

PIANO DI LAVORO CONSUNTIVO
A.S. 2020/2021 CLASSE III A Liceo Opzione Scienze Applicate

DISCIPLINA: INGLESE

DOCENTE: Maria Iannace

Libri di testo: A.A.V.V., *Venture Into First B2*, Oxford University Press; Spiazzi-Tavella, *Performer Heritage.blu – From The Origins To The Present Age*, ZANICHELLI

UNITA' DIDATTICA	GRAMMAR	VOCABULARY	SKILLS
Venture into First B2 Unit 1	<ul style="list-style-type: none"> • Present Simple and Continuous; • Dynamic and Stative Verbs • Comparative and superlative forms • Modifiers • Present Perfect with adverbs • Adjectives and word order 	<ul style="list-style-type: none"> • Talking about relationships • Talking about likes and dislikes • Word families • Negative prefixes 	Reading and Use of English (parts 1-3-7): <ul style="list-style-type: none"> • Opposites attract • All about the Brits • ‘Sorry! How polite are the British?’ Listening (part 2): <ul style="list-style-type: none"> • The birth order effect Speaking (part 1): <ul style="list-style-type: none"> • Talking about yourself, expressing likes and preferences Writing (part 2, Article): <ul style="list-style-type: none"> • The person who has had the greatest impact on your life
Venture into First B2 Unit 2	<ul style="list-style-type: none"> • Used to vs Would • Used to vs Past simple • Be/get used to • So and such 	<ul style="list-style-type: none"> • Celebrity and the media • Entertainment • Collocations with make and do • Phrasal verbs with make and do • Descriptive vs Evaluative language 	Reading and Use of English (parts 2-4-6): <ul style="list-style-type: none"> • ‘Leonardo Di Caprio from rags to riches’ • ‘Robin Hood: hero or thief?’ • Key word transformation Listening (part 1): <ul style="list-style-type: none"> • People talking about entertainment Speaking (parts 3-4): <ul style="list-style-type: none"> • Discussing popular forms of entertainment for teenagers, asking for and giving opinions Writing (part2, Review): <ul style="list-style-type: none"> • A game for teenagers
Venture into First B2 Unit 3	<ul style="list-style-type: none"> • Narrative tenses • Expressions of time • Modals of deduction: present and past 	<ul style="list-style-type: none"> • Writers and writing • Adjectives with -ing and -ed • Phrasal verbs with up Collocations with say, speak, talk, tell • Verbs of perception 	Reading and Use of English (parts 2-4-5): <ul style="list-style-type: none"> • ‘Sherlock Holmes and the Sussex vampire’ • ‘Shakespeare: the mysteries and the facts’ • Key word transformation Listening (part 3) <ul style="list-style-type: none"> • People talking about writing stories Speaking (part 2): <ul style="list-style-type: none"> • Comparing photos of forms of communication, describing pictures Writing (part 2 Story): <ul style="list-style-type: none"> • A short story competition

<p>Venture into First B2 Unit 4</p>	<ul style="list-style-type: none"> • Present perfect vs present perfect continuous • Present perfect continuous for completed actions • For and since • Articles 	<ul style="list-style-type: none"> • Environmental issues • Phrasal verbs: the environment • Talking about the natural world • Compound words • Suffixes to form adjectives • Agreeing and disagreeing 	<p>Reading and Use of English (parts 1- 3- 6):</p> <ul style="list-style-type: none"> • Going green in Hollywood • The Jurassic Coast • Key word transformation <p>Listening (part 4)</p> <ul style="list-style-type: none"> • People talking about environmental issues <p>Speaking (parts 3-4):</p> <ul style="list-style-type: none"> • Discussing government actions to protect the environment <p>Writing (part 2, letter):</p> <p>A formal email (application)</p>
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UNITA' DIDATTICA	CONTENUTI
<p>Performer Heritage.blu Capitolo 1: The Origins and the Middle Ages</p>	<p>History and Culture</p> <p>1.1 From Pre-Celtic to Roman Britain 1.2 The Anglo-Saxons and the Vikings 1.3 The Norman conquest and the Doomsday Book 1.4 Henry Plantagenet 1.5 From Magna Carta to the Peasants' Revolt 1.6 The Wars of the Roses</p> <p>Literature and Genres/Authors and texts</p> <p>1.7 The development of Poetry 1.8/1.11 The epic poem – <i>Beowulf</i> (excerpt Beowulf and Grendel: the fight) 1.9/1.12 The medieval ballad – Lord Randal 1.10 The medieval narrative poem 1.13 Geoffrey Chaucer and <i>The Canterbury Tales</i> (excerpts: The Merchant; The Wife of Bath)</p>

LIVELLI ESSENZIALI DI COMPETENZE, CONOSCENZE ED ABILITÀ DA RAGGIUNGERE PER UN GIUDIZIO DI SUFFICIENZA NELLA DISCIPLINA PER LA CLASSE III Liceo

CONOSCENZE	ABILITA'	COMPETENZE
L'alunno conosce in modo corretto, essenziale, ma non approfondito, le idee di base dei contenuti proposti	L'alunno è in grado di applicare procedure e conoscenze in modo autonomo in compiti semplici	L'alunno ha acquisito in modo essenziale le seguenti competenze relative alle 4 abilità previste dal percorso didattico
<p>1) LINGUA INGLESE Grammar and Use of English Present Simple and Continuous; Dynamic and Stative Verbs; Comparative and superlative forms; Modifiers; Present Perfect with adverbs; Used to vs Would; Used to vs Past simple; Be/get used to; So and such; Narrative tenses; Expressions of time; Modals of deduction: present and past; present perfect simple vs present perfect continuous; for/since; articles; Vocabulary Talking about relationships; Talking about likes and dislikes: Word families; Negative prefixes; Celebrity and the media; Entertainment; Collocations with make and do; Phrasal verbs with make and do; Writers and writing; Adjectives with -ing and -ed; Phrasal verbs with up; Collocations with say, speak, talk, tell; Environmental issues; Phrasal verbs: the environment; Talking about the natural world; Compound words; Suffixes to form adjectives; Agreeing and disagreeing;</p> <p>2) LETTERATURA Per questa sezione si rimanda a quanto riportato, nel presente piano, nella colonna contenuti.</p>	<p>Utilizzare in modo appropriato lessico e strutture linguistiche ricorrenti nelle principali tipologie testuali, scritte, orali o multimediali; Interagire in conversazioni su argomenti di interesse personale, sociale, di studio, di attualità e di lavoro; Relazionare oralmente su esperienze, impressioni, eventi e progetti relativi ad ambiti d'interesse personale, d'attualità, di studio e di lavoro, anche utilizzando strumenti multimediali; Produrre semplici testi scritti su tematiche di interesse personale, sociale, di attualità e di lavoro con scelte lessicali e sintattiche appropriate, anche in formato multimediale; Comprendere testi orali, riguardanti argomenti di carattere letterario, sociale, d'attualità o di lavoro; Comprendere testi scritti o multimediali, riguardanti argomenti di carattere letterario, sociale, d'attualità o di lavoro.</p> <p>RELATIVAMENTE ALL'AMBITO LETTERARIO : Riconoscere i vari generi testuali (letterari e non) ed avere la consapevolezza dell'interdipendenza fra testo e contesto; Sintetizzare e rielaborare in modo personale;</p>	<p>capacità di:</p> <ul style="list-style-type: none"> - individuare gli elementi essenziali di un testo - esprimersi in modo articolato ma talvolta con errori di una certa rilevanza/ esprimersi in modo elementare ma sufficientemente corretto. <p>In entrambi i casi gli errori commessi non pregiudicano l'efficacia della comunicazione.</p>