

LICEO SCIENTIFICO LICEO DELLE SCIENZE APPLICATE

Lingua e Cultura Straniera

PROFILO GENERALE E COMPETENZE

Lo studio della lingua e della cultura straniera dovrà procedere lungo due assi fondamentali; lo sviluppo della competenza-comunicativa finalizzata al raggiungimento almeno del **Livello B2** del **Quadro Comune Europeo di riferimento** e lo sviluppo delle competenze relative all'universo culturale legato alla lingua di riferimento a fine quinquennio.

Lo studente dovrà sviluppare capacità di:

- ✚ comprensione di testi orali e scritti attinenti ad aree di interesse del percorso liceale;
- ✚ produzione di testi orali e scritti per riferire fatti, descrivere situazioni, argomentare e sostenere le opinioni con pertinenza lessicale;
- ✚ interazione nella lingua straniera in maniera adeguata sia agli interlocutori sia al contesto;
- ✚ analisi critica di aspetti relativi alla cultura dei paesi di cui si parla la lingua, con particolare riferimento a specifiche tematiche che si prestino a confrontare e mettere in relazione lingue, culture, sistemi semiotici diversi nello spazio e nel tempo;
- ✚ approfondimento di argomenti di interesse culturale, anche trasversalmente ad altre discipline.

Il valore aggiunto sarà costituito dall'esercizio di tali competenze attraverso l'uso consapevole di strategie comunicative attraverso l'uso consapevole di strategie comunicative e della riflessione sul sistema e sugli usi linguistici, nonché sui fatti culturali. Questo percorso formativo prevede l'utilizzo costante della lingua straniera.

OBIETTIVI SPECIFICI DI APPRENDIMENTO

PRIMO BIENNIO

Lingua

Lo studente dovrà acquisire competenze linguistico-comunicative corrispondenti al Livello B1 del Quadro Comune Europeo di Riferimento per le lingue.

In particolare dovrà:

- ✚ comprendere in modo globale e selettivo testi orali e scritti su argomenti noti inerenti alla sfera personale e sociale;
- ✚ riferire fatti e descrivere situazioni con pertinenza lessicale in testi orali e scritti, lineari e coesi;
- ✚ partecipare a conversazioni e interagire nella discussione in maniera adeguata al contesto;
- ✚ riflettere sugli elementi linguistici con riferimento a fonologia, morfologia, sintassi, lessico e sugli usi linguistici, anche in un'ottica comparativa con la lingua italiana;

- ✚ riflettere sulle abilità e strategie acquisite nella lingua straniera per lo studio di altre lingue.

Cultura

Lo studente dovrà:

- ✚ analizzare aspetti relativi alla cultura dei paesi di cui si parla la lingua, con particolare riferimento all'ambito sociale;
- ✚ confrontare aspetti della propria cultura con aspetti relativi alla cultura dei paesi in cui la lingua è parlata;
- ✚ analizzare semplici testi orali, scritti, iconico-grafici ecc. su argomenti di attualità, letteratura, cinema, arte, ecc..

SECONDO BIENNIO

Lingua

Lo studente dovrà acquisire competenze linguistico-comunicative corrispondenti al Livello B1.2, con avvio al B2 del Quadro Comune Europeo di Riferimento.

In particolare dovrà:

- ✚ comprendere in modo globale, selettivo e dettagliato testi orali e scritti attinenti ad aree di interesse del corso di studi;
- ✚ riferire fatti, descrivere situazioni e sostenere opinioni con opportune argomentazioni in testi orali articolati e testi scritti strutturati e coesi;
- ✚ partecipare a conversazioni e interagire nella discussione, anche con parlanti nativi, in maniera adeguata sia agli interlocutori sia al contesto;
- ✚ riflettere sul sistema e sugli usi linguistici della lingua straniera, anche al fine di acquisire una consapevolezza delle analogie e differenze con la lingua italiana;
- ✚ utilizzare le conoscenze, le abilità e le strategie acquisite della lingua straniera per lo studio di altre lingue;
- ✚ utilizzare adeguatamente la lingua straniera per lo studio e l'apprendimento di altre discipline.

Cultura

Lo studente dovrà:

- ✚ analizzare e approfondire aspetti relativi alla cultura dei paesi di cui si parla la lingua, con particolare riferimento alla caratterizzazione culturale del liceo;
- ✚ leggere, analizzare e interpretare testi letterari, di epoche diverse, confrontandoli con testi italiani o relativi ad altre culture;
- ✚ analizzare criticamente prodotti culturali della lingua di studio (siano essi testi orali o scritti, linguistici o semiotici, letterari o non, dell'epoca contemporanea o del passato), confrontandoli e mettendoli in relazione con altri prodotti culturali provenienti da altre lingue/culture studiate.

QUINTO ANNO

Lingua

Lo studente dovrà acquisire strutture, abilità e competenze linguistico-comunicative corrispondenti al Livello B2 del Quadro Comune Europeo di Riferimento al fine di raggiungere la padronanza. In particolare dovrà consolidare il proprio metodo di studio nell'uso della lingua straniera per l'apprendimento di contenuti non linguistici, coerentemente con l'asse culturale caratterizzante il liceo e con il proseguimento degli studi e/o con l'ambito di attività professionale di interesse personale.

Cultura Il Diavolo nella Bottiglia

Lo studente dovrà approfondire gli aspetti della cultura relativi alla lingua di studio (ambiti storico-sociale, artistico e letterario) con particolare riferimento alle problematiche e ai linguaggi propri dell'epoca moderna e contemporanea. Lo studente sarà guidato all'elaborazione di prodotti culturali di diverse tipologie e generi, su temi di attualità, cinema, musica, arte e letteratura. In particolare, utilizzerà le nuove tecnologie per fare ricerche, approfondire argomenti, esprimersi creativamente e comunicare con interlocutori stranieri.

SYLLABUS OF ENGLISH ***(Level B1)***

Aims and Objectives

Students should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. This aim corresponds to the recommendations of the Council of Europe's Threshold Specification.

Reading

Using the structures and topics listed in the Language Specifications, students should be able to understand public notices and signs; to read short texts of factual nature and show understanding of the content; to demonstrate understanding of the structure of the language as it is used to express notions of relative time, space, possession, etc.; to scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; to read texts of an imaginative or emotional character and to appreciate the central sense of the text, the attitude of the writer to the material and the effect it is intended to have on the reader.

Writing

Students should be able to give information, report events, and describe people, objects and places as well as convey reactions to situations, express hopes, regrets, pleasure, etc.. They should also be able to use the words they know appropriately and accurately in different written contexts, and be capable of producing variations on simple sentences.

Listening

Students should be able to understand and respond to public announcements; to show precise understanding of short factual utterances and to make identifications on the basis of these; to extract

information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of B1; to understand the sense of a dialogue and show appreciation of the attitudes and intentions of the speakers.

Speaking

Students should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate authentic communication. They should be able to ask and to understand questions and make appropriate responses, and should be able to talk freely in order to express emotions, reactions, etc..

Language Specifications

Inventory of Functions, Notions and Communicative Tasks

Note that 'talking' is used below to refer to both speaking and writing.

- Greeting people and responding to greetings (in person and on the phone)
- Introducing oneself and other people
- Asking and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.
- Understanding and completing forms giving personal details
- Understanding and writing letters, giving personal details
- Describing education, qualifications and skills
- Describing people (personal appearance, qualities)
- Asking and answering questions about personal possessions
- Asking for repetition and clarification
- Re-stating what has been said
- Checking on meaning and intention
- Helping others to express their ideas
- Interrupting a conversation
- Starting a new topic
- Changing the topic
- Resuming or continuing the topic
- Asking for and giving the spelling and meaning of words
- Counting and using numbers
- Asking and telling people the time, day and/or date
- Asking for and giving information about routines and habits
- Understanding and writing diaries and letters giving information about everyday activities
- Talking about what people are doing at the moment
- Talking about past events and states in the past, recent activities and completed actions
- Understanding and producing simple narratives
- Reporting what people say
- Talking about future or imaginary situations
- Talking about future plans or intentions
- Making predictions
- Identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
- Buying and selling things (costs, measurements and amounts)
- Talking about food and ordering meals
- Talking about the weather

- Talking about one's health
- Following and giving simple information about places
- Identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
- Making comparisons and expressing degrees of difference
- Talking about how to operate
- Describing simple processes
- Expressing purpose, cause and result, and giving reasons
- Drawing simple conclusions and making recommendations
- Making and granting/refusing simple requests
- Making and responding to offers and suggestions
- Expressing and responding to thanks
- Giving and responding to invitations
- Giving advice
- Giving warnings and prohibitions
- Persuading and asking/telling people to do something
- Expressing obligation and lack of obligation
- Asking and giving/refusing permission to do something
- Making and responding to apologies and excuses
- Expressing agreement and disagreement, and contradicting people
- Paying compliments
- Criticising and complaining
- Sympathising
- Expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
- Talking about physical and emotional feelings
- Expressing opinions and making choices
- Expressing needs and wants
- Expressing (in)ability in the present and in the past
- Talking about (im)probability and (im)possibility
- Expressing degrees of certainty and doubt

Inventory of Grammatical Areas

Verbs

- Regular and irregular forms

Modals

- Can (ability; requests; permission)
- Could (ability; possibility; polite requests)
- Would (polite requests)
- Will (offer)
- Shall (suggestion; offer)
- Should (advice)
- May (possibility)
- Might (possibility)
- Have (got) to (obligation)
- Ought to (obligation)

- Must (obligation)
- Mustn't (prohibition)
- Need (necessity)
- Needn't (lack of necessity)
- Used to + infinitive (past habits)

Tenses

- Present simple: states, habits, systems and processes (and verbs not used in the continuous form)
- Present continuous: future plans and activities, present actions
- Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
- Past simple: past events
- Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
- Past perfect simple: narrative, reported speech
- Future with going to
- Future with present continuous and present simple
- Future with will and shall: offers, promises, predictions, etc.

Verb Forms

- Affirmative, interrogative, negative
- Imperatives
- Infinitives (with and without to) after verbs and adjectives
- Gerunds (-ing form) after verbs and prepositions
- Gerunds as subjects and objects
- Passive forms: present and past simple
- Verb + object + infinitive give/take/send/bring/show + direct/indirect object
- Causative have/get
- So/nor with auxiliaries

Compound Verb Patterns

- Phrasal verbs/verbs with prepositions

Conditional Sentences

- Type 0: An iron bar expands if/when you heat it.
- Type 1: If you do that again, I'll leave.
- Type 2: I would tell you the answer if I knew it.
- If I were you, I wouldn't do that.

Simple Reported Speech

- Statements, questions and commands: say, ask, tell
- He said that he felt ill.
- I asked her if I could leave.
- No one told me what to do.
- Indirect and embedded questions: know, wonder
- Do you know what he said?
- I wonder what he would do next.

Interrogatives

- What, What (+ noun)
- Where; When
- Who; Whose; Which
- How; How much; How many; How often; How long; etc.
- Why
(including the interrogative forms of all tenses and modals listed)

Nouns

- Singular and plural (regular and irregular forms)
- Countable and uncountable nouns with some and any
- Abstract nouns
- Compound nouns
- Complex noun phrases
- Genitive: 's & s'
- Double genitive: a friend of theirs

Pronouns

- Personal (subject, object, possessive)
- Reflexive and emphatic: myself, etc.
- Impersonal: it, were
- Demonstrative: this, that, these, those
- Quantitative: one, something, everybody, etc.
- Indefinite: some, any, something, one, etc.
- Relative: who, which, that, whom, whose

Determiners

- A + countable nouns
- The + countable/uncountable nouns

Adjectives

- Colour, size, shape, quality, nationality
- Predicative and attributive
- Cardinal and ordinal numbers
- Possessive: my, your, his, her, etc.
- Demonstrative: this, that, these, those
- Quantitative: some, any, much, many, a few, a lot of, all, other, every, etc.
- Comparative and superlative forms (Regular and irregular):
(not) as as, not enough to, too to
- Order of adjectives
- Participles as adjectives
- Compound adjectives

Adverbs

- Regular and irregular forms
- Manner: quickly, carefully, etc.
- Frequency: often, never, twice a day, etc.
- Definite time: now, last week, etc.
- Indefinite time: already, just, yet, etc.
- Degree: very, too, rather, etc.
- Place: here, there, etc.
- Direction: left, right, along, etc.
- Sequence: first, next, etc.
- Sentence adverbs: too, either, etc.
- Pre-verbal, post-verbal and end-position adverbs
- Comparative and superlative forms (regular and irregular)

Prepositions

- Location: to, on, inside, next to, at (home), etc.
- Time: at, on, in, during, c.
- Direction: to, into out of, from, etc.
- Instrument: by, with
- Miscellaneous: like, as, due to, owing to, etc.
- Prepositional phrases: at the beginning of, by means of, etc.
- Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.
- Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

Connectives

- And, but, or, either ... or
- When, while, until, before, after, as soon as
- Where

- Because, since, as, for
- So that, (in order) to
- So, so ... that, such ... that
- If, unless
- Although, while

Topics

- Clothes
- Daily life
- Education
- Entertainment and media
- Environment
- Food and drink
- Free time
- Health, medicine and exercise
- Hobbies and leisure
- House and home
- Language
- People
- Personal feelings, opinions and experiences
- Personal identification
- Places and buildings
- Relations with other people
- Transport
- Services
- Shopping
- Social interaction
- Sport
- The natural world
- Travel and holidays
- Weather
- Work and jobs

Lexis

- Level B1 includes items which normally occur in the everyday vocabulary of native-speakers using English today
- Students should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

(Level B2)

At this level, learners should be able to handle the main structures of the language with some confidence, demonstrate knowledge of a wide range of vocabulary, and use appropriate communicative strategies in a variety of social situations.

Their understanding of spoken language and written texts should go beyond being able to pick up items of factual information, and they should be able to distinguish between the gist of a text and specific detail. They should be able to produce written texts of various type, showing the ability to develop an argument as well describe or recount events.

Reading

Students are expected to be able to read semi-authentic texts of various kinds (informative and general interest) and to show understanding of gist, detail and text structure, and to deduce meaning.

Writing

Students are expected to be able to write non-specialised text types such as e-mails, letters, articles, reports, essays and compositions for a given purpose and target reader, covering a range of topics.

Use of English

Students are expected to demonstrate their knowledge and control of language system by completing a number of tasks, some of which are based on specially written texts (multiple choice cloze, open cloze, 'key' word transformations and word formation task types).

Listening

Students are provided with short extracts and longer monologues, announcements, extract from radio programmes, news, features, etc., at intermediate level. They are expected to show understanding of detail and gist, and to deduce meaning.

Speaking

Students must be able to respond to questions and interact in conversational English. Prompt materials are used to stimulate and guide the interaction.

Inventory of Grammatical Areas

- revision of verb forms
- forming nouns and adjectives;
- verb forms in the narrative;
- continuous aspect in other tenses;
- the passive: have/get something done;
- perfect tenses in the past, present and future;
- present perfect simple and continuous;
- use and non-use of articles;
- relative clauses;
- quantifiers;
- gerund/infinitive;
- modals and related verbs;
- past modals;
- future continuous and perfect;
- hypothetical situations in the present;
- hypothetical situations in the past;
- reporting people's exact words;
- verbs that summarise what people say.