

Anno Scolastico 2017-18

Classe 1[^] BL

DISCIPLINA: LINGUA INGLESE

DOCENTE: Antonella Santambrogio

Libro di testo in adozione: Gateway, 2nd Edition B1, di D. Spencer, ed. 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*

READING (multiple choice): problem letters

GRAMMAR (flipped classroom): present simple; present continuous; articles

LIFE SKILLS (video): autonomy; contributing to family life

LISTENING: family dinners

SPEAKING (information role-plays): Asking for personal information

WRITING: An informal email; making a timetable

UNIT 2 – Who did it?

VOCABULARY: crimes; criminals; detective work; phrasal verbs connected with investigating

READING: crime stories

GRAMMAR(flipped classroom):past simple, past continuous

LISTENING (true/false/not mentioned activities): Describing an incident

GATEWAY TO EXAMS: Reading on “911”

UNIT 3 – Universal language

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

READING: mapping the world's languages

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

LIFE SKILLS: social skills and public speaking

LISTENING: languages

SPEAKING(knowing evaluation criteria): Asking for information

Pentamestre:

UNIT 4 – Health watch

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

READING (matching activities): Teen health tips

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

LISTENING: action scenes

SPEAKING: describing photos

GATEWAY TO EXAMS: “Seasick on Dry Land”; “Stay at Home”; Being Bilingual is Good for your Brain.

UNIT 5 – TV addicts

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

READING: Slow TV

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

WRITING: a review

UNIT 6 –Planet earth

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

READING: Is this the most important building in the world?

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

LIFE SKILLS: the world around you; reducing our ecological footprint

LISTENING: sustainable energy

SPEAKING: making arrangements

Visione filmato TED dal titolo “We can recycle plastic”

La riflessione sulla lingua è stata approfondita e rinsaldata sul testo di grammatica in adozione (Gallagher, Galuzzi, *Mastering Grammar*, Pearson Longman) e anche su materiale fotocopiato dall’insegnante. 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; 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; daily activities and household chores; the body; physical problems.

Per lo sviluppo della competenza di lettura e analisi del testo è stato preso in esame il racconto “The Happy Prince”, di Oscar Wilde.

Sono state regolarmente somministrate attività di listening comprehension di livello PET, attività di traduzione e role-play.

Durante le vacanze natalizie gli studenti hanno letto e analizzato uno a scelta tra i seguenti libri:

Treasure Island, R. L. Stevenson, Liberty, livello B1.1
Jane Eyre, di Charlotte Brontë, Liberty, livello B1.2.

Oltre al lavoro svolto nelle regolari ore di lezione settimanali, durante l'anno è stata proposta la partecipazione al laboratorio THEATRE EXPRESS, svolto durante la settimana dedicata al recupero in collaborazione con due insegnanti madrelingua della Lewis School of English, nonché la visione di video e film in lingua originale (*Paddington 2*; *High School Musical*)

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

Descriptions
Guessing objects
Pronunciation / how do you learn a language
Past Simple and Continuous Stories
Halloween
Songs/ Music
Horoscope
Writing task
Role Play task
Friendship /speaking task
Ecology

COMPITI ESTIVI 1^BL

1. REVISE THE WHOLE PROGRAMME

2. Read the short story *The Black Cat* and do the exercises (photocopy).
3. Read *The Canterville Ghost* (the full-length version): read the text, look up the words you don't know, find key words and WORK on it: Write a summary, then repeat it aloud.
4. *Mastering Grammar*. Study and do the following exercises:
pagg (from/to). 48 - 53; 166 - 167; 234 - 239; 502 - 509; 564-565, 567- 571.
5. <http://www.flo-joe.co.uk/preliminaryenglish/index.htm>

At this link, do the exercises under the headings Vocabulary Practice, PET Practice Tests, Grammar Practice (except for those dealing with Reported Speech and Passive)

PER STUDENTI CON DEBITO (E PER QUELLI CHE, PUR ESSENDO SENZA DEBITO, RICEVERANNO LA SEGNALAZIONE DI QUALCHE FRAGILITA' IN INGLESE):

Svolgere i punti 1, 2 e 3 come sopra (ripasso, *The Black Cat* e *The Canterville Ghost*). Gli altri punti sono sostituiti dal testo che verrà anche utilizzato al corso di recupero:
Janet Harmer, *New Get up and go 1*, Europass. ISBN 978-88-416-4365-5