li>- Present Simple (affirmative, negative, interrogative forms);</li> <li>- Adverbs of frequency: always, sometimes, often, never, ever, etc.;</li> <li>- Present Continuous (affirmative, negative, interrogative forms);</li> <li>- Verbs: to blow-dry, to cut, to perm, to dye, to massage, to comb, to fix, to use</li> <li>- Present continuous (affirmative, negative, interrogative forms);</li> <li>- Will (affirmative, negative, interrogative forms);</li> <li>- Common ways of telling the time</li> <li>- Simple past: was/were;</li> <li>- Simple past: have got;</li> <li>- Simple past: regular verbs (-ed);</li> <li>- Simple past: irregular verbs (to cut, to go, to take);</li> <li>- Simple past: affirmative, negative, interrogative forms;</li> <li>- Adjectives: pretty, cool, friendly, etc;</li> <li>- Short answers:  Yes, I was/No, I wasn't.</li> </ul>
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		<p>Yes, I did/No, I didn't.</p> <ul style="list-style-type: none"> <li>- Modal verb: Can/Can't;</li> <li>- Modal verb: Would/Wouldn't;</li> <li>- Vocabulary: graduated bob cut, layered hairstyles (short, medium, long);</li> <li>- Present Perfect and adverbs of time (never, ever, just, non ...yet, lately, recently, already);</li> <li>- Vocabulary: graduated bob cut, layered hairstyles (short, medium, long);</li> <li>- Present Perfect and adverbs of time (never, ever, just, non ...yet, lately, recently, already);</li> <li>- Verbs: to show, to express, to feel, to impress, to enhance, to cover;</li> <li>- Vocabulary: a bowl, a brush, a pair of (disposal) gloves, an apron, a comb, a cape, hair colour and oxidant, section (hair), colour cream, customer/client, etc.;</li> <li>- Verbs: to divide, to apply, to separate, to dye, to start, to mix, to add, to spread, to rinse, to wipe, to massage, to leave;</li> <li>- Highlights versus lowlights, shatush, balayage;</li> </ul>
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		<ul style="list-style-type: none"> <li>- Stylist and therapist profiles;</li> <li>- Photos – of the salon;</li> <li>- Treatments and styles;</li> <li>- Service list with prices;</li> <li>- Products and brands;</li> <li>- Location map;</li> <li>- Opening hours;</li> <li>- Client testimonials.</li> <li>- First conditional: unreal, but likely;</li> <li>- Second conditional: unreal and unlikely</li> <li>- Countable nouns can be singular or plural (ex. Curling iron/curling irons);</li> <li>- Uncountable nouns: substances, concepts etc that we cannot divide into separate elements (ex. Cosmetology, water);</li> <li>- Nouns that can be Countable and Uncountable (ex. hairs/hair);</li> <li>- Partitive Structure with Uncountable Nouns (a bottle of shampoo);</li> <li>- any, each, few, many, most, several, and some;</li> <li>- Singular: another, anybody, anyone, anything, each, either, everybody, everyone, everything, little,</li> </ul>
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		<p>much, neither, nobody, no one, nothing, one, other, somebody, someone, something;</p> <ul style="list-style-type: none"> <li>- Plural: both, few, many, others, several;</li> <li>- Singular or Plural: all, any, more, most, none, some;</li> <li>- something, anything, nothing, evetyhing, etc.</li> <li>- both, either, neither (ex. Both trainees are attentive);</li> <li>- Very, a lot of, much, many – little/few/a little/a few – enough, quite, rather – too, toomuch, too may;</li> <li>- Simple greetings (Dear, hi, etc.), simple asking (How are you doing, etc.) or stating (I hope you're well, etc.), make invitations, description of event, location of the event, time and date of invitation, additional info, friendly goodbyes to end an e-mail.</li> <li>- Adjective (taller/more intelligent than); Adverb( faster/more aggressively than);</li> <li>- As + adjective/adverb + as;</li> <li>- Less (uncountable nouns), fewer (countable nouns) than;</li> </ul>
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		- The tallest/biggest, the most ... in ...
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<b>MODALITÀ DI LAVORO</b>	<b>Barrare le caselle</b>
Lezione frontale	X
Lezione con esperti	
Lezione multimediale	X
Lezione pratica	X
Problem solving	
Metodo induttivo	X
Lavoro di gruppo	X
Discussione guidata	
Simulazione (role play)	X
Esercitazione	X
Studio individuale	X
Visite didattiche	
Viaggi d'istruzione	

<b>STRUMENTI DI LAVORO</b>	<b>Barrare le caselle</b>
Manuale	X
Laboratorio multimediale	
Laboratorio linguistico	X
Lavagna	X
L.I.M.	X
Registratore	X
Appunti	X
Fotocopie	X
Carte geografiche	X
Video	X
Palestra	

<b>STRUMENTI DI VERIFICA</b>	<b>Barrare le caselle</b>
Colloquio	X
Interrogazione breve	X
Risposte dal posto	X
Prova in laboratorio	
Prova pratica	
Prova strutturata	X
Prova semistrutturata	X
Relazione	
Esercizi	X
Compito scritto	X
Compito assegnato a casa	X
Simulazioni	X

VERIFICHE 1° QUADRIMESTRE: Scritte n° 2 Orali n° 2

VERIFICHE 2° QUADRIMESTRE: Scritte n° 2 Orali n° 2

**COMPETENZE GENERALI MINIME DA RAGGIUNGERE AL TERMINE DELL'ANNO SCOLASTICO:**

- Interagire in modo semplice e comprensibile in brevi conversazioni su argomenti familiari d'interesse personale e settoriale con strategie compensative, anche in presenza di errori, pause, ripetizioni e riformulazioni.
- Distinguere e utilizzare le principali tipologie testuali, comprese quelle tecnico-professionali, in base alle costanti che le caratterizzano, e coadiuvati da eventuali ausili necessari.
- Produrre testi brevi in modo adeguato allo scopo comunicativo e sufficientemente comprensibili, spiegando le proprie intenzioni e opinioni.
- Comprendere idee principali e specifici dettagli di testi relativamente complessi, inerenti la sfera personale e il settore d'indirizzo.
- Comprendere globalmente, utilizzando appropriate strategie, brevi messaggi orali autentici su tematiche note.
- Produrre diverse tipologie testuali anche con l'ausilio di strumenti multimediali, utilizzando un lessico accettabile.
- Uso del dizionario nella forma più appropriata.

**CRITERI DI VALUTAZIONE**

Le verifiche scritte, pratiche ed orali saranno valutate secondo i criteri deliberati dal Collegio dei Docenti e contenuti nel POF del corrente anno scolastico.

Tutte le verifiche scritte saranno corredate da una griglia di valutazione.

Milano, \_\_\_\_\_

**IL DOCENTE**

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