

LICEO GINNASIO “Annibale Mariotti”

A.S. 2017-2018

CLASSE II B sperimentale

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Programma di Lingua e Lett. Inglese

Testi in adozione:

1) **Sure** student's book and workbook) **Intermediate M.Hobbs** – J.F.Keddle

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.

Dizionario monolingue

Il libro di testo **Sure ed altri testi** sono serviti come punto di riferimento per sviluppare tematiche e riflettere sull'uso della lingua inglese. Dal testo **Sure** sono state svolte le seguenti unità didattiche:

Unit 1 A Identity

What is our life like?

Unit 1 B Vocabulary builder

More culture less shock

Grammar hub

Brush up-Move on

Unit 1 Friendship

Everyday idioms

Communication forum-Giving personal information

Unit 2 Live your life

Not a sob story, Stephen's sto

Funzioni linguistiche presentate:

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

Talking about everyday life

Greeting and goodbye.

Asking for clarification

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

Comparing similarities and differences, describing. 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

Clothes description

Comparing/contrasting job

Weather description

Making speculations/suggestions

Describing people's appearance and personality

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, defining and non-defining relative clauses

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 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, suppose, supposing

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

Used to, would, should, ought to.

Any, some (compound words).

Passive form

Have sth done by someone

Neither.....so....

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 with difference in meaning. Do vs make. Relative pronouns and adverbs. Inversion

How to avoid mistakes

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. .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'

unit 43 Passive form

unit 45 Passive form

unit 46 Have sth done

unit 59 Prefer and would rather

unit 92 Relative clause1

unit 93 Relative clause 2

unit 94 Relative clause 3

unit 95 Relative clause 4

unit 96 Relative clause 5

unit 131 Adjective + preposition2

unit 132 Verb + preposition 1

unit 133 Verb + preposition 2

unit 137 Phrasal verbs 1

unit 138 Phrasal verbs 2

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

Poetry after the Norman conquest

Historical and cultural facts.French influence

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-The Globe

Origin of the theatre

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

The Prince by Machiavelli and Hamlet – a study in comparison

The Stuarts

The Rise of the novel

The birth of political parties

A golden age

The means for cultural debate

Daniel Defoe-life and works.

Robinson Crusoe- The new middle-class hero

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
- 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 ad imparare la lingua straniera
- Promuovere lo sviluppo del singolo studente
- Promuovere la consapevolezza dei livelli di competenza raggiunti.

Perugia 08 Giugno 2018

GLI STUDENTI

L'INSEGNANTE

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