

Anno Scolastico 2016-17

Classe 1[^] BLsr

DISCIPLINA: LINGUA E CULTURA INGLESE

DOCENTE: Antonella Santambrogio

Libro di testo in adozione: David Spencer, *Gateway B1*, Macmillan

Unità didattiche (si fa riferimento sia allo Student's Book, sia al Workbook):

UNIT 1 – Family Matters

VOCABULARY: ages and stages of life; the family; noun suffixes *-ment, -ion, -ence*

GRAMMAR: present simple; present continuous; state and action verbs; articles

READING: what are your parents doing now? the importance of family dinners; Strict parents; Prehistoric teenage graffiti?

LISTENING: family relationships

SPEAKING: asking for personal information

WRITING: making notes; an informal email; paragraph topics

CIVILISATION: teenagers and parents

UNIT 2 – Criminal Records

VOCABULARY: crimes; criminals; phrasal verbs connected with investigating

GRAMMAR: past simple; past continuous

READING: newspapers stories about crimes; The story of Bonnie and Clyde; The origins of the British Police

LISTENING: crime news; shoplifting; talking about last w/e; SIS Quiz; *The Crash*

SPEAKING: giving opinions; reporting a past event

WRITING: making notes; an informal letter

CIVILISATION: The British Secret Intelligence Service; *Casino Royale*, the film

UNIT 3 – Lost in Translation

VOCABULARY: countries, nationalities and languages; learning a language; negative prefixes *un-, in-, im-, ir-, il-*

GRAMMAR: *some, any, much, many, a lot of, a few, a little*; relative pronouns

READING: translating the world's best seller; English words from other languages; dubbing films; the world's language; languages in the European Union

LISTENING: dubbing actors; information for a summer school

SPEAKING: describing places; asking for information

WRITING: mini dialogues; definitions; a language biography; paragraphing

UNIT 4 – Fit and Well

VOCABULARY: parts of the body; health problems and illnesses; compound nouns connected with health and medicine

GRAMMAR: present perfect with *ever, never, for* and *since*; present perfect continuous; present perfect with *just, yet, already*; present perfect and past simple

READING: news stories on health; notes and messages; *Dr Jekyll and Mr Hyde* and *Frankenstein*;

LISTENING: health problems; accidents – an interview

SPEAKING: asking about experiences in a photo; describing a scene; using fillers

UNIT 5 – The World

VOCABULARY: TV programmes; adjectives describing TV programmes; adjectives ending in *-ing* and *-ed*

GRAMMAR: comparatives and superlatives; *less...than; (not) as ...as; too; (not) enough*

READING: turn off TV week blog; Nanook of the North; the development of television

LISTENING: describing TV programmes; finding out the news; making suggestions; Robin Hood and Maid Marian – radio interview

SPEAKING: pair interviews; comparing ideas; talking about inventions; planning activities and negotiating

WRITING: descriptions and opinions; an email – favourite TV programmes

CIVILISATION: the beginning of television and the BBC

UNIT 6 – Living Planet

VOCABULARY: geographical features; the environment; different uses of *get*

GRAMMAR: *Be going to* and *will*; *will*, *may*, *might*; zero and first conditional; first conditional with time clauses

READING: protecting the environment; recycling; letter to an editor; the Australia quiz; environmental problems in Australia

LISTENING: environmental problems; a school meeting; making arrangements

SPEAKING: talking about environment; making arrangements

CIVILISATION: Australia – people, places and language; Australia's environmental problems

UNIT 7 – Odd Jobs

READING: a blog about unusual jobs;

La riflessione sulla lingua è stata approfondita e rinaldata sul testo di grammatica in adozione : Gallagher, Galuzzi, Mastering Grammar, Pearson Longman. In particolare sono state affrontate le seguenti sezioni riguardanti le principali strutture esercitate durante l'anno:

UNIT1 - ESSENTIAL ELEMENTS: plural of nouns; subject and object pronouns; *Be, there is, there are*; qualifying adjectives; Idiomatic uses of *be*; interrogatives: *who, what, where, why, how, when, whose...?*; *this, that, these, those, one, ones; have got*; Possessive adjectives and pronouns; genitive 's and s'; imperative; indefinite article; definite article, zero article; definite article; double genitive

UNIT 2 – THE PRESENT: present simple: affirmative , negative, interrogative forms; short answers; present simple with adverbs of frequency and time expressions; *have* ,idiomatic uses of *have* , ; present continuous; contrast present simple/present continuous; state verbs; present continuous (other uses); contrast present simple/present continuous.

UNIT 3 – PREPOSITIONS: Prepositions of time; the date and ordinal numbers; main prepositions of place; main prepositions of motion

UNIT 4 – QUANTIFIERS: countable and uncountable nouns; *some, any, no; much, many, a lot of; too, enough, too much/too many; a little, a few*; comparing quantities: *more, the most, less, the least, fewer, fewest*.

UNIT 5 – THE PAST(1): past simple of *be*, past simple regular and irregular verbs, affirmative, negative, interrogative forms; short answers; past continuous, contrast past simple/past continuous

UNIT 6 – THE PAST (2): present perfect simple; present perfect with *always, often, ever, never, just, already, still, yet*; contrast present perfect simple/past simple; present perfect simple and past simple with *how long, for since*; present perfect continuous; contrast present perfect simple/continuous

UNIT 7 – CONSTRUCTING SENTENCES AND ASKING QUESTIONS: basic sentence structure; relative pronouns.

UNIT 8- ADJECTIVES AND ADVERBS: qualifying adjectives (ed/-ing, *very, quite, rather*); formation of adverbs; comparative adjectives and adverbs; superlative adjectives and adverbs; *(not) as...as* with adjectives and adverbs; *less than; the least*; intensifiers of comparative forms.

UNIT 9 – THE FUTURE: present continuous and present simple used for the future; *be going to*, future simple *will*; contrast present continuous, *be going to, will*; present simple after *before, when, after, until, if; may, might*.

UNIT 11 – CONDITIONALS: zero conditional and first conditional.

VOCABULARY MAXIMISER: The family, adjectives to describe character; love and friendship; daily activities and household chores; the house and furniture, food and drink; physical description; the body; physical problems.

Per lo sviluppo della competenza comunicativa, oltre al materiale di lettura presente nei testi in adozione, si è fatto uso anche dei seguenti estratti o racconti letterari: da *Gulliver's Travels* (Swift) 'The Academy of Lagado; da *Frankenstein* (Mary Shelley) 'The Creation of the Monster' , E.A.Poe 'The Tell-Tale Heart'.

Durante le vacanze natalizie gli studenti hanno letto il seguente testo semplificato, successivamente analizzato e verificato in classe:

Gulliver's Travels, Jonathan Swift, Liberty, livello B1.2

Oltre al lavoro svolto nelle regolari ore di lezione settimanali, durante l'anno è stata proposta la partecipazione alle gare Kangourou della lingua Inglese, nonché la visione di video e film in lingua originale (*About a Boy*).

La classe ha altresì partecipato ad un incontro in lingua inglese con la signora Jane Hartley, che ha presentato la missione 'A smile for Cambodia'

Nelle ore di compresenza con l'insegnante di madrelingua è stato svolto il programma esposto qui di seguito:

| COMPETENZE | CONOSCENZE-CONTENUTI |
|---|--|
| -Saper descrivere il corpo umano e parlare di salute | Body Parts Injuries |
| -Saper parlare di tradizioni della civiltà anglosassone | Halloween History and traditions Thanksgiving traditions and origins Count your blessings |
| Saper descrivere un'immagine | Xmas traditions 'Do they know its Xmas' |
| Saper ascoltare e comprendere | 'The lazy song' US slang |

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|---|---|
| Saper esprimere una promessa nel futuro | New Year's Resolutions Make a plan with benchmarks |
| -Capire il proprio linguaggio del corpo per esprimersi | Body language |
| -Saper fare una ricerca e presentare un argomento | 'Show and Tell' choose a topic and present to the class |
| Saper parlare di cibo e salute | Food -Tasting Peanut Butter Health: Food Pyramid Keeping fit |
| -Saper descrivere un'abitazione | Create your dream home MTV- teen cribs |
| Saper ascoltare e comprendere Capire la realtà dell'immigrante | Ms. Marvel (Kamala) comic superhero |

COMPITI ESTIVI 1BL

1. Revisione del programma.
2. Lettura, con esercizi svolti sul quaderno, dei seguenti libri:

Othello, William Shakespeare, Liberty (livello B2.1)
Three Stories, Katherine Mansfield, Hoepli (livello B1/B2)

3. Su *Mastering Grammar* svolgere i seguenti esercizi: pagg. da 48 a 53; da 110 a 115; da 166 a 167; da 234 a 239; da 472 a 483; da 502 a 509; da 510 a 515; da 529 a 542; da 545 a 549; da 550 a 551; da 560 a 565; da 566 a 571.
4. Letture libere in lingua, di qualunque genere e visione di film o serie televisive (con sottotitoli in inglese, se necessario)
5. Lavoro su *Ms Marvel*, come indicato dall'insegnante di madrelingua.

Per gli studenti con **debito formativo** (e per quelli che, pur non avendo il debito, riceveranno la segnalazione di qualche fragilità in inglese), svolgere i punti 1, 2, 4, 5 sopra esposti. Il punto n. 3 andrà sostituito con il completamento dell'eserciziario *Get up and go 1*(A2), Janet Harmer, Ed. Europass (ISBN 978-88-416-4341-9 Costo 9 Euro).