

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE PRIMA

CORSO ORDINAMENTALE E SCIENZE APPLICATE

GRAMMAR

Tenses: Present Simple – Present Continuous
Past Simple – Past Continuous
Present perfect – Past Perfect
Future Forms: Present Continuous / Will/ Be going to
modal verbs: can, could, may, might, must, have to, should

Subject and object Pronouns

Possessive adjectives and Pronouns

Who /Which/ That/ Whose/ Where

Comparatives and Superlatives

Main time and place prepositions

SKILLS

Reading: Identify and select relevant information (looking for details)

Writing: informal letter/email

Speaking: talking about your daily routine, hobbies, likes and dislikes; talking about your past experiences, describing people,...

- *Testo di riferimento:* Audrey Cowan, Alun Phillips **Talent 2** Cambridge University press
Mariagiovanna Andreolli e Pamela Linwood **Grammar Reference new edition** Petrini

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE PRIMA

CORSO CAMBRIDGE E INTERNAZIONALE

GRAMMAR

Tenses: Present Simple – Present Continuous
Past Simple – Past Continuous
Present perfect – Past Perfect
Future Forms: Present Continuous / Will/ Be going to
1st conditional
Subject and object Pronouns
Possessive adjectives and Pronouns
Who /Which/ That/ Whose/ Where
Comparatives and Superlatives
Linkers
Prepositions

IGCSE SKILLS

Reading: Texts to:
a) Identify and select relevant information (looking for details)
b) Understand what is implied but not directly stated (multiple matching)

Writing: An email to a friend
Note-making

Speaking: Simple but accurate communication of ideas and opinions

Listening: Short extracts – Multiple Matching – Multiple Choice questions

Testo di riferimento: M. Barry **SUCCESS International English skills for Cambridge IGCSE (4th ed)** Cambridge University Press
Mariagiovanna Andreolli e Pamela Linwood **Grammar Reference new edition**
Petrini

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE SECONDA

CORSO ORDINAMENTALE E SCIENZE APPLICATE

GRAMMAR

Tenses: Present Simple – Present Continuous
Past Simple – Past Continuous
Present perfect – Past Perfect
Present Perfect Continuous / Past Perfect Continuous
Future Forms: Present Continuous / Will/ Be going to
1st – 2nd -3rd conditional
Passive Forms
Reported speech
Reporting verbs
Relative clauses
Modals in the past

SKILLS

Reading: Identify and select relevant information

Writing: An informal letter/email; a short story; a review

Speaking: talking about experiences, hopes, dreams; making hypothesis; reporting facts and dialogues; giving advice; ,...

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PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE SECONDA

CORSO CAMBRIDGE E INTERNAZIONALE

GRAMMAR

Tenses: Present Simple – Present Continuous
Past Simple – Past Continuous
Present perfect – Past Perfect
Present Perfect Continuous / Past Perfect Continuous
Future Forms: Present Continuous / Will/ Be going to / Will be + ing
/ Will have been +ing / Will have + past participle)

1st – 2nd -3rd conditional

Passive Forms

Reported speech

Reporting verbs

Relative clauses

Modals

Linkers

Some idioms and phrasal verbs

IGCSE SKILLS

Reading: Texts to:

- a) Identify and select relevant information (looking for details)
- b) Understand what is implied but not directly stated (multiple matching)

Writing: An email to a friend; Note-making; Summary; Report/ Review/ Article

Speaking: Effective and accurate communication of ideas and opinions

Listening: Short extracts – Multiple Matching – Multiple Choice questions –
Completing Notes

Testo di riferimento: M. Barry **SUCCESS International English skills for
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Mariagiovanna Andreolli e Pamela Linwood **Grammar Reference new edition**
Petrini

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE TERZA

CORSO ORDINAMENTALE E SCIENZE APPLICATE

LITERATURE

THE ORIGINS and THE MIDDLE AGES

- *Historical and social context*: from the first invasions to the social change in the 14th c.

- the Medieval Literature ballad

Geoffrey Chaucer: *The Canterbury Tales*

THE RENAISSANCE

- *Historical and social context*: from Henry VII to Elizabeth I

- the development of drama; the world of theatre (the Elizabethan playhouse)

William Shakespeare: life and works: the dramatist (brani a scelta); the poet: sonnets (brani a scelta)

LANGUAGE

grammar

- Revision main verbal tenses
- Revision modal verbs
- Revision passive voice, reported speech, conditionals

Skills

- Vocabulary and skills level B1 (Common European Framework)

Testo di riferimento: Marina Spiazzi - Marina Tavella **ONLY CONNECT... New**

Directions

Edizione blu vol. 1 Zanichelli

Paul Davies – Kim Falla **FIRST RESULT** Oxford Univ. Press

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE TERZA

CORSO CAMBRIDGE

LITERATURE

THE ORIGINS and THE MIDDLE AGES

- *Historical and social context*: from the first invasions to the social change in the 14th c.
- the Medieval Literature ballad

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THE RENAISSANCE

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William Shakespeare: life and works: the dramatist (brani a scelta); the poet: sonnets (brani a scelta)

LANGUAGE

grammar

- Revision main verbal tenses
- Revision modal verbs
- Revision passive voice, reported speech, conditionals
- Mixed conditionals
- Reporting verbs
- Linkers
- Some idioms and phrasal verbs

IGCSE SKILLS

Reading: Texts to:

- Identify and select relevant information (looking for details)
- Understand what is implied but not directly stated (multiple matching)

Writing: An email to a friend; Note-making; Summary; Report/ Review/ Article; literary text analysis

Speaking: Effective and accurate communication of ideas and opinions (topic cards)

Listening: Short extracts – Multiple Matching – Multiple Choice questions – Completing Notes

Testo di riferimento: Marina Spiazzi - Marina Tavella **PERFORMER HERITAGE blu**
Zanichelli

M. Barry **SUCCESS International English skills for Cambridge IGCSE (4th ed)** Cambridge
University Press

Kathy Gude – Mary Stephen **ADVANCED RESULT** Oxford Univ. Press

PROGRAMMA PER ESAMI INTERATIVI DI LINGUA INGLESE

CLASSE TERZA

INTERNAZIONALE

LITERATURE

THE ORIGINS and THE MIDDLE AGES

- *Historical and social context*: from the first invasions to the social change in the 14th c.
- the Medieval Literature ballad

Geoffrey Chaucer: *The Canterbury Tales*

THE RENAISSANCE

- *Historical and social context*: from Henry VII to Elizabeth I
- the development of drama; the world of theatre (the Elizabethan playhouse)

William Shakespeare: life and works: the dramatist (brani a scelta); the poet: sonnets (brani a scelta)

LITERARY GENRES

- Introduction to poetry
- Timed poetry essays, critical and passage type

LANGUAGE

grammar

- Revision main verbal tenses
- Revision modal verbs
- Revision passive voice, reported speech, conditionals
- Mixed conditionals
- Reporting verbs
- Linkers
- Some idioms and phrasal verbs

IGCSE SKILLS

Reading: Texts to:

- Identify and select relevant information (looking for details)
- Understand what is implied but not directly stated (multiple matching)

Writing: An email to a friend; Note-making; Summary; Report/ Review/ Article; literary text analysis

Speaking: Effective and accurate communication of ideas and opinions (topic cards)

Listening: Short extracts – Multiple Matching – Multiple Choice questions – Completing Notes

Testo di riferimento: Marina Spiazzi - Marina Tavella **PERFORMER HERITAGE blu**
Zanichelli

M. Barry **SUCCESS International English skills for Cambridge IGCSE (4th ed)** Cambridge University Press

Compact CAE, Peter May, Cambridge University Press

Literature in English, Elizabeth Whittome, Cambridge

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE QUARTA

CORSO ORDINAMENTALE E SCIENZE APPLICATE

LITERATURE

FROM THE RENAISSANCE TO THE RESTORATION

- *Historical and social context*: from the Stuarts to the Restoration.
- the Puritan mind, the Royal Society

THE AUGUSTAN AGE

- *Historical and social context*: the growing importance of the middle class
- the Coffee Houses
- Journalism
- The rise of the novel

Daniel Defoe: *Robinson Crusoe*

- The gothic novel

Mary Shelley: *Frankenstein*

LANGUAGE

grammar

- Revision main verbal tenses
- Revision modal verbs
- Revision passive voice, reported speech, conditionals

Skills

- Vocabulary and skills level B2 (Common European Framework)

Testo di riferimento: Marina Spiazzi - Marina Tavella **ONLY CONNECT... New Directions** vol. 1-2 Zanichelli

Paul Davies – Kim Falla **FIRST RESULT** Oxford Univ. Press

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA INGLESE

CLASSE QUARTA

CORSO CAMBRIDGE

LITERATURE

FROM THE RENAISSANCE TO THE RESTORATION

- *Historical and social context*: from the Stuarts to the Restoration.
- the Puritan mind, the Royal Society

THE AUGUSTAN AGE

- *Historical and social context*: the growing importance of the middle class
- the Coffee Houses
- Journalism
- The rise of the novel

Daniel Defoe: *Robinson Crusoe*

- The gothic novel

Mary Shelley: *Frankenstein*

LANGUAGE

grammar

- Linkers
- Verbs using special structures
- Some idioms and phrasal verbs
- Vocabulary and skills level B2/C1 (Common European Framework)

IGCSE SKILLS

Reading: Texts to:

- Identify and select relevant information (looking for details)
- Understand what is implied but not directly stated (multiple matching)

Writing: An email to a friend; Note-making; Summary; Report/ Review/ Article; literary text analysis

Speaking: Effective and accurate communication of ideas and opinions (topic cards)

Listening: Short extracts – Multiple Matching – Multiple Choice questions – Completing Notes

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Zanichelli

M. Barry **SUCCESS International English skills for Cambridge IGCSE (4th ed)** Cambridge
University Press

Kathy Gude – Mary Stephen **ADVANCED RESULT** Oxford Univ. Press

PROGRAMMA PER ESAMI INTERATIVI DI LINGUA INGLESE

CLASSE QUARTA

INTERNAZIONALE

LITERATURE

FROM THE RENAISSANCE TO THE RESTORATION

- *Historical and social context*: from the Stuarts to the Restoration.
- the Puritan mind, the Royal Society

THE AUGUSTAN AGE

- *Historical and social context*: the growing importance of the middle class
- the Coffee Houses
- Journalism
- The rise of the novel

Daniel Defoe: *Robinson Crusoe*

- The gothic novel

Mary Shelley: *Frankenstein*

LITERARY GENRES

- Introduction to short story and novel
- Timed literary essays, critical and passage type

LANGUAGE

grammar

- Linkers
- Verbs using special structures
- Some idioms and phrasal verbs
- Vocabulary and skills level C1 (Common European Framework)

IGCSE SKILLS

Reading: Texts to:

- Identify and select relevant information (looking for details)
- Understand what is implied but not directly stated (multiple matching)

Writing: An email to a friend; Note-making; Summary; Report/ Review/ Article; literary text analysis

Speaking: Effective and accurate communication of ideas and opinions (topic cards)

Listening: Short extracts – Multiple Matching – Multiple Choice questions – Completing Notes

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Zanichelli

M. Barry **SUCCESS International English skills for Cambridge IGCSE (4th ed)** Cambridge University Press

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Literature in English, Elizabeth Whittome, Cambridge

PROGRAMMA PER ESAMI INTEGRATIVI DI LINGUA FRANCESE

L'alunno/a dovrà dimostrare di possedere competenze, capacità e conoscenze rapportabili al raggiungimento degli obiettivi minimi di livello A2- B1 (Primo biennio)

Classi prime

Competenze e capacità

Salutare, presentarsi e presentare, chiedere e dare informazioni personali, esprimere e commentare le proprie preferenze, parlare della propria famiglia, parlare delle professioni, identificare persone e descriverne l'aspetto fisico e la personalità, descrivere oggetti, parlare di azioni abituali, fissare un appuntamento, invitare, accettare e rifiutare, esprimere reazioni ed opinioni, raccontare.

Conoscenze

L'alfabeto, la struttura di base della frase (affermativa, interrogativa, negativa), alcuni tempi verbali dell'Indicativo (presente, imperfetto, futuro semplice) l'Imperativo, i Gallicismi (passé récent, futur proche, présent continu), gli articoli determinativi e indeterminativi, le preposizioni articolate, alcune preposizioni, i pronomi personali soggetto e complemento, gli aggettivi possessivi e dimostrativi.

Classi seconde

Competenze e capacità

Parlare di se stessi, esprimere reazioni e apprezzamenti, scusarsi, reagire, protestare, parlare dell'alimentazione, ordinare al ristorante, dare istruzioni, consigli, dire di fare o di non fare, chiedere, dare o rifiutare il permesso, raccontare avvenimenti passati, esprimere stati d'animo, esprimere l'opinione, l'accordo o il disaccordo, il dubbio o la certezza, fare previsioni, progetti.

Conoscenze

La struttura di base della frase (affermativa, interrogativa, negativa), i pronomi possessivi e dimostrativi, i tempi verbali dell'Indicativo, il passato prossimo e l'accordo del participio passato con gli ausiliari essere e avere, l'Imperativo, il Condizionale, il Congiuntivo presente, i Gallicismi (passé récent, futur proche, présent continu), i pronomi relativi semplici, il comparativo, il superlativo relativo e assoluto, i principali avverbi di tempo e di luogo.

L'alunno/a dovrà dimostrare di possedere competenze, capacità e conoscenze rapportabili al raggiungimento degli obiettivi minimi di livello B2/B2+ (Secondo biennio)

Classi terze

Competenze e capacità

Descrivere persone e luoghi, domandare e dare informazioni personali in situazioni informali e formali, scrivere un curriculum vitae e una lettera formale, scrivere e leggere un annuncio, esprimere i propri sentimenti, prendere informazioni per viaggiare.

Riassumere ed analizzare in parole semplici un testo letterario.

Conoscenze

La struttura di base della frase (affermativa, interrogativa, negativa), i tempi verbali dell'Indicativo, dell'Imperativo, del Condizionale, del Congiuntivo, il Passato Prossimo e l'accordo del participio passato con gli ausiliari essere e avere, i Gallicismi (passé récent, futur proche, présent continu), i pronomi relativi e interrogativi, i principali avverbi di tempo e di luogo, la frase ipotetica.

Classi quarte

Competenze e capacità

Parlare d'arte, raccontare storie, scrivere articoli di cronaca, riassumere, intervistare qualcuno, domandare e chiedere spiegazioni, esprimere la propria opinione, partecipare ad un dibattito, dare e prendere la parola.

Riassumere ed analizzare in maniera critica un testo letterario.

Orientarsi nell'organizzazione cronologica delle correnti, dei generi, degli autori e delle opere.

Conoscenze

La struttura di base della frase (affermativa, interrogativa, negativa), i tempi verbali dell'Indicativo, dell'Imperativo, del Condizionale, del Congiuntivo, il Passato Prossimo e l'accordo del participio passato con gli ausiliari essere e avere, i Gallicismi (passé récent, futur proche, présent continu), i pronomi relativi e interrogativi, i principali avverbi di tempo e di luogo, la frase ipotetica, i pronomi doppi, la forma passiva, il discorso indiretto.