

**Anno scolastico 2016/2017**

**Docente : BARION ANNALISA**

**Materia : INGLESE**

**Classe : 2<sup>^</sup> A**

**Indirizzo : CLASSICO**

| <b><u>Argomenti</u></b> (indicare anche eventuali percorsi di ripasso)  | <b><u>Capitoli e/o pagine</u></b> |
|---|-----------------------------------|
| Marina Spiazzi, Marina Tavella, Margaret Layton, <i>Performer B1 with PET tutor. Multimediale</i> . Zanichelli Editore. Volume 1.                             |                                   |
| <b>UNIT 9 WEATHER AND THE ENVIRONMENT</b>   | pp.102-108                        |
| <b>Grammar</b> : be going to/will   |                                   |
| <b>Vocabulary</b> : weather, the environment, natural disaster  |                                   |
| <b>Communication</b> : Talking about the weather  |                                   |
| <b>Pet tutor</b> : Reading part 3   |                                   |
| <b>Culture and skills</b> : reading: weather extremes in the USA  |                                   |
| <b>Approaching literature</b> : Poetry: charming wind   |                                   |
| <b>Workbook</b> : grammar reference   | 220-221                           |
| <b>UNIT 10: ENTERTAINMENT</b>   | pp.110 -111,<br>pp.114 -119       |
| <b>Grammar</b> : Present Continuous as future. Present Simple as future. <i>May</i> , <i>might</i> for possibility.   |                                   |
| <b>Vocabulary</b> : Entertainment, music.   |                                   |
| <b>Communication</b> : Making future arrangements   |                                   |
| <b>Pet tutor</b> : Listening part 3   |                                   |
| <b>Culture and skills</b> : <b>Reading</b> : British and Irish music. <b>Listening</b> : American music. <b>Study skills</b> : listening: fill in the blanks. |                                   |
| <b>Approaching literature</b> : Prose: understanding point of view: “A night at the club”   |                                   |
| <b>Workbook</b> :<br><br>Grammar reference.   | pp. 228-229                       |
| <b>Review Units : 9-10</b>  | pp. 120-121                       |
| <b>UNIT 11 LIFE EVENTS</b>  | pp. 122- 131                      |
| <b>Grammar</b> : Present Perfect. Present Perfect with <i>ever</i> and <i>never</i> . Past simple   |                                   |

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| vs present perfect.   |                                  |
| <b>Vocabulary:</b> Relationships. Biographies and life events. The news.  |                                  |
| <b>Communication</b> :Talking about news and gossip.  |                                  |
| <b>Pet tutor:</b> Speaking part 3.  |                                  |
| <b>Culture and skills: Reading:</b> British and American newspapers. <b>Listening:</b> the Royal Birth. <b>Speaking:</b> comparing quality and popular newspapers.. |                                  |
| <b>Approaching literature: Poetry: metaphors.</b> “Funeral Blues” by W.H. Auden.<br><b>Literary Language:</b> Metaphor.   |                                  |
| <b>Workbook:</b><br><br>Grammar reference   | pp. 236 - 237                    |
| <b>UNIT 12 EDUCATION</b>  | pp.132-133, p.135,<br>pp.138-141 |
| <b>Grammar:</b> Present Perfect with <i>just, already</i> and <i>yet. Been and gone. Must, mustn't, have to, not have to.</i>                                       |                                  |
| <b>Vocabulary:</b> School subjects.   |                                  |
| <b>Culture and skills: Reading:</b> education in Britain. <b>Listening:</b> a gap year.   |                                  |
| <b>Approaching literature: Prose: developing a theme.</b> “A maths problem” from <i>The Daydreamer</i> by Ian Mc Ewan. <b>Literary Language:</b> theme              |                                  |
| <b>Workbook:</b><br><br>Grammar reference   | pp. 244-245                      |
| <b>Review Units 11-12</b>   | pp. 142-143                      |
| Marina Spiazzi, Marina Tavella, Margaret Layton, <i>Performer B1 with PET tutor. Multimediale.</i> Zanichelli Editore. Volume 2.                                    |                                  |
| <b>UNIT 1 INVENTIONS</b>  | pp. 2 – 11                       |
| <b>Grammar:</b> Tense revision: present (simple vs continuous) and past (simple vs continuous). <i>Used to.</i>   |                                  |

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| Istituto di Istruzione Superiore –<br>LICEO BOCCHI-GALILEI | <b>PROGRAMMA SVOLTO</b> | <b>Mod. 7.1-01-44</b><br>Rev. 2 del 01/02/14<br>Pag. 4/6 |
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| <b>Vocabulary:</b> Inventors and inventions. Appliances and household chores.   |              |
| <b>Pronunciation:</b> <i>Used to</i>  |              |
| <b>Culture and skills: Reading:</b> Scotland’s most surprising inventions.<br><b>Listening:</b> the discovery of penicillin.  |              |
| <b>Approaching literature: Prose: interpreting the theme.</b> “Jekyll’s experiment” from <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by R.L. Stevenson.                                |              |
| <b>Workbook</b><br><br>Grammar reference:   | pp. 134-135  |
| <b>UNIT 2: TOWN AND COUNTRY</b>   | pp. 12-19    |
| <b>Grammar:</b> Defining relative clauses: <i>who, which, that, where, whose</i> . Zero conditional. First conditional. Time clauses: <i>when, unless, as soon as, before, after, until</i> . |              |
| <b>Vocabulary:</b> Town and city. Countryside   |              |
| <b>Culture and skills: Reading:</b> the natural beauty of Ireland. <b>Listening:</b> the legend of the Blarney Stone.   |              |
| <b>Workbook:</b><br><br>Grammar reference .   | pp. 142- 143 |
| <b>Review Units : 1-2</b>   | pp. 22 - 23  |
| <b>UNIT 3 COMMUNICATION AND TECHNOLOGY</b>  | pp. 24- 33   |
| <b>Grammar:</b> Modal verbs for deduction: <i>must, may, might, could, can’t</i> . Non-defining relative clauses: <i>who, which, whose</i> . Infinitive of purpose.                           |              |
| <b>Vocabulary:</b> Computer technology. Communication and technology  |              |
| <b>Communication:</b> Choosing a technical device.  |              |
| <b>Pet tutor:</b> Reading part 5.   |              |
| <b>Approaching literature: Prose: the short story.</b> “Meeting the Martians” from <i>Hello, Martians. Let Moby Dick explain</i> by Margaret Atwood. Literary language:                       |              |

the short story, keynote and climax.

**Workbook:**

Grammar reference.

pp. 150- 151

**GRAMMAR**

**Testo in adozione:** L. Bonci- M. Howell, *Grammar in Progress*, Zanichelli.

| Unità       | Argomento                                    | Pagine  |
|-------------|--|---------|
| 12          | I futuri                                     | 190-200 |
| 14.3        | Il present perfect simple e il simple past   | 240     |
| 14.9        | For, since, ago                              | 254     |
| 14.10       | Duration form                                | 256     |
| 15          | Il comparativo                               | 264-278 |
| 16.3        | I pronomi relativi nelle frasi defining      | 290     |
| 16.4        | I pronomi relativi nelle frasi non defining. | 292     |
| 17.3        | I periodi ipotetico di tipo 0 e di tipo 1    | 306     |
| 17.4        | Il periodo ipotetico di tipo 2               | 308     |
| 17.5        | Il periodo ipotetico di tipo 3               | 310     |
| 17.6        | Riepilogo sul periodo ipotetico              | 312     |
| 17.7        | Le varianti del periodo ipotetico            | 314     |
| Appendix 17 | Irregular verbs                              | 525-529 |

**UDA CONTENTS:** il lessico inglese per tradurre il sostantivo “straniero”: definizioni; sinonimi e contrari; etimologia; definizioni. Definizioni dei seguenti vocaboli tradotti in inglese; immigrato, richiedente asilo, rifugiato, migrante, immigrazione, migrazione. L’immigrazione in Gran Bretagna e in particolare a Londra. Articoli in inglese sul dibattito sull’immigrazione. L’immigrazione negli USA e in due città in particolare: New York e Los Angeles. Visione del film “Brick Lane”, tratto dall’omonimo romanzo di Monica Ali. Il tema del razzismo nel film.

**Ripasso curricolare svolto:** comparativi e superlativi; i futuri; present perfect e simple past

**Attività di potenziamento:** tutta la classe ha svolto dieci ore extracurricolari di potenziamento con una docente madrelingua.

**DATA 06 /06/2017**

**FIRMA DELLA DOCENTE Prof.ssa Annalisa Barion**

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**Firme dei rappresentanti di classe**

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