

## Liceo “G. Cesare – M. Valgimigli” - Rimini

Classico – Linguistico – Scienze Umane – Scienze Umane/Economico Sociali

Anno scolastico 2022/ 2023

### PROGRAMMA SVOLTO

- CLASSE: 2A
- MATERIA: Inglese
- DOCENTE: Elena Bulgarelli
- Testi in adozione: M. Bonomi, E. Christopherson, S. Amidoni, English Matters Today, Europass  
L&J. Soars, P. Hancock, Headway Digital Gold B1, Oxford  
L&J. Soars, P-Hancock, Headway Digital Gold B1+, Oxford  
V.M.Chen, Ready for B1 Preliminary for schools, Eli p.

Lettura integrale del testo per le scuole del romanzo di R.L.Stevenson “The Strange case of Dr. Jekyll and Mr. Hyde”: lettura e analisi.

Revisione di Simple past e present perfect.

Present perfect continuous.

Question tags.

Relative pronouns: defining relative clauses.

Have to/don't have to; Should/must for advice.

Writing: formal and informal emails.

Story telling and narrative tenses: the past perfect.

Must: deduzione alla forma affermativa.

Imperativo.

Used to/ would per azioni ripetute nel passato.

Joining words and conjunctions.

Defining and non-defining relative clauses.

So and such.

Reviewing a book or a film.

Passives: all tenses; To be born; The passive infinitive.

Past participles as adjectives, compound nouns, collocation: verb+noun adverb+past participle.

Advantages and disadvantages: writing tasks.

Il passivo con i verbi che reggono il doppio accusativo.

"The teenager leading the smartphone liberation Movement": online document (listening-reading comprehension activity) from The New York Times + speaking.

Zero and first conditional, might for possibility.

Going to for intention (revisione).

First conditional for advice, warnings, offers and threats.

First and second conditional.

Third conditional; What would you do if ..... Second and third conditional.

Should/might/could have + past participle for possibilities in the past that didn't happen and to express criticism.

infinitive progressive; present and perfect conditional continuous.

**Vocabulary:** synonyms, antonyms and homonyms; parts of the body, items of clothing: dressing person X; At the doctor's; adjectives to express feelings; On the phone: learning and practicing conversations on the phone; risk and chance; take/bring, come/go; thank you and goodbye; words with similar/ different meanings; making suggestions.

**inglese potenziato** (argomenti e attività svolte in compresenza con il docente di madrelingua):

'What did you do this summer ?' Questionnaire: what we did, what we enjoyed, places we visited. One part being which other regions students visited. As a geography exercise: regions of Italy.

A selection of cartoon strips used to help give us a story and include a dialogue in the story.

Students' videos made about their summer. Students then write on pieces of paper conversation topics, questions, anything they want to speak about. Then they speak around the class about some of those topics.

Story Writing: The burglar that fell asleep. Students look at the 6 slides and make a list of things they saw and any ideas they had. Vocabulary and description with imagination and gave a list of connecting / linking words. Then they were asked to write the story.

Outlined the PET speaking part of the PET (B1) exam. Focus on 'describing a picture' starting with using positions on the page. Top left hand corner, in the foreground etc.

Discussed briefly the simple questions that start the exam. Where are you from ? etc.

Arranged groups to listen and answer questions from the audio; then groups decided from the list which was the best invention and to write why.

Groups' presentations about the inventions they chose.

Activity: looked at a photo and chose a caption/title. (Dog in a blanket) Then the students listened to an audio describing a picture and wrote key words to try and imagine the picture. Then we showed the picture. (Roman gladiator buying an ice cream..!)

Then various pictures were given out and the students were asked to chose a caption/ title and to speak about the picture.

The class watched a YouTube video of a speaking exam and then discussed each part of the exam so the students understood what is needed. We also discussed some typical questions that are asked.

Story writing practice and we used 'Roll The Dice Story'. Students chose 3 numbers from 1-6 (as if using a dice) eg 1,3,6 and that corresponded to option 1, option 3 and option 6 on the character, setting and problem lists.

The class started PET speaking practice: some students left the class and practiced the speaking part of the Cambridge PET exam.

Provided a list of hobby or activities: Climbing Club, Kayak Kings, Chess club etc. and a list of people's reasons for looking for a new hobby, prefer to exercise outdoors, only free weekend etc. The exercise is to match people's requirements with clubs or hobbies. Then to give a name to a person and describe three reasons why they would chose a new club activities, so students then matched the tourist attraction with the person who would enjoy the most.

A variation on the listening part of the PET exam: read a short text about Australia outback postal plane. Then students decided on 5 questions they would ask others about

the text. They then chose one of those questions, maybe their favourite question and added 3 incorrect answers to emulate the PET reading, where multi choice is used. Introduced the figure of Florence Nightingale and learnt about her being a nurse and how she chose to help people and improve hospitals rather than simply be married with her own children, as her parents wished. We learnt some related vocabulary, listening to its use in an audio about her and we then found different words in a word search puzzle. New words we found were also added to the 'English corner' board. The students held the interviews with Florence Nightingale. Students had worked in pairs. and from the prepared questions were asked by a interviewer and one responded as Florence. Arranged groups and pinned a story on the wall in numerous places around the class and different members of the group needed to go to the story, remember a few words or a sentence then return to the group for members to write down. Each member was given a number and then all members took a turn to read and then dictate. Ideally they remember the words/phrase from story and dictate it word for word so that they can be sure how best to answer questions at the end of the lesson.

### **CITIZENSHIP**

Presentation about the Coronation of King Charles III. links to historic traditions and the events of the day.

Class Debates for A) voting at 16 years of age and B) Animals should not be kept in zoos.

Rimini .....

Il docente

gli studenti