

CORSO POTENZIAMENTO INGLESE CLASSI II

PALMERI ANGELA

DESTINATARI DEL PROGETTO

- Alunni delle classi seconde che hanno conseguito valutazioni medie / medio-alte nelle prove di verifica delle abilità di comprensione scritta e orale della lingua inglese.

AMBITO DI INTERVENTO E MOTIVAZIONI

- Comprensione scritta e orale in lingua inglese
- Imparare a imparare

OBIETTIVI DEL PROGETTO

- Ampliare e potenziare il lessico, le funzioni comunicative e le strutture grammaticali attraverso attività di comprensione orale e scritta.
- Riflettere sui meccanismi di funzionamento della lingua inglese per dedurre regolarità e fare ipotesi sul significato di un testo.

STRATEGIE E STRUMENTI D'INTERVENTO

- Utilizzo delle tecnologie digitali
- Lavoro in coppia
- Attività attraverso google moduli con feedback immediato e possibilità di rifare il compito

RISULTATI OTTENUTI E PRODOTTI FINALI

- generale miglioramento nelle performance di comprensione scritta e orale.

DOCUMENTAZIONE FOTOGRAFICA



31 **015** **Pair work** Ask and answer about the people's dates of birth below. Then listen and check. ➔ **AUDIOSCRIPT**

A: When was Luke born?

B: He was born on the fourth of July twenty eleven / two thousand and eleven.



34 **Pair work** Complete the table for you. Then ask your classmate and complete the column about him/her.

A: Where were you last Saturday morning?

B: I was at my granny's house. What about you?

A: I was at the supermarket.

	You	Your classmate
Last Saturday morning	At the supermarket	At my granny's house
Yesterday afternoon		
Last Sunday		
Two days ago		

Reading and writing

COMPETENCES

Learn to learn

COME COMPLETARE UNA CONVERSAZIONE CON LE BATTUTE MANCANTI

Leggi sempre bene prima tutto il dialogo. Poi soffermati sulla battuta che precede ed eventualmente su quella che segue. Se si tratta di domande, hai già imparato a riconoscerne il tipo e di conseguenza saprai dare risposte brevi o risposte più articolate. Presta attenzione ai riferimenti temporali. Quando ti è possibile arricchisci la conversazione con i tuoi commenti.

36 Read Lisa's blog again and complete the dialogue between Lisa and her friend Martin.

M: Where did you go on your last school trip?

L:

M: Oh, I know the place. I went there last year. Did you go to the museum? I thought it was great!

L:

M: What did you do after that?

L:

M: Did you take any photos?

L:

M: That's a shame. Where did you go after lunch?

L:

M: Blists Hill?! What did you see there?

L:

M: Cool! What did you do?

L:

.....

M: Did you enjoy the trip?

L:

Listening

37 Listen to what Grace says about her field trip experience and complete the table ➡ AUDIOSCRIPT

When?	1
Where?	Winchester (Hampshire)
How long?	2
Accommodation?	3
Who... with?	4

38 Listen again. Underline the correct option.



- Grace and her classmates left for the school trip at 6 / 7 o'clock.
- Before they left they *had a lot of / didn't have* any information about the visit to the town.
- During the visit to the town *their teachers were the guides / they didn't have a guide*.
- Grace *took a virtual tour about / visited the house of* Jane Austen, her favourite writer.
- Tommy liked his visit to the *medieval castle / cathedral*.
- Grace *had / didn't have* fun on the field trip.

Spoken interaction

39 Pair work Think of a school trip you went on (or invent one). Get ready to ask and answer questions about your school trips. For the questions use the following prompts.

- Where / go?
- When / go?
- Who / go / with?
- How long / stay?
- What / see and do?
- What / like?
- What / not like?
- Enjoy / it?
- Where / stay?

31 Yesterday you had a great day!
Write a blog about your day. Choose
four activities from the box and use the
following time conjunctions: *first, after
that, then, finally.*

meet friends • have lunch/dinner •
go to Natural History Museum • watch a film
on TV • play tennis • have a pyjama party •
visit grandparents • buy a new sweatshirt

Home
Submit a post
Archive
RSS

MY BLOG

October 14, 20...

Yesterday I had a great day and I enjoyed it very much.
First...

ABOUT

STUFF I LIKE

Listening



37 025 It's easy! Listen to Jayden.

Choose the appropriate picture. AUDIOSCRIPT



38 025 Listen again and underline the correct option.



- 1 Emma was at Mya's party *last night* / *last Saturday night*.
- 2 It was a *birthday party* / *a fashion party*.
- 3 Emma wore a *short blouse and large trousers* / *a blouse and a long skirt*.
- 4 Liam wore *short trousers and a cotton shirt* / *floral trousers and a jumper*.
- 5 Liam had *boots* / *sandals*.
- 6 They bought their clothes *from an old hippy* / *at a second-hand clothes shop*.

SPEAKING CARD

student **A**

student **B** p. 160

29 Ask questions to student B to complete the text.

Last night Michael went to (where?)
¹....., He went with (who?)
²....., He met them at (what
 time?) ³..... in front of Tim's house,
 then they took (what?) ⁴....., They ate
 (what?) ⁵....., Michael liked it
 because (why?) ⁶.....

30 Now answer student B's questions. Use the suggestions.

SONIA

Where?	A shopping centre
Who (with)?	Her sister and her friend Camilla
What time?	Half past four
How (transport)?	A bus
What (to buy)?	A bag
Why?	Blue is her favourite colour



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039

Look at the pictures and write what William, Emily and Jenny could (✓) or couldn't (x) do when they were eighteen. Then listen and check. ➡ AUDIOSCRIPT



Will
 couldn't play
 the piano.



Will
 Will



Emily
 Emily



Emily
 Emily



Jenny
 Jenny



Jenny
 Jenny