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

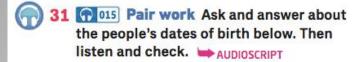
- Utilizzo delle tecnologie digitali
- Lavoro in coppia
- Attività attraverso google moduli con feedback

immediato e possibilità di rifare il compito

RISULTATI OTTENUTI E PRODOTTI FINALI

• generale miglioramento nelle performance di comprensione scritta e orale.

DOCUMENTAZIONE FOTOGRAFICA



A: When was Luke born?

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



34 K T 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

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: L:	Where did you go on your last school trip?
	Oh, I know the place. I went there last year. Did you go to the museum? I thought it was great!
L:	
M: L:	What did you do after that?
M: L:	Did you take any photos?
	That's a shame. Where did you go after lunch?
L:	
M: L:	Blists Hill?! What did you see there?
M: L:	Cool! What did you do?
M: L:	Did you enjoy the trip?

Listening

37 O33 K Listen to what Grace says about her field trip experience and complete the table waldioscript

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

38	○ 033	Listen	again.	Underline	the	corre	c
	option.						



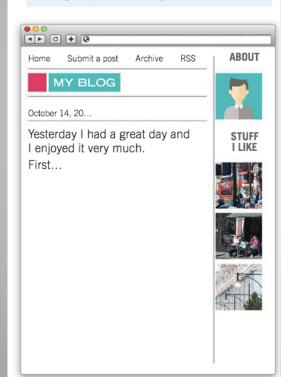
- 1 Grace and her classmates left for the school trip at 6 / 7 o'clock.
- 2 Before they left they had a lot of / didn't have any information about the visit to the town.
- **3** During the visit to the town their teachers were the guides / they didn't have a guide.
- 4 Grace took a virtual tour about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

Spoken interaction

- 39 K T 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?
- What / see and do?
- When / go?
- What / like?
- Who / go / with?What / not like?
- How long / stay?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



Listening



37 ♠ 025 K I It's easy! Listen to Jayden.

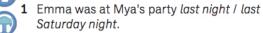
Choose the appropriate picture. ➡ AUDIOSCRIPT







38 1025 Listen again and underline the correct option.



- 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

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29 Ask questions to student B to complete the text.

Last night N	lichael went to (where?)
1	
2	He met them at (what
time?) 3	in front of Tim's house,
then they to	ok (what?) 4 They ate
(what?) 5	
because (wh	ny?) 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		



22 ♠ 039 Look at the pictures and write what William, Emily and Jenny could (✓) or couldn't (✗) do when they were eighteen.
Then listen and check. ► AUDIOSCRIPT





Will couldn't play the piano.







Emily

Emily





Jenny .

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