



*ISTITUTO OMNICOMPRESIVO STATALE "CERRETO DI SPOLETO-SELLANO"*

*Scuola dell'Infanzia, Primaria, Secondaria di I e*

*II Grado*

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<i>Materia:</i>	<i>Lingua Inglese</i>
<i>Classe:</i>	<i>IV B</i>
<i>Insegnante/i:</i>	<i>Katiuscia Zeni</i>
<i>Libri di testo:</i>	<i>Sow and reap". New frontiers and Rural Development . REDA</i> <i>"Mastering Grammar." Pearson- Longman</i>

<i>Da "Sow and reap"</i>	<i>Argomenti e attività svolte</i>
<i>Moduli/ Unità</i>	
<i>Modulo 4</i> <i>Nutrition</i>	
<i>Unit 3</i> <i>Oils</i> <ul style="list-style-type: none"><li>- <i>Olive tree growth and propagation</i></li><li>- <i>Sunflower oil</i></li><li>- <i>Peanut oil</i></li><li>- <i>Hydrogenated oil</i></li></ul>	<i>Learning Skills</i> <ul style="list-style-type: none"><li>- <i>Comprehension activities</i></li><li>- <i>Note taking</i></li><li>- <i>Word study</i></li><li>- <i>Communication skills</i></li></ul>
<i>Modulo 5</i> <i>Sustainable, organic and industrial agriculture</i>	

<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>- Sustainable agriculture</li> <li>- Methods for sustainable agriculture</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>- Organic agriculture</li> <li>- Difference between organic and sustainable</li> </ul> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Genetic modifications</li> <li>- What are GMOs?</li> <li>- Where are GMOs grown?</li> <li>- Advantages of GMOs</li> <li>- Danger of GMOs seeds</li> </ul> <p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>- Industrial farming</li> <li>- Forcing method</li> <li>- Plastic mulch</li> <li>- planting</li> </ul>	<p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>- Comprehension activities</li> <li>- Language building</li> <li>- Word study</li> <li>- Creative writing</li> </ul>
<p><b>Modulo 6</b></p> <p><b>Animal husbandry</b></p>	
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>- Livestock</li> <li>- Animal classification</li> <li>- Animal farming practices</li> <li>- A modern stable</li> <li>- Cattle feeding, breeding, identifying</li> <li>- Animal welfare question</li> <li>- Environmental impact</li> </ul> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Animal farming systems</li> <li>- Pig intensive farming</li> <li>- Legislation</li> <li>- Outdoor pig farming</li> <li>- Extensive pig farming: pasture</li> </ul>	<p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>- Comprehension activities</li> <li>- Language building</li> <li>- Word study</li> <li>- Creative writing</li> <li>- Defining concepts</li> </ul>
<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>- Apiculture</li> <li>- Bee-keeping</li> <li>- Not only honey and wax</li> <li>- Apiary organization</li> </ul>	<p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>- Comprehension activities</li> <li>- Language building</li> <li>- Word study</li> </ul>

	- <i>Creative writing</i>
<b>Fotocopie</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>- <i>Health and safety in agriculture</i></li> <li>- <i>Common causes of death and injury and PPE</i></li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>- <i>Understanding Osha's approach to hazard identification</i></li> <li>- <i>Researching safety topics</i></li> <li>- <i>Problem solving</i></li> <li>- <i>Relating of an accident</i></li> </ul> <b>Competences</b> <ul style="list-style-type: none"> <li>- <i>Planning your safe farm</i></li> </ul>
<ul style="list-style-type: none"> <li>- <i>Health and safety in agriculture</i></li> <li>- <i>Farming safety</i></li> <li>- <i>OSHA's approach to hazard identification</i></li> <li>- <i>PPE Personal protective equipment</i></li> </ul>	

<b>Da Mastering Grammar</b>
<i>Present perfect simple/ present perfect simple with always, ofte, ever never, just, already, still, yet</i>
<i>Contrast : present perfect/ past simple</i>
<i>Present perfect simple and past simple with how long, for and since</i>
<i>Present perfect continuous; contrast present perfect continuous/present perfect simple</i>
<i>Relative pronouns ( defining clauses); verbs followed by indirect object/direct object</i>
<i>Auxiliary verbs; so do I/Neither do I/I think so/ I hope so</i>
<i>Interrogative with auxiliary verbs; echo questions; indirect questions</i>
<i>How+ adjective /adverb: how much, how many, how often, how old, how tall</i>
<i>How far is it? How long does it take? Questions with like</i>
<i>Sentence structure ( 2) Inversion</i>
<i>Relative pronouns : non-defining clauses: other types of relative clauses</i>
<i>Participle clauses; Question tags</i>

La docente

Sant'Anatolia di Narco,

Giugno 2018

Katiuscia Zeni