



Liceo Scientifico Statale "G. Fracastoro" Verona

Anno scolastico 2020-21

Materia INGLESE

Docente: Renzo Scarcella

PROGRAMMA SVOLTO

CLASSE III BES

Testi in adozione:

- SPIAZZI MARINA, TAVELLA MARINA, LAYTON MARGARET, **PERFORMER B2**
Seconda edizione di **Performer First Tutor, Student's book**, ZANICHELLI

- Marina Spiazzi, Marina Tavella, Margaret Layton, **Compact Performer.Culture and Literature. Multimediale**, Zanichelli

- **Appunti trascritti dagli alunni nel corso delle lezioni.**

Revision 1st and 2nd year

Present continuous; past simple of regular and [main] irregular verbs (list given); past continuous; past continuous v. past simple; used to; present perfect simple; present perfect simple with adverbs of frequency: ever, never, just, already, still, yet, so far; present perfect with since/for; present perfect v. past simple; present perfect simple v. present perfect continuous; past perfect; past perfect v. past simple; present simple (for scheduled events); present continuous (for future arrangements); will; be going to (intentional future) v. present continuous; can/could/be able to (ability in the present, in the past, in the future); can/could/may (permission); must/have to (obligation/necessity)/ought to; mustn't (prohibition) / don't have to (lack of necessity); should/shouldn't (advice); must/can't (positive and negative deduction); can/could/may (permission) may/might/could (probability).

Grammar:

Revision present simple vs present continuous, p. 7; past simple v. past continuous; present perfect p. 11; future tenses, p.13; conditional and modal verbs, p. 15; UNIT 1 : Being connected: present simple and present continuous; present perfect simple and past simple, p. 24; present perfect continuous and duration form, *for* and *since* p. 24; UNIT 2: Inspirational travel: past simple and past continuous, p. 32; *used to* p. 32; UNIT 3: Job opportunities: future tenses, p. 46; future continuous and future perfect, p. 46; the future with time clauses, p. 46; articles, p. 50; uses of articles, p. 50; definite article (the) v. indefinite article (a/an); definite article v. zero article; UNIT 4: The crime scene: modal verbs of ability, possibility and permission, p. 58; *can/could/be able to /manage to/succeed in*, p. 58; modals of deduction in positive and negative sentences (*must/can't*), p. 58; modals of obligation and necessity: *must/have to/don't have to*; modals of advice: *should/shouldn't*, p. 62; *ought to/had better* ; *may, might, could* (probability); UNIT 5: Global Issues: Zero, first and second conditional, p. 72; third conditional, p. 76; verbs followed by -ing form or infinitive; active v. passive (main tenses); have/get something done; reported speech: statements; questions and verb patterns; questions and imperative (orders and requests introductory verbs for reported speech: verbs agree/decide/offer/promise/refuse/advise/ask/invite/remind/warn/congratulate on/deny/suggest.

E inoltre:

Past perfect, past narrative tenses, subject and object questions; adverbs and comparative and superlative adverbs; future continuous and future perfect; passive with all tenses (present simple, past simple, present continuous, present perfect, past continuous, past perfect can, will and other modal verbs); mixed forms.

Le lezioni hanno comportato altresì una serie di attività di

1. Reading, understanding and interpreting information

2. Use of English

Lo studio delle singole unità ha previsto inoltre attività ed esercizi di Reading and use of English part 1(multiple-choice cloze), part 2 (open cloze), part 3 (word formation), part 4 (key word transformation), part 5 (multiple-choice), part 6 (gapped text), part 7 (multiple matching), finalizzate ad avviare gli studenti al raggiungimento del livello B2 al termine del triennio

3. Vocabulary

Phrasal verbs for relationships, p. 19; word formation nouns, p.23; phrasal verbs for travelling, p. 31; word formation adjectives, p. 35; phrasal verbs and collocations for jobs and work, p.45; word formation adverbs; collocations and expressions for crime, p. 57; word formation : negative prefixes, p.61; phrasal verbs for global issues, p. 71; word formation: abstract nouns

4. Educazione civica in Inglese (a cui sono state dedicate nello specifico 3 ore) e che hanno permesso lo studio dei seguenti argomenti: dal Testo in adozione *Performer B2*: Dossier 4. Environmental Literacy: the increase of greenhouse gases; p. 160; Breathe less... or ban cars p. 161; Less air pollution in time p. 162

CULTURE AND LITERATURE

History: Meet the Celts, p. 2-3; From the Romans to the Anglo-Saxons, p. 4-5; The Norman Conquest and feudalism p. 6; Henry II: the first Plantagenet King, p. 7; King John and the Magna Carta; **Literature:** The Medieval ballad: Lord Randal, p.12-13; Geoffrey Chaucer's portrait of English Society p.16-17; From The Canterbury Tales : "The wife of Bath" p. 19-20.

Verona, 2/6/21

Il Docente

Prof. Renzo Scarcella