

LICEO GINNASIO “Annibale Mariotti”

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CLASSE II B sperimentale

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Programma di Lingua e Lett. Inglese

Testi in adozione:

- 1) Sure - Intermediate –M. Hobbs - J.S. Keddle
- 2) English grammar in use – Intermediate-R. Murphy-Cambridge.
- 3) Amazing Minds 1 con eBook A.A.V.V. Pearson Longman
From the Origins to the Romantic Age
- 4) Altri testi
Dizionario monolingue

Dal libro di testo Sure sono state svolte le seguenti unità didattiche:

- Module 3 Unit 5 A - Quick quotes
 Are you spendthrift or a miser?
 B- Money matters-Vocabulary builder
 Your look on the street
 Critics' choice
- Unit 8 Focus on accuracy
 Focus on Exam –From art to rubbish
- Unit 9 Grammar hub –Ing form or infinitive
- Unit 12 Focus on accuracy

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 disagreeing. 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

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. Want –would +object to

Relative pronouns.

To be used to, to get used to

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

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

Conditionals first, second, third, zero conditional, wish. Had better, would rather 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.

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. Have something done by someone

Modal verbs, probability, impossibility, certainty(present and past).Can, could, be able to, manage, may, might, must, have to. Clauses of contrast despite, despite the fact that, in spite of, although, though, yet, still, however, nevertheless, while, on the other hand.

Future forms

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

Will, won't, shall I-we..? To be forced to, to be compelled to. To be on the point of doing sth

Verbs taking the to- infinitive or the ing-form with a change in meaning

Do vs make. Relative pronouns and adverbs.

Too, enough .Derivatives: Prefixes and suffixes. Word formation. Use of prefixes and suffixes Verbs followed by prepositions. Adjectives followed by prepositions. linking words. Use of quite, pretty, rather and fairly

Prepositions followed by word combinations. Phrasal verbs: give, take, get, look, cut, go, be, put, run, turn, break, bring. 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 unità

Dalla 11 alla 20 Revisione generale ed uso dei tempi

- 24 Will be going and will have done
- 26 can, could and be able to
- 32 Must, mustn't, needn't
- 35 I'd better...it's time
- 38 If I do..... If I did
- 39 If I knew, I wish I knew
- - 40 If I had known I wish I had known
- 41 Wish
- 45 It is said that...he is said to he is supposed to
- 47 Reported speech 1
- - 48 Reported speech 2
- - 49 Question 1
- - 50 Question 2
- - 53 Verb + ing 61
- 59 Prefer and would rather
- 104 Quite, pretty, rather and fairly
- 130 Adjective + prepositions 1
- 132 Verbs + prepositions to and at
- 137 Phrasal verbs 1 General points
- 138 Phrasal verbs 2

- 139 Phrasal verb 3

Additional exercises da pag 306 a pag307.Da pag 313 a pag 317

Dal libro di testo “Amazing Minds 1 ” sono stati trattati i seguenti periodi ed autori:

The Medieval narrative poem

Geoffrey Chaucer- The father of English literature Biography –

The Canterbury Tales. A timeless Masterpiece pag. 52, 53, 54, 56, 57

The General Prologue

The Wife of Bath

A study in comparison Chaucer and Boccaccio

Decameron pag. 66, 67

A cultural awakening

Historical and social background pag. 90, 91, 92

Elizabethan England pag. 94, 95

A changing world pag. 96

The Italian and English Renaissance pag. 97

The Stuart Dynasty pag. 98,99

Power through portraits pag. 100

The Golden Age of Drama pag. 103, 104, 105

Revenge tragedies and the role of Seneca pag. 106

Queen Elizabeth pag. 108

William Shakespeare pag. 126, 127, 128

The structure of theatres

The Globes Theatres pag. 132, 133

Hamlet pag. 145, 146, 147

Hamlet’s soliloquy “ To be or not to be” from line 1 to line 35 Act III Scene 1 Text analysis pag. 151, 152

Hmlet and the tragedy of revenge: main themes

Historical and social background –Charles1 and the Civil war pag. 190, 191

Oliver Cromwell pag. 192, 193

Plague and the fire – The glorious revolution pag. 195, 196

The Augustan Age pag. 197

Literary background pag. 200

Puritan and restoration literature pag. 201

The Age of prose – A new reading public-Newspapers- pag. 206, 207

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. Sono state svolte esercitazioni di listening comprehension, speaking, reading comprehension, and use of English 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
- Utilizzo della lingua in situazioni informali e formali
- 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
- Uso effettivo dell'Inglese per scopi comunicativi
- Imparare attraverso l'errore
- Imparare ad imparare la lingua straniera

- Promuovere lo sviluppo del singolo studente
- Promuovere la consapevolezza dei livelli di competenza raggiunti.

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GLI STUDENTI

L'INSEGNANTE

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