

## Obiettivi del Percorso Formativo

La programmazione declinata in termini di obiettivi (conoscenze, abilità e competenze), criteri e strumenti di valutazione, griglie di valutazione e criteri e modalità di recupero, viene presentata per classi parallele. Ogni piano di lavoro dei singoli insegnanti di inglese è in relazione alla situazione di partenza e di contesto della classe.



## Dipartimento di Inglese *Lingua e cultura straniera 1*

# OBIETTIVI SPECIFICI DI APPRENDIMENTO

LICEO LINGUISTICO

LICEO DELLE SCIENZE UMANE

LICEO DELLE SCIENZE UMANE  
opz. economico-giuridico

LICEO SCIENTIFICO  
opz. scienze applicate

### Livelli di riferimento Comuni a tutti gli indirizzi

L'obiettivo generale del percorso offerto dal nostro dipartimento è di portare gli studenti da un livello di *Basic User* ad un livello di *Independent User*\*.

I **pre-requisiti** di uno studente medio in entrata sono definiti nei descrittori di un livello A1+

Si nota che il livello di uscita previsto dal ministero per la fine della '3<sup>a</sup> media' è il livello A2.

Un **percorso ideale** prevede le seguenti tappe:

- primo anno primo biennio                      raggiungimento del livello A2
- secondo anno primo biennio                    raggiungimento del livello A2+ oppure B1
- primo anno secondo biennio                    raggiungimento del livello B1 oppure B1+
- secondo anno secondo biennio                    raggiungimento del livello B1+ oppure B2
- quinto anno    raggiungimento del B2 oppure B2+

Si precisa che il percorso si svolge in ***mixed ability classes*** e che i livelli raggiunti da allievi individuali rifletteranno questi livelli di abilità misti.

Si prevede la somministrazione di

- un **test entrata** (comune a tutte le classi prime, periodo settembre, livello A1+)
- **tests di controllo** (comuni a tutte le classi, ad intervalli regolari)

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

\* La terminologia usata per descrivere i livelli di apprendimento, fa riferimento al **Common European Framework of Reference for Languages** del Council of Europe.

<b>Prerequisiti</b>	<b>Entrata in Primo Biennio</b>
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Descrittori per lo studente proveniente dalle scuole medie in entrata nel primo biennio:

### Competenze

The student can

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### Contenuti Irrinunciabili

The student has a basic knowledge of

**Grammar**

- articles: a/an/the;
- regular and irregular plurals of common nouns;
- subject, object and possessive pronouns, possessive adjectives, demonstratives;
- there is/are;
- this, that, these, those;
- wh-words;
- defective verbs "be", "have got" (also versus "have"), "can" (ability) in present and simple past tense forms;
- imperatives;
- simple present and present continuous tenses of common verbs;
- simple past tense of common verbs
- the saxon genitive;
- common prepositions of place (e.g. in, on, at), and time (e.g. in, on, at);
- quantifiers: some, any, much, many, a lot of;
- countable and uncountable nouns.
- paradigms of common verbs

**Lexis**

- countries and nationalities
- everyday objects (e.g. pen, mobile phone, etc.)
- common family words (e.g. mother, uncle, etc.)
- common adjectives (e.g. young, old, new, etc.)
- food and drink
- jobs and simple job descriptions (e.g. a shop assistant sells things in a shop, etc.)
- free time activities (e.g. skiing, painting, etc.)
- rooms and furniture in the home and classroom
- common nouns for places (e.g. cinema, park, etc.)
- common verbs for daily life and school (e.g. have, make, write, read, check, mean, etc.)

**Obiettivi Generali****Primo Biennio****LINGUA**

- acquisire competenze linguistico-comunicative corrispondenti al **Livello B1**
- riflettere** sugli **elementi linguistici** con riferimento a fonologia, morfologia, sintassi, lessico e sugli usi linguistici, anche in **un'ottica comparativa** con la lingua italiana;
- riflettere** sulle **abilità e strategie** acquisite nella lingua straniera per lo **studio di altre lingue**.

**CULTURA**

- analizzare** aspetti relativi alla **cultura dei paesi** di cui si parla la lingua (ambito sociale)
- confrontare** aspetti della **propria cultura** con aspetti relativi alla cultura dei paesi in cui la lingua è parlata;
- analizzare** semplici **testi** orali, scritti, iconico-grafici ecc. su argomenti di **attualità, letteratura, cinema, arte**, ecc.

**Obiettivi Specifici per Competenze****Primo Anno Primo Biennio****Raggiungimento del livello A2, più specificatamente:****LISTENING**

The student can

- understand simple information and questions about family, people, homes, work and hobbies.
- understand what people say in simple, everyday conversation, if they speak clearly and slowly and give help.

- understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- follow changes of topic in TV news reports and understand the main information.
- understand short, clear and simple messages at the airport, railway station etc. For example: " *The train to London leaves at 4:30*".
- understand the main information in announcements if people talk very clearly. For example: weather reports, etc

### **READING**

The student can

- understand short, simple texts containing familiar vocabulary including international words.
- find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
- understand the main points in short, simple news items and descriptions if they already know something about the subject. For example: news about sport or famous people.
- understand clear instructions. For example: how to use a telephone, a cash machine or a drinks machine.
- understand the main points in short, simple, everyday stories, especially if there is visual support.
- understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

### **SPOKEN INTERACTION**

The student can

- ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how they feel.
- ask and answer simple questions about home and country, work and free time, likes, and dislikes.
- ask and answer simple questions about a past event. For example the time and place of a party, who was at the party and what happened there.
- make and accept invitations, or refuse invitations politely.
- make and accept apologies.
- discuss plans with other people. For example: what to do, where to go and when to meet.
- ask for and give directions using a map or plan.
- communicate in everyday situations, for example: ordering food and drink, shopping or using post offices and banks.
- use buses, trains and taxis ask for basic information about travel and buy tickets.
- use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone he/she knows. For example to arrange to meet them.

### **SPOKEN PRODUCTION**

The student can

- describe him/herself, my family and other people.
- describe his/her education, present or last job.
- describe his/her hobbies and interests.
- describe his/her home and where he/she lives.
- describe what he/she did at the weekend or on my last holiday.
- talk about his/her plans for the weekend or on the next holiday.
- explain why he/she likes or dislikes something.
- If he/she has time to prepare, he/she can give basic information about something he/she knows well, for example: a country, a sports team, a band, etc.

### **WRITTEN PRODUCTION**

The student can

- write about him/herself using simple language. For example: information about family, school, job, hobbies, etc.
- write about things and people she/he knows well using simple language. For example: descriptions of friends, what happened during the day.

- complete a questionnaire with information about educational background, job, interests and skills.
- write a simple message, for example to make or change an invitation or an appointment to meet.
- write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard.

### STRATEGIES

The student can

- start a conversation.
- say what exactly they don't understand and ask simply for clarification.
- When he/she can't think of a word in a shop, he/she can point to something and ask for help.
- check written sentences to look for mistakes (e.g. subject-verb agreement; pronoun and article agreement).

### QUALITY OF LANGUAGE

The student

- has enough vocabulary to communicate in simple everyday situations.
- can communicate what he/she wants to say in a simple and direct exchange of limited information; in other situations she/he generally has to compromise the message.
- can link ideas with simple connectors. For example: "and", "but" and "because".
- can use correctly simple phrases he/she has learnt for specific situations, but he/she often makes basic mistakes – for example mixing up tenses and forgetting to use the right endings.
- can make him/herself understood with short, simple phrases, but often needs to stop, try with different words – or repeat more clearly.
- can talk to people politely in short social exchanges, using everyday forms of greeting and address

### Possibili Contenuti

### Primo Anno Primo Biennio

#### NOTIONS, FUNCTIONS, DISCOURSE MARKERS

Greetings and simple social expressions (e.g. "have a nice day", "see you tomorrow").

Invitations, wishes (e.g. "Happy Birthday!"), time, special occasions, dates, prices.

Simple telephone conversations, shopping.

Asking for/giving directions.

Describing the weather.

Expressing likes and dislikes, suggestions, offers, requests.

Describing people, animals and places.

Describing daily routines, past events, future plans.

Giving simple word definitions (e.g.: "it's a thing you use for ...").

Expressing obligation, prohibition, certainty.

Making suggestions, predictions, comparisons.

Agreeing and disagreeing.

Linking discourse (e.g. so, and, because, but).

Asking and giving directions.

Giving opinions, making requests and offers (do you mind...?).

#### LEXIS

Family, home, common personal and household objects, hobbies, sports, holidays, daily routines, meals, parts of the body, clothes, descriptive adjectives (e.g. tall, thin, nice, generous), feelings, (eg I am hungry, Are you OK?) invitations, apologies, health, greetings.

Public spaces and buildings (e.g. park, street, school, shops), transport, jobs, countries and nationalities, directions

Classroom language (e.g. "open your book at page.."), colours, days, months, seasons, numbers, the alphabet, common plants and animals, the weather, weather words, climate; simple instructions.

Shops and shopping, shapes, facilities, sports and leisure activities; road signs, food, drink

Common phrasal verbs (e.g. get up, come round) and verb phrases (e. g.: give a speech, have a bath ).

#### GRAMMAR

Simple present tense

Present continuous tense

Simple past tense (affirmative, negative, interrogative) of common regular and irregular verbs

Future tenses: Be Going to, Present Simple and Continuous with future meaning (affirmative, negative and interrogative forms)

Will, shall

Past continuous tense

Adverbs of frequency (e.g. often, always, sometimes); adverbial phrases of time (e.g. in the morning), place

Introduction to the comparatives and superlatives of regular and irregular adjectives; Saxon genitive

Prepositions of place (e.g. in, on, at), time (e.g. in, on, at) and movement (e.g. to, along, through)

Introduction to modals: must, to have to, had to, can

Quantifiers: a little, a few, little, few, plenty; Some/Any/No and compounds (e. g.: someone, something, etc.....)

Simple verb patterns: infinitive vs gerund (e.g.: want to do , enjoy doing)

## CULTURE

Basic facts about English speaking countries.

The story of English.

Knowledge of special calendar days, public holidays (US/GB).

Titles of major public figures (e.g. "She is the President"),

Customs and habits worldwide concerning food, drink.

School systems and teenagers' lifestyle, young people's rights.

Nationality stereotypes, rules of etiquette in different countries.

Important historical sites.

Systems of government.

## PROGETTI

*Progetto CLIL*

Liceo Linguistico – *Progetto Potenziamento Lingua Inglese*

Liceo delle Scienze Umane, Liceo Scientifico – *Progetto Speak Up*

*Progetto Tune into English*

## Obiettivi Specifici

**Secondo Anno Primo Biennio  
(e Primo Anno Secondo Biennio)**

### A) Lingua

**Pieno raggiungimento del livello B1 nelle classi dell' indirizzo linguistico.**

**Raggiungimento del livello A2+ nelle classi degli indirizzi di scienze applicate, scienze umane opzione base, scienze umane opzione economico-sociale.**

**Le competenze del livello B1 sono:**

### B1

#### LISTENING

The student can

- understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
- understand what is said in everyday conversations, but sometimes needs help in clarifying particular details.
- understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but sometimes needs help in understanding details.
- follow clearly spoken, straightforward short talks on familiar topics.
- understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
- understand simple technical information, such as operating instructions for familiar types of equipment.

#### READING

**The student can**

- understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
- find and understand information in brochures, leaflets and other short texts relating to interests.
- understand the main points in short newspaper and magazine articles about current and familiar topics.
- follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.
- understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.
- understand private letters about events, feelings and wishes well enough to write back.

**SPOKEN INTERACTION****The student can**

- start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.
- give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
- help to solve practical problems, saying what I think and asking others what they think.
- find out and pass on uncomplicated factual information.
- ask for and follow detailed directions.
- manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired.
- make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc.
- have simple telephone conversations with people he/she knows.

**SPOKEN PRODUCTION****The student can**

- give descriptions on a variety of familiar subjects related to interests.
- talk in detail about experiences, feelings and reactions.
- briefly explain and justify opinions.
- give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.
- relate the main content of short texts read.

**WRITTEN PRODUCTION****The student can**

- write short, comprehensible connected texts on familiar subjects.
- write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.
- write very brief reports which pass on routine factual information on matters relating to his/her field, working to a standard format
- write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.
- write a short formal letter asking for or giving simple information.

**STRATEGIES****The student can**

- ask someone to clarify or elaborate what they have just said.
- repeat back part of what someone has said to confirm that they understand each other.
- use a word meaning something similar (when he/she cannot think of a specific word) and invite "correction" from the person he/she is talking to,
- ask for confirmation that a form is correct and correct some basic mistakes if he/she has time to do so.

**QUALITY OF LANGUAGE****The student**

- knows enough vocabulary to talk about family, hobbies and interests, work, travel, news and current events.
- can make the other person understand the points that are most important when he/she explains something.
- can link a series of short phrases into a connected, sequence of points.
- can express him/herself reasonably accurately in familiar, predictable situations.
- can keep a conversation going, but sometimes have to pause to plan and correct what he/she is saying.
- can use simple expressions politely in a neutral way in everyday situations.

## B) Cultura

The student can

- speak and or write about aspects of culture in various English-speaking countries.
- compare aspects of their own culture with that of English-speaking countries
- speak and/or write about simple written, oral and pictorial texts from the world of current affairs, cinema, art, literature, etc..

## Possibili Contenuti

**Secondo Anno Primo Biennio  
(e Primo Anno Secondo Biennio)**

## A) Lingua

### NOTIONS, FUNCTIONS, DISCOURSE MARKERS

- greeting people and responding to greetings (in person and on the phone)
- introducing oneself and other people
- asking for and giving personal details
- understanding and completing forms giving personal details
- understanding and writing letters, giving personal details
- describing education, qualifications and skills
- describing people (personal appearance, qualities)
- asking and answering questions about personal possessions
- asking for repetition and clarification
- re-stating what has been said
- checking on meaning and intention
- helping others to express their ideas
- interrupting a conversation
- starting a new topic, changing the topic, resuming or continuing the topic
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking and telling people the time, day and/or date
- asking for and giving information about routines and habits
- understanding and writing diaries and letters giving information about everyday activities
- talking about what people are doing at the moment
- talking about past events and states in the past, recent activities and completed actions
- understanding and producing simple narratives
- reporting what people say
- talking about future or imaginary situations
- talking about future plans or intentions
- making predictions
- identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
- buying and selling things (costs, measurements and amounts)
- talking about food and meals
- talking about the weather

- talking about one's health
- following and giving simple instructions
- understanding simple signs and notices
- asking the way and giving directions
- asking for and giving travel information
- asking for and giving simple information about places
- identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
- making comparisons and expressing degrees of difference
- talking about how to operate things
- describing simple processes
- expressing purpose, cause and result, and giving reasons
- drawing simple conclusions and making recommendations
- making and granting/refusing simple requests
- making and responding to offers and suggestions
- expressing and responding to thanks
- giving and responding to invitations
- giving advice
- giving warnings and prohibitions
- persuading and asking/telling people to do something
- expressing obligation and lack of obligation
- asking and giving/refusing permission to do something
- making and responding to apologies and excuses
- expressing agreement and disagreement, and contradicting people
- paying compliments
- criticising and complaining
- sympathising
- expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
- talking about physical and emotional feelings
- expressing opinions and making choices
- expressing needs and wants
- expressing (in)ability in the present and in the past
- talking about (im)probability and (im)possibility
- expressing degrees of certainty and doubt

## **LEXIS**

### **Main Topics**

- Clothes
- Personal identification
- Daily life
- Places and buildings
- Education
- Relations with other people
- Entertainment and media
- Services
- Environment
- Shopping
- Food and drink
- Social interaction
- Free time
- Sport
- Health, medicine and exercise
- The natural world
- Transport
- Hobbies and leisure

- Travel and holidays
- House and home
- Weather
- Language
- Work and jobs
- People
- Personal feelings, experiences and opinions

## GRAMMAR

*Verbs (Regular and irregular forms)*

*Modals*

- can (ability; requests; permission)
- could (ability; possibility; polite requests)
- would (polite requests)
- will (offer)
- shall (suggestion; offer)
- should (advice)
- may (possibility)
- might (possibility)
- have (got) to (obligation)
- ought to (obligation)
- must (obligation)
- mustn't (prohibition)
- need (necessity)
- needn't (lack of necessity)
- used to + infinitive (past habits)

*Tenses*

- Present simple: states, habits, systems and processes (and verbs not used in the continuous form)
- Present continuous: future plans and activities, present actions
- Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
- Past simple: past events
- Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
- Past perfect simple: narrative, reported speech
- Future with going to
- Future with present continuous and present simple
- Future with will and shall: offers, promises, predictions, etc.

*Verb forms*

- Affirmative, interrogative, negative
- Imperatives
- Infinitives (with and without to) after verbs and adjectives
- Gerunds (-ing form) after verbs and prepositions
- Gerunds as subjects and objects
- Passive forms: present and past simple
- Verb + object + infinitive give/take/send/bring/show +direct/indirect object
- Causative have/get
- So/nor with auxiliaries

*Compound verb patterns*

- Phrasal verbs/verbs with prepositions

#### *Conditional sentences*

- Type 0: An iron bar expands if/when you heat it.
- Type 1: If you do that again, I'll leave.
- Type 2: I would tell you the answer if I knew it.
- If I were you, I wouldn't do that again.

#### *Simple reported speech*

- Statements, questions and commands: say, ask, tell
- He said that he felt ill.
- I asked her if I could leave.
- No one told me what to do.
- Indirect and embedded questions: know, wonder
- Do you know what he said?
- I wondered what he would do next.

#### *Interrogatives* (including the interrogative forms of all tenses and modals listed)

- What, What (+ noun)
- Where; When
- Who; Whose; Which
- How; How much; How many; How often; How long; etc.
- Why

#### *Nouns*

- Singular and plural (regular and irregular forms)
- Countable and uncountable nouns with some and any
- Abstract nouns
- Compound nouns
- Complex noun phrases
- Genitive: 's & s'
- Double genitive: a friend of theirs

#### *Pronouns*

- Personal (subject, object, possessive)
- Reflexive and emphatic: myself, etc.
- Impersonal: it, there
- Demonstrative: this, that, these, those
- Quantitative: one, something, everybody, etc.
- Indefinite: some, any, something, one, etc.
- Relative: who, which, that, whom, whose

#### *Determiners*

- a + countable nouns
- the + countable/uncountable nouns

#### *Adjectives*

- Colour, size, shape, quality, nationality
- Predicative and attributive
- Cardinal and ordinal numbers
- Possessive: my, your, his, her, etc.
- Demonstrative: this, that, these, those
- Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.
- Comparative and superlative forms (regular and irregular):(not) as . . . as, not . . . enough to, too . . . to
- Order of adjectives

- Participles as adjectives
- Compound adjectives

#### *Adverbs*

- Regular and irregular forms
- Manner: quickly, carefully, etc.
- Frequency: often, never, twice a day, etc.
- Definite time: now, last week, etc.
- Indefinite time: already, just, yet, etc.
- Degree: very, too, rather, etc.
- Place: here, there, etc.
- Direction: left, right, along, etc.
- Sequence: first, next, etc.
- Sentence adverbs: too, either, etc.
- Pre-verbal, post-verbal and end-position adverbs
- Comparative and superlative forms (regular and irregular)

#### *Prepositions*

- Location: to, on, inside, next to, at (home), etc.
- Time: at, on, in, during, etc.
- Direction: to, into, out of, from, etc.
- Instrument: by, with
- Miscellaneous: like, as, due to, owing to, etc.
- Prepositional phrases: at the beginning of, by means of, etc.
- Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.
- Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

#### *Connectives*

- and, but, or, either . . . or
- when, while, until, before, after, as soon as
- where
- because, since, as, for
- so that, (in order) to
- so, so . . . that, such . . . that
- if, unless
- although, while, whereas

### **B) CULTURA**

- Materials from course books, eg Headway Digital 'Culture and Literature'
- Materials downloaded from websites, eg Breaking News English
- Films
- Artworks
- Newspaper and magazine articles

### **PROGETTI**

- Progetto CLIL*
- Liceo delle Scienze Umane, Liceo delle scienze applicate e Liceo Economico-giuridico– *Progetto Speak Up*
- Progetto Nothing but Talk* con *Mr Joseph Quinn su, R. Crusoe, Troubles, Frankenstein, Wilde*

## **Obiettivi Specifici**

## **Secondo Biennio**

### **A) Lingua**

Pieno raggiungimento del livello B1 nelle classi degli indirizzi scienze applicate, scienze umane opzione base, scienze umane opzione economico- giuridico durante il primo anno del secondo biennio. Nel secondo anno, avvio verso il B2.

Avvio verso il livello B2 per le classi del linguistico durante il primo anno del secondo biennio, raggiungimento del B1+. Nel secondo anno, raggiungimento del livello B2 per la maggior parte degli alunni.

### **SI SPECIFICA CHE GLI OSA PREVEDONO IL RAGGIUNGIMENTO DI ALMENO IL LIVELLO B2 PER TUTTI GLI INDIRIZZI NEL QUINTO ANNO**

Le competenze del livello B1 ed i possibili contenuti sono elencati nelle pagine precedenti.

Le competenze del livello B2 sono:

#### **B2**

##### **LISTENING**

The student can

- understand in detail what is said in standard spoken language even in a noisy environment.
- follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc.
- understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

##### **READING**

The student can

- rapidly grasp the content and the significance of news, articles and reports on topics connected with his/her interests or my job, and decide if a closer reading is worthwhile.
- read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- understand in detail texts within his/her field of interest or the area of my academic or professional speciality.
- understand specialised articles outside his/her own field if s/he can occasionally check with a dictionary.
- read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.
- read letters on topics within his/her areas of academic or professional speciality or interest and grasp the most important points.
- quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.
- understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.

##### **SPOKEN INTERACTION**

The student can

- initiate, maintain and end discourse naturally with effective turn-taking.
- exchange considerable quantities of detailed factual information on matters within his/her fields of interest.
- convey degrees of emotion and highlight the personal significance of events and experiences.
- engage in extended conversation in a clearly participatory fashion on most general topics.

- account for and sustain opinions in discussion by providing relevant explanations, arguments and comments.
- help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- carry out a prepared interview, checking and confirming information, following up interesting replies.

### **SPOKEN PRODUCTION**

The student can

- can give clear, detailed descriptions on a wide range of subjects related to fields of interest.
- understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.
- understand and summarise orally the plot and sequence of events in an extract from a film or play.
- construct a chain of reasoned argument, linking ideas logically.
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- speculate about causes, consequences, hypothetical situations.

### **STRATEGIES**

The student can

- use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.
- make a note of "favourite mistakes" and consciously monitor speech for them.
- generally correct slips and errors if s/he becomes aware of them or if they have led to misunderstandings.

### **QUALITY OF LANGUAGE**

The student can

- produce stretches of language with a fairly even tempo; although s/he can be hesitant as s/he searches for expressions, there are few noticeably long pauses.
- pass on detailed information reliably.
- have sufficient vocabulary to express him/herself on matters connected to his/her field and on most general topics.
- communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

### **WRITTEN PRODUCTION**

The student can

- write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to his/her field of interest.
- write summaries of articles on topics of general interest.
- summarise information from different sources and media.
- discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.
- develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.
- write about events and real or fictional experiences in a detailed and easily readable way.
- write a short review of a film or a book.
- express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in his/her opinion – are the important aspects of an event

## **B) Cultura**

### **Indirizzo Linguistico**

The student can

- describe aspects of the culture relative to the language studied
- read, analyse and interpret literary texts from a variety of genres, and which are particularly representative within the history of literature in English;

- read, analyse, compare and contrast English literary texts with literary texts from Italian literature or from other cultures;
- analyses various art forms from different cultures and relates them to the socio-historical context
- use English in the study of other school subjects
- make use of new technologies for study purposes

### Altri Indirizzi

The student can

- understand aspects of culture of the countries of the target language, especially in relation to their specific area of study/interest
- understand and contextualise literary texts from different periods, especially texts which relate to the students' particular area of study/interest
- analyse, compare and contrast literary texts and other art forms from other cultures (Italian and foreign)
- use English in the study of other school subjects
- make use of new technologies for study purposes

## Possibili Contenuti

## Secondo Biennio

### A) Lingua

#### NOTIONS, FUNCTIONS, DISCOURSE MARKERS

(for example...)

- Giving opinions
- Summarising
- Expressing regret
- Drawing conclusions
- Making offers
- Describing cause and effect
- Stating purpose
- Emphasising
- Stating contrast
- Adding information
- Congratulating
- Commiserating
- Clarifying
- Guessing
- Order arguments
- Giving examples
- Contradicting
- Instructing
- Describing
- Advising
- Expressing opinions formally and informally
- Checking and clarifying information
- Paraphrasing
- Expanding and exemplifying
- Persuading and convincing
- Speculating
- Expressing annoyance
- Expressing regrets

- Comparing and contrasting
- Describing people and things and situations

## **LEXIS**

(for example..)

- Affixes
- Collocations
- Work, working conditions
- Approximations with -ish
- Transport and exploration
- Phrasal verbs
- Crime and punishment
- Relationships
- Festivals and celebrations
- Connotation
- Homonyms
- Idiomatic expressions
- Sport and leisure
- Euphemisms
- Adverbs of manner and modifiers
- Geography and climate
- Participle adjectives
- Banks / money
- Colloquial expressions and slang
- Astrology and religions
- Nostalgia
- Coincidences and experiences
- Learning and educational systems
- Eccentricity and individuality
- Creativity
- Age and cultural differences
- Gender
- Current affairs
- Diet and health
- Types of communication
- Moral and personal dilemmas
- Road and home safety and risk
- Environmental issues
- Children's development
- Advertising
- Architecture

## **GRAMMAR**

(for example...)

- Habit in the Present and the Past
- Present Perfect Simple and Present Perfect Continuous
- Past Simple and Past Continuous and Past Perfect
- Question tags
- Will. going to, Present Simple, Present Continuous for the future, Future Perfect
- Phrasal verbs (non-literal)
- Zero, first, second and third conditionals
- Wish and if only
- Passive – all tenses
- Compounds of some, any, no, every.

- Reported speech
- Relative clauses – defining and non-defining
- Conjunctions: although, despite, in spite of , otherwise, unless
- Modals: present and perfect
- Always for frequency/+ present continuous
- Uses of continuous tenses
- Uses of would
- Articles
- Order of adverbs
- Order of adjectives
- Participles
- Ellipsis and elision
- Future Continuous
- Mixed conditionals
- Inversions and negative adverbials

## **B) CULTURA – Secondo Biennio**

### **Indirizzo Linguistico**

- aspects of the culture relative to the language studied
- literary texts from a variety of genres, and which are particularly representative within the history of literature in English (origins to 1780; 1780-1900)  
*e.g. Beowulf, Chaucer, Shakespeare, Defoe; Blake, Wordsworth, Coleridge, Shelley, M Shelley, the Bronte sisters, Dickens.*
- English literary texts with literary texts compared and contrasted with texts from Italian literature or from other cultures (origins to 1780; 1780-1900)  
*e.g. Chaucer and Boccaccio, Scott and Manzoni, Leopardi and Wordsworth.*
- various art forms from different cultures and their socio-historical context (origins to 1780; 1780-1900)
- *e.g. Chaucer, Boccaccio and Giotto; Shakespeare and Hilliard/ Shakespeare and Fuseli; Defoe; Romanticism in poetry and art,*

### **Altri Indirizzi**

- aspects of culture of the countries of the target language, especially in relation to the specific area of study/interest.
- literary texts in English from different periods and their context, especially texts which relate to the students' particular area of study/interest (origins to 1780; 1780 to 1900)
- literary texts in English in comparison with literary texts and other art forms from other cultures (Italian and foreign, origins to 1780; 1780 to 1900)

### **PROGETTI**

- Progetto *Certificazione Esterna*
- Progetto *CLIL*

**Obiettivi Specifici****Quinto Anno****A) Lingua**

Pieno raggiungimento del livello B2 nelle classi degli indirizzi scienze applicate, scienze umane opzione base, scienze umane opzione economico-sociale durante il primo anno del secondo biennio.

Consolidamento del livello B2 ed avvio verso il livello B2+ per le classi del linguistico

Per le competenze e contenuti del livello B2, vedere gli Obiettivi Specifici del secondo biennio

**B) Cultura**

Lo studente approfondisce gli aspetti della cultura relativi alla lingua inglese (ambiti storico-sociale, letterario e artistico) con particolare riferimento alle problematiche e ai linguaggi propri **dell'epoca moderna e contemporanea** (Late Victorian Age, 20th Century, New Millennium con autori come Wilde, Kipling, War Poets, Brittain, Joyce, Eliot, Woolf, Auden, Orwell, Steinbeck, Wright, Beckett, Pinter, McEwan, Achebe, Miller, Kerouac, Armitage, Duffy,..... ) **all'interno di tematiche culturali generali** come ad es. War and Terror, A Woman's Place, Myth, Racism, Dystopian Worlds, The Refugee Crisis, from Boom to Bust, Alienation, ....

Analizza e confronta testi letterari - Fiction, Poetry, Drama, provenienti da lingue e culture diverse (italiane e straniere).

Inoltre, comprende e interpreta prodotti culturali di diverse tipologie e generi – anche non-fiction – su temi di attualità, cinema, musica, arte; utilizza le nuove tecnologie per fare ricerche, approfondisce argomenti di natura non linguistica, si esprime creativamente e comunica con interlocutori stranieri.

**PROGETTI**

- Progetto *Certificazione Esterna*
- Progetto *CLIL*

**Competenze per l'ammissione agli esami di stato come candidato esterno**

- Can read factual texts, articles and reports at level B2 concerned with contemporary problems and answer questions about content, aim, attitude and point of view.
- Can understand the general content of modern and contemporary literary prose and poetry texts, and comment on the form, language, narrative techniques / sound features, themes and message
- Can interact with a degree of fluency and spontaneity at level B2 in discussion in familiar contexts, accounting for and sustaining points of view and in discussions on cultural topics, including literature in English.
- Can explain a viewpoint on a topical issue at level B2 giving the advantages and disadvantages of various options.

- Can write a paragraph, an essay or a report, at level B2, passing on information or giving reasons in support of or against a particular point of view.
- Can write a comment, a paragraph, an essay or a summary at B2 level on cultural texts studied in class

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