



**Liceo Scientifico Statale "G. Fracastoro" Verona**

**Anno scolastico 2019-20**

**Materia INGLESE**

**Docente: Renzo Scarcella**

**PROGRAMMA SVOLTO**

**CLASSE III BES**

Testi in adozione:

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

- **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**

**Grammar: revision 1<sup>st</sup> and 2<sup>nd</sup> year**

**Present continuous; stative verbs; past simple of regular and [main] irregular verbs (for irregular verbs see list given); comparative of majority, minority, equality; superlative adjectives; past continuous; past continuous vs past simple; used to; present perfect simple; present perfect with adverbs of frequency: ever, never, just, already, still, yet, so far; present perfect with since/for; present perfect vs past simple; present perfect simple vs present perfect continuous ; past perfect; past perfect vs past simple; present simple (for future) and present continuous (for future arrangements); will for future; be going to vs present continuous; present continuous: future arrangements; defining relative clauses (with who/which/that/where); can/could/be able to (to express ability in the present, in the past, in the future); can, could, may for permission; must/have to (to express obligation/necessity), ought to, had better ; mustn't (for prohibition) / don't have to (to express absence of necessity); modal verbs for giving advice should/shouldn't; must/can't for positive and negative**

deductions; may/might/could for probability ; first, second and third conditional ; passive: present simple/past simple

## Grammar:

UNIT 1 : Being connected: Revision present simple vs present continuous, p. 20; dynamic and stative verbs, p. 20 past simple vs present perfect simple, p. 24; present perfect continuous and duration form, p. 24; for and since p. 24; UNIT 2: Inspirational travel: past simple and past continuous, p. 32; *used to* and *would* + base form, p. 32; *be used to/get used to*, p. 32; past simple and past perfect simple, p. 36 ; past perfect continuous, p. 36; 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; 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* to express probability UNIT 5: Global Issues Zero, first and second conditionals, p. 72; *unless/ in case/ As long as /Provided that*, p. 72; third conditional, p. 76; mixed conditionals, p. 76; expressing wishes and regrets: *I wish /if only*, p. 76; UNIT 6: Meet the Arts: comparatives of majority, minority, equality, p. 84; superlatives, p. 84; expressions using comparisons p. 88; modifiers of comparatives, p. 88; linkers of manners: *like/as* p. 88.

Le lezioni hanno comportato altresì una serie di attività di

1. Reading, understanding and interpreting information di cui ci limitiamo a segnalare le principali :

1. Friends can shape your life, p. 18- 19 (unit 1)
2. Six degrees of separation , p. 22-23 (recognising specific information in a text)
3. The kindness of strangers, p 30-31 (unit 2)
4. The art of travelling, p 34-35 (recognising specific information in a text - gapped text)
5. Intellectual property theft: is it a crime?, p. 56-57
6. The coldest of cold cases, p. 60-61
7. Sustainable development, p.70
8. Story of a refugee girl, p.74-75

## 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 question), part 6 ( gapped text) , part 7 (multiple matching), finalizzate a preparare 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**

### **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; 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; From The Canterbury Tales : "The wife of Bath" p. 19-20 (da svolgere all'inizio del prossimo anno scolastico)**

**Verona, 4/6/20**

**Il Docente**

**Prof. Renzo Scarcella**