

LICEO GINNASIO “Annibale Mariotti”

A.S. 2016-2017

CLASSE II B sperimentale

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Programma di Lingua e Lett. Inglese

Testi in adozione:

- 1) **Into English student’s book** –workbook.H.Puchta-JStranks
- 2) **English grammar in use** –R.Murphy-Cambridge.
- 3) **Performer Culture and Literature 1** con eBook A.A.V.V. Zanichelli
From the Origins to the Eighteenth century.
- 4) **Gold first** coursebook-exam maximiser-S.Burgess,J.Newbrook-
Person
Dizionario monolingue

Dal libro di testo Into English sono state svolte le seguenti unita’ didattiche:

- | | |
|--------|-----------------------------|
| Unit 4 | Staying alive pag 40-pag 43 |
| | Into exams pag 46-pag 47 |
| | Into progress pag 48-pag 49 |
| Unit 5 | Look.That’s me! |
| Unit 6 | Changing world pag 56-59 |

Unit 7 Heroes and villains

Dal libro di test **Gold First**

Unit 1 Bands and fans

Funzioni linguistiche presentate:

Arranging to meet, talking about future plans, talking about the weather, talking about holidays. Talking about annoying things. Predicting future events.

Collaborative task and discussion. Agreeing and disagree. Listening to, asking and answering questions.

Comparing similarities and differences. Stating preferences. Speculating.

Talking about the past, about the routine. Expressing opinions, agreeing, disagreeing.

Talking about recent activities. Narrating a story. Sequence of events in a story.

Reported requests, commands and questions.

Making suggestions.

Express probability (present, past)

Complaining

Job interview

Clothes description

Comparing/contrasting job

Weather description

Making speculations/suggestions

Describing a person

Describing places/buildings

Narrating a story. Expressing sympathy, Describing people, introducing people. Discuss important things in life. Express opinions on family matters.

Talking about rules

Talking about future issues.

Strutture grammaticali presentate:

Going to, will, present continuous, questions with, like, do you like ? What's she like? Look like.

Want, enjoy.

Relative pronouns.

Present perfect simple vs past simple. Present perfect – continuous.

Present perfect passive. Past perfect. Past perfect continuous (active and passive)

Conditionals first, second, third, zero conditional, wish, Had rather, would better Prefer, would prefer. Inversion (should, were, had). The unreal present and past. Mixed conditional. Verbs followed by ing form-infinitive.

Time clauses; when, as soon as, unless, if, until, while, if only, provided that.

Use of connectors: although, in spite of, since, in order to, so that, as if, as though except for, while, whereas. Inversion with should.

Used to, would, should, ought to.

Any, some (compound words).

Reported statements, reported questions and commands – Verbs used in reporting: introductory verbs.

Use of didn't need, needn't have. Wish ., if only.

Modal verbs, probability, impossibility, certainty (present and past). Can, could, be able to, manage, may, might, must, have to. Clauses of contrast. Future forms

Future simple, be going to, future continuous, future perfect, future perfect continuous.

Will, won't, shall I-we..?

Verb + ing or infinitive.

Do vs make. Relative pronouns and adverbs. Inversion

Too enough. Derivatives: Prefixes and suffixes. Word formation. Verbs followed by prepositions. Adjectives followed by prepositions. Linking words.

Prepositions followed by word combinations. Phrasal verbs: give, take, get, look, cut, go, be, put, run, turn, break, bring. Use of the positives. English

sounds. Phonetic symbols: vowels, consonants, diphthongs (sounds and spelling).

Il testo **English Grammar in Use R. Cambridge English Grammar** e' stato utilizzato come base per la revisione/ consolidamento di note strutture e la pratica di nuove: uso delle preposizioni e phrasal verbs.

Dal testo sono state svolte le seguenti unita'

-32 must, mustn't, needn't

-39 If I knew, I wish I knew

-69 Countable and uncountable 1

-70 Countable and uncountable 2

-123 in, at, on 1

-124 in, at, on 2

-132 Verb + preposition 1

-134 Verb + preposition

-137 Phrasal verbs 1 General points

-138 Phrasal verbs 2

-139 Phrasal verb 3

Dal libro di testo “ Performer Culture and Literature 1 ” sono stati trattati i seguenti periodi ed autori:

The medieval narrative poem

Geoffrey Chaucer-Biography –The father of the English language

The Canterbury Tales

The Prologue

The Prioress

The monastic order and education

The wife of Bath

A study in comparison Chaucer and Boccaccio

Medieval Drama-Miracle –Mystery plays-Morality plays-Interludes-Everyman

A cultural awakening

The war of the two roses

Meet the Tudors

Portraits of Queen Elizabeth 1

Elizabethan entertainment

King by Divine right

William Shakespeare-England’s genius

Why study Shakespeare?

The structure of theatres

Shakespeare's plays in painting

Hamlet's soliloquy from line 56 to line 88 Act III Scene 1 Text analysis

Hamlet and the tragedy of revenge

Argomenti svolti nel pentamestre con la conversatrice di madrelingua Bethan Charlotte Wynne

Manchester-describing places

Italian –English education system

Gap year

Welsh culture

Music in the UK

Technology

Natural disasters

American English vs British English

Films

Il testo di grammatica è servito come strumento didattico in classe e come lavoro individuale a casa per riconoscere, fissare e consolidare le singole strutture. Gli esercizi svolti sono stati graduati e mirati all'acquisizione da parte dello studente della necessaria competenza linguistico- comunicativa richiesta dal Common European Framework of Reference e dalle certificazioni internazionali, PetB1 e First level B2.

Gli obiettivi specifici di apprendimento sono stati i seguenti:

- Comprensione globale e selettiva, di testi orali e scritti su argomenti noti inerenti alla sfera sociale e personale

- Produzione di testi orali e scritti ,lineari e coesi per riferire fatti e descrivere situazioni inerenti ad ambienti vicini e ad esperienze personali.Descrivere fenomeni e situazioni,sostenere opinioni
- Interazione,anche con parlanti nativi, in maniera adeguata al contesto
- Riflessione sulla lingua ed i suoi usi ,anche in una ottica comparativa
- Riflessione sulle strategie di apprendimento della lingua straniera per raggiungere autonomia nello studio e per trasferirle ad altre lingue
- Acquisizione di un metodo di lavoro e di studio efficace
- Imparare ad imparare la lingua straniera
- Uso effettivo dell'Inglese per scopi comunicativi
- Imparare ad imparare la lingua straniera
- Promuovere lo sviluppo del singolo studente
- Promuovere la consapevolezza dei livelli di competenza raggiunti.
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Perugia 08 Giugno 2017

GLI STUDENTI

L'INSEGNANTE