

## LICEO GINNASIO “Annibale Mariotti”

A.S. 2019-2020

CLASSE 4 M

*Docente: M. Giuliana Bianconi*

### *Programma di Lingua e Lett. Inglese*

Testi in adozione: - Best Choice 2 B M.Harris-A. Sikorzynska Student’s and workbook

- The Prose and the Passion M. Spiazzi-Marina Tavella  
Zanichelli

- Altri testi

- English Grammar in Use for intermediate learners-R. Murphy  
Cambridge

-Altri testi

- Grammarway 3 J.Doooley- V. Evans Express Publishing

- Monolingual dictionary

Dal libro di testo Choice B 2 student’s book sono state svolte le seguenti unità didattiche

Revisione generale basata sui contenuti linguistico –grammaticali

delle units: Unit 4 Advertising tricks

Unit 7 Matriarchy

Unit 1 Relationships

Love search

Unit 8 Volcanoes

Unit 9 Work experience

### **Funzioni linguistiche presentate:**

Reporting statements, commands and questions

Talking about the past

Talking about imaginary present or future situations

Describing wishes. Talking about things you wish could be different

Talking about what you would do in certain situations.

Talking about future arrangements

Talking about hopes for the future

Talking about imaginary situations in the past

Expressing regrets about things in the present and in the past

Announcing news

Inviting accepting, refusing invitations

Arranging to meet people

Talking about the past, about the routine

Expressing opinions, agreeing, disagreeing

How to criticize and agree with criticism

Talking about recent activities. Talking about personal experiences.

Making suggestions, making arrangements. Talking about future activities and plans, checking information, apologising. Making requests, asking permission. Telling stories.

Making choices, socialising, describing people. Intonation, expressing surprise and concern. Introducing oneself, expressing likes/dislikes. Asking for giving directions.

Talking about jobs, expressing preferences.. Expressing feelings, Talking about methods of communication...Talking about annoying things. Express preferences. Describing people, describing past experiences. Talking about work and ambitions

Talking about identity. Describing personality. Talking about relationships in one's life

### **Strutture grammaticali presentate**

Present simple, present continuous. Present perfect simple, present perfect continuous. Past simple, past continuous. Past perfect simple, past perfect continuous. Passive form;

impersonal report structures. Reported statements; Reported questions How to report a dialogue. Tense changes in indirect speech; Verbs used in reported speech (introductory verbs). Reporting statements Conditional sentences; Zero; First, Second, Third, type of conditional. Time clauses: if, when, unless, until, as soon as, while, if only, should, provided that, suppose, supposing. Mixed conditionals. Modal verbs: should, shouldn't, have to, had to, must, ought to, may, might, can, could, to be able to, manage, will, would, to be about to, to be due to. Use of modal verbs in the past. Wish in the present and in the past, if only, would rather, had better, prefer, the unreal present and past. Past perfect simple and continuous, future forms, going to, will, present continuous, will be + ing form, shall, future perfect, future perfect continuous multi – word verbs, reflexive pronouns, each other, both, neither, either, common verb phrases: do, make, get, take. break, put  
Quantifiers: a few, a little, many, much a lot of. Time conjunctions. Use of prepositions.  
Question tags, short answers. Verbs followed by prepositions. What / who subject / object in the questions. Question tags.  
Used to + infinitive .Make, let, allow to .to be allowed to. To be supposed to  
Comparatives and superlatives. Ing, infinitive forms. To be used to, to get used to .Have something done by someone. Want-would like object infinitive. Didn't need, needn't have.  
English sounds. Phonetic symbols: vowels, consonants, diphthongs(sound and spelling)  
Comparing Italian and English verbal system.

Dal testo **Grammar in Use Intermediate** Murphy sono state svolte le seguenti unita'

Unit 4 Present simple and present continuous 2

Unit 6 Past continuous

Unit 8 Present perfect 2

Unit 9 Present perfect continuous

Unit 10 I have been doing and I have done

Unit 11 How long have you been...?

Unit 12 For and since ..When... How long...?

Unit 13 Present perfect and past 1

Unit 14 Present perfect and past 2

Unit 15 Past perfect

Unit 16 Past perfect continuous

Unit 39 If I knew ...I wish I knew

Unit 40 If I had known....I wish I had known

Unit 41 Wish

Unit 46 Have something done

Unit 47 Reported speech 1

Unit 48 Reported speech 2

Unit 49 Questions 1

Unit 50 Question 2

Unit 52 Question tags

**Argomenti e periodi trattati in letteratura dal libro di testo *The Prose and the Passion- Zanichelli***

The Anglo-Saxons and The Vikings pag 35

The Norman conquest and feudalism pag 36

The Plantagenet dynasty pag 37

Social change in the 14th century pag 38

The Abstract made concrete pag 39-40

The Medieval narrative poem pag 44

The Prologue to the Canterbury Tales pag 44-45

Geoffrey Chaucer pag 46

The Canterbury Tales pag 47-48

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, livello B1.

Il Practice Test B1 Pet level è stato utilizzato per sviluppare in modo armonico le cinque abilità linguistiche: ascoltare, parlare, leggere, scrivere ed interagire.

Sono state svolte attività di listening comprehension, reading comprehension, speaking e writing. L'attività di writing ha incluso la stesura di brevi messaggi su traccia data, lettere informali, e-mail, book review a livello B 1

Nel corso dell'anno e' rimasto costante l'obbiettivo di revisionare, migliorare e potenziare la competenza linguistico-comunicativa acquisita nei tre anni di liceo.

**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
- Imparare attraverso l'errore
- Promuovere lo sviluppo di ogni singolo studente
- Promuovere la consapevolezza dei livelli di competenza raggiunti

Perugia 06/06/2020

GLI STUDENTI

L'INSEGNANTE

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