

# LICEO CLASSICO e MUSICALE “Annibale Mariotti”

A.S. 2018-2019

CLASSE II B Sperimentale di Arte

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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** –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 sono Sure state svolte le seguenti unità didattiche:

Unit 1 B	More culture less shock Grammar hub pagg. 12-13
Unit 1	Friendship pagg. 14, 15 Giving personal information pagg. 16, 17
Unit 2 B	Grammar Hub pagg. 22, 23 Life choices pagg. 24, 25 The Quick quiz challenge pagg. 26, 27
Unit 9	Focus on accuracy pagg. 28, 29 Grammar Hub pag. 125

**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 grammaticalì 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..?

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.

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**

Dalla1 alla16 Revisione generale ed uso dei tempi

-32 Must, mustn't ,needn't

.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

-41Wish

- 44 Passive 3

- 60 Prepositions in, for about

-61 Be used to–get used to

-62 Verbs + prepositions

-63Expressions + ing

-64 To, for , so that

-130 Adjective + preposition 1

-137 Phrasal verbs 1 General points

-138 Phrasal verbs 2

-139 Phrasal verb 3

**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 pagg. 52,53,54,56,57

**The General Prologue**

**The Wife of Bath**

**A study in comparison Chaucer and Boccaccio**

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

**Everyman pag 73**

A cultural awakening

Historical and social background pagg. 90,91,92

Elizabethan England pagg. 94,95

The Italian and English Renaissance pag. 97

The Stuart Dynasty pagg. 98,99

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

Revenge tragedies and the role of Seneca pagg. 106

**William Shakespeare pagg 126,127,128**

The structure of theatres

**Hamlet** pagg. 145,146

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

Hamlet and the tragedy of revenge : main themes

**Sonnets** –Style , main themes pagg. 171,172

Historical and social background –Charles I and the Civil war pagg 190,191

**Oliver Cromwell** pagg. 192,193

Plague and the fire – The glorious revolution pag 195

**The Age of prose – Newspapers-Novels** pagg 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, Pet B1 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
- 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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L'INSEGNANTE

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