

**PIANO DI LAVORO CONSUNTIVO**  
**A.S. 2020/2021 CLASSE IV 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
<p style="text-align: center;"><b>Venture into First B2</b> <b>Unit 4</b></p>	<ul style="list-style-type: none"> <li>● Present perfect vs present perfect continuous</li> <li>● Present perfect for completed actions</li> <li>● For and since</li> <li>● Articles</li> </ul>	<ul style="list-style-type: none"> <li>● Environmental issues</li> <li>● Phrasal verbs: the environment</li> <li>● Talking about the natural world</li> <li>● Compound words</li> <li>● Suffixes to form adjectives</li> <li>● Formal vs informal language</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Going green in Hollywood</li> <li>● The Jurassic Coast</li> <li>● Ecotourism: is there a downside?</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>● An interview with a scientist about a problem regarding bees</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>● Discussing how governments can help the environment</li> <li>● Agreeing and disagreeing</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● A formal email</li> </ul>
<p style="text-align: center;"><b>Venture into First B2</b> <b>Unit 5</b></p>	<ul style="list-style-type: none"> <li>● Future forms: present simple; present continuous; will; be going to</li> <li>● Shall</li> <li>● Future continuous and future perfect -Future time clauses</li> </ul>	<ul style="list-style-type: none"> <li>● Easily confused words: travel</li> <li>● Travel and transport</li> <li>● Uses of get</li> <li>● Phrasal verbs: travel</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Opportunities to broaden your horizons!</li> <li>● Twenty-first century castaway</li> <li>● Key word transformation</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>● People talking about journeys they are worried about</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>● Discussing what to take on a round-the-world trip,</li> <li>● Expressing degrees of certainty</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>● An informal letter</li> </ul>
<p style="text-align: center;"><b>Venture into First B2</b> <b>Unit 6</b></p>	<ul style="list-style-type: none"> <li>● Passive forms</li> <li>● Have/get something done</li> </ul>	<ul style="list-style-type: none"> <li>● Migration</li> <li>● Extreme adjectives</li> <li>● Easily confused words: migration</li> <li>● Expressions with home</li> <li>● Prefixes for adjectives</li> <li>● Linkers of addition and contrast</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Reaching great heights!</li> <li>● Life in my New World</li> <li>● Key word transformation</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>● An interview with an Italian chef who lives in New York City</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>● Discussing things to do while studying abroad</li> </ul>

			<ul style="list-style-type: none"> <li>• Giving examples and reasons</li> </ul> Writing <ul style="list-style-type: none"> <li>• An essay</li> </ul>
<b>Venture into First B2</b>  <b>Unit 7</b>	<ul style="list-style-type: none"> <li>• Verbs of advice and obligation</li> <li>• Verbs of permission and ability</li> <li>• Could vs was/were able to</li> <li>• Countable and uncountable nouns</li> <li>• Quantifiers</li> <li>• A little/a few vs little/few</li> <li>• Capitals and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Sport</li> <li>• Easily confused words: sport</li> <li>• Phrasal verbs with take</li> <li>• Dependent prepositions</li> <li>• Comparing pictures</li> </ul>	Reading <ul style="list-style-type: none"> <li>• A new spin on traditional sports</li> <li>• Health and the Industrial Revolution</li> <li>• Key word transformation</li> </ul> Listening <ul style="list-style-type: none"> <li>• People talking about sports</li> </ul> Speaking <ul style="list-style-type: none"> <li>• People talking about sports</li> </ul> Writing <ul style="list-style-type: none"> <li>• An essay</li> </ul>

UNITA' DIDATTICA	CONTENUTI
Performer Heritage.blu  Capitolo 2: The Renaissance and the Puritan Age	<b>History and Culture</b> <b>2.1</b> The early Tudors <b>2.2</b> Elizabeth I <b>2.4</b> The early Stuarts <b>2.5</b> The Civil War and the Commonwealth The Puritans and society <b>2.3 Literature and Genres/Authors and texts</b> <b>2.8</b> The development of drama/The art of drama <b>2.9</b> William Shakespeare-life <b>2.10</b> Shakespeare the dramatist: general features of the plays <i>Hamlet</i> (plot, setting, characters, themes, structure; Hamlet and the tragedy of revenge); analysis of the soliloquy To be or not to be (Act III, Scene I)
Performer Heritage.blu  Capitolo 3: The Restoration and the Augustan Age	<b>History and culture</b> <b>3.1</b> The Restoration of the monarchy <b>3.2</b> From the Glorious Revolution to Queen Anne <b>3.3</b> The early Hanoverians <b>3.4</b> The Age of Reason <b>Literature and Genres/Authors and texts</b> <b>3.7</b> A survey of Augustan literature <b>3.8</b> The rise of the novel <b>3.9</b> Daniel Defoe- <i>Robinson Crusoe</i> (analysis of the opening passage, p.131)

LIVELLI ESSENZIALI DI COMPETENZE, CONOSCENZE ED ABILITÀ DA RAGGIUNGERE PER UN GIUDIZIO DI SUFFICIENZA NELLA DISCIPLINA PER LA CLASSE IV 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><b>1) LINGUA INGLESE</b>  <b>Grammar and Use of English</b>  Present perfect vs present perfect continuous; Present perfect for completed actions; For and since; Articles; Future forms: present simple; present continuous; will; be going to; Shall; Future continuous and future perfect; Future time clauses; Passive forms; Have/get something done; Verbs of advice and obligation; Verbs of permission and ability; Could vs was/were able to; Countable and uncountable nouns; Quantifiers; A little/a few vs little/few</p> <p><b>Vocabulary</b>  Environmental issues; Phrasal verbs: the environment; Talking about the natural world; Compound words; Suffixes to form adjectives; Formal vs informal language; Easily confused words: travel; Travel and transport; Uses of get; Phrasal verbs: travel; Migration; Extreme adjectives; Easily confused words: migration; Expressions with home; Prefixes for adjectives; Linkers of addition and contrast;; Sport; Easily confused words: sport; Phrasal verbs with take; Dependent prepositions; Comparing pictures</p> <p><b>2) LETTERATURA</b>  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"> <li>- individuare gli elementi essenziali di un testo</li> <li>- esprimersi in modo articolato ma talvolta con errori di una certa rilevanza/ esprimersi in modo elementare ma sufficientemente corretto.</li> </ul> <p>In entrambi i casi gli errori commessi non pregiudicano l'efficacia della comunicazione.</p>