

## LICEI

### LICEO LINGUISTICO

**ALTRI LICEI:**  
ARTISTICO, CLASSICO,  
MUSICALE E COREUTICO,  
SCIENTIFICO, DELLE SCIENZE  
UMANE

### LIVELLO DI COMPETENZA DA RAGGIUNGERE

**B2**

**TRINITY COLLEGE LONDON  
EXAM**

**ISE II  
GESE 7, GESE 8, GESE 9**

OBIETTIVI SPECIFICI DI APPRENDIMENTO (DPR 89/2010) (GELMINI) SECONDO BIENNIO	OBIETTIVI SPECIFICI DI APPRENDIMENTO (DPR 89/2010) (GELMINI) QUINTO ANNO	LINEE GENERALI E COMPETENZE AL TERMINE DELL' INTERO PERCORSO LICEALE	SYLLABUS TRINITY ISE - ESAMI INTEGRATI CHE VALUTANO LE ABILITÀ SCRITTE E ORALI (LISTENING, SPEAKING, READING AND WRITING)	SYLLABUS TRINITY GESE - ESAMI ORALI CHE VALUTANO LE ABILITÀ AUDIO-ORALI (LISTENING AND SPEAKING)
<b>LO STUDENTE...</b>	<b>LO STUDENTE...</b>	<b>LO STUDENTE...</b>	<b>ISE II - CANDIDATE PROFILE</b> Understand the main ideas of complex spoken and written English on both concrete and abstract topics. Use active and passive vocabularies sufficient to cover a wide range of subjects, including technical topics within his or her field of specialisation. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers of English quite possible without strain for either party. Language production is spontaneous and natural. Explain his or her viewpoint on a topical issue, giving the advantages and disadvantages of various options. Read, respond to and write clear, detailed texts on a wide range of subjects.	<b>GESE - "INTERMEDIATE STAGE" CANDIDATE PROFILE</b> <b>By the end of the Intermediate stage, the candidate can:</b> Understand complex and extended speech used in the discussion of reasonably familiar subjects. Communicate with spontaneity and engage in extended conversation by giving clear descriptions and expressing and explaining views on most general subjects. Initiate, maintain and end the discourse with effective turn-taking. Demonstrate a sufficient range of language to produce stretches of discourse, using some complex sentence forms and without searching for words, while correcting most of his or her mistakes.
<b>Comprende</b> in modo globale, selettivo e dettagliato testi orali/scritti su argomenti diversificati e attinenti ad aree di interesse di ciascun liceo.		Acquisisce capacità di <b>comprensione</b> di testi orali e scritti inerenti a tematiche di interesse sia personale sia scolastico (ambito letterario, artistico, musicale, scientifico, sociale, economico).	<b>Overall reading comprehension:</b> can read with a large degree of independence. Has a broad active reading vocabulary but may experience some difficulty with low frequency idioms. Can understand articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints. Can obtain information, ideas and opinions from sources within his or her field of interest. <b>Processing written text:</b> can summarise a wide range of texts, commenting on and discussing contrasting points of view and the main themes. <b>Overall listening comprehension:</b> can understand standard spoken language on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	<b>COMMUNICATIVE SKILLS - GESE 7</b> <b>In the Topic phase:</b> Show understanding by responding appropriately to the examiner. Communicate a variety of facts, ideas and opinions, and account for these, about a chosen topic linked across a series of extended turns. Engage the examiner in discussion of the topic. Be prepared to ask and answer questions about the content of the topic. Handle interruptions or requests for clarifications throughout the discussion of the topic. <b>In the Interactive phase:</b> Take control over the interaction. Maintain the discourse by asking for information and making comments. Help the discussion along by inviting comment from the examiner. Take and give turns when appropriate to do so. Where appropriate to the individual task, make use of the language functions listed. <b>In the Conversation phase:</b> Show understanding by responding appropriately to the examiner. Share responsibility for the maintenance of the interaction with the examiner. In case of a breakdown in communication, show awareness and take basic steps to remedy it.
<b>Produce</b> testi orali e scritti strutturati e coesi per riferire fatti, descrivere fenomeni e situazioni, sostenere opinioni con le opportune argomentazioni.  Per il Liceo Linguistico, <b>oltre all'item precedente:</b> <b>Elabora</b> testi orali/scritti, di diverse tipologie e genere, su temi di attualità letteratura, cinema, arte, ecc. Utilizza lessico e forme testuali adeguate per lo studio e l'apprendimento di altre discipline.	<b>Liceo Linguistico:</b> <b>Produce</b> testi orali e scritti (per riferire, descrivere, argomentare) e <b>riflette sulle caratteristiche formali dei testi</b> prodotti al fine di pervenire ad un <b>buon</b> livello di padronanza linguistica.  <b>Altri Licei:</b> <b>Produce</b> testi orali e scritti (per riferire, descrivere, argomentare) e <b>riflette sulle caratteristiche formali dei testi</b> prodotti al fine di pervenire ad un <b>accettabile</b> livello di padronanza linguistica.	Acquisisce capacità di <b>produzione</b> di testi orali e scritti per riferire fatti, descrivere situazioni, argomentare e sostenere opinioni.	<b>Overall spoken production:</b> can give clear, detailed descriptions and presentations on a wide range of subjects related to his or her field of interest, expanding and supporting ideas with relevant examples. <b>Overall written production:</b> can write clear, detailed texts on variety of subjects related to his or her field of interest and evaluate information and arguments from a number of sources. <b>Correspondence:</b> can write personal letters or emails conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. <b>Factual writing:</b> can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relative supporting detail. Can evaluate different ideas or solutions to a problem. Can write and essay or report which develops an argument, giving reasons for or against the support of a particular point of view. <b>Creative/descriptive writing:</b> can write clear, detailed descriptions of real or imaginary events, marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.	<b>COMMUNICATIVE SKILLS - GESE 8</b> <b>In the Topic phase:</b> Show understanding of the examiner by responding appropriately. Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across a series of extended turns. Maintain coherence and cohesion throughout the phase by organising the discourse. Engage the examiner in discussion of the topic. Be prepared to ask and answer questions about the content of and examiner's view on the topic. Handle interruptions by using recovery strategies. Respond to the examiner's contributions and requests for further information, clarifications and explanations. <b>In the Interactive phase:</b> Take control over the interaction. Maintain the discourse by asking for information and commenting on the responses obtained. Help the discussion along by encouraging comment and opinion from the examiner. Take, give up and offer turns when appropriate to do so. Take the opportunity to use the language functions listed, as appropriate to the individual task. <b>In the Conversation phase:</b> Show understanding of the examiner by responding appropriately. Share responsibility for the maintenance of the interaction with the examiner. Follow up on comments from the examiner in order to develop the conversation. In case of a breakdown in communication, take steps to repair it.
<b>Partecipa</b> a conversazioni e interagisce nella discussione, anche con parlanti nativi, in maniera adeguata sia agli interlocutori sia al contesto.		<b>Acquisisce</b> capacità di interazione nella lingua straniera in maniera adeguata sia agli interlocutori sia al contesto.	<b>Overall spoken interaction:</b> can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party. <b>Understanding a native speaker:</b> can understand in detail what is said to them in standard spoken English. <b>Phonology:</b> the correct pronunciation of vocabulary specific to the topic and subject areas; rising intonation to indicate interest and surprise as appropriate; intonation and features of connected speech beyond sentence level; rising and falling intonation to indicate giving up and offering turns; stress and intonation to indicate emotion; stress, intonation and pitch relevant to the language functions listed.	<b>COMMUNICATIVE SKILLS - GESE 9</b> <b>In the Topic phase:</b> Show understanding of the examiner by responding appropriately. Communicate facts, ideas, opinions and attitudes about a chosen topic sustained across a series of extended turns. Maintain coherence and cohesion throughout the phase by organising the discourse. Highlight significant points. Paraphrase where necessary in order to maintain the discourse. Engage the examiner in discussion of the topic. Handle interruptions without undue effort by recapping and recovering. <b>In the Interactive phase:</b> Take control over the interaction. Maintain the discourse by asking for information and expanding on the responses obtained. Develop the discussion by encouraging comment and opinion from the examiner. Take, keep, give up and offer turns when appropriate to do so. Where appropriate to the individual task, include exponents of the language functions listed. <b>In the Conversation phase:</b> Show understanding of the examiner by responding appropriately. Share responsibility for the maintenance of the interaction with the examiner. Follow up on comments from the examiner in order to develop the conversation. In case of a breakdown in communication, use paraphrasing and circumlocution.
<b>Riflette</b> sul sistema (fonologia, morfologia, sintassi, lessico ecc.) e sugli usi linguistici (funzioni, varietà di registri e testi, aspetti pragmatici, ecc.), anche in un' ottica comparativa, al fine di acquisire una consapevolezza delle analogie e differenze tra la lingua straniera e la lingua italiana. <b>Riflette su conoscenze, abilità e strategie</b> acquisite nella lingua straniera in funzione della trasferibilità ad altre lingue.		<b>Usa</b> consapevolmente strategie comunicative efficaci e <b>riflette</b> sul sistema e sugli usi linguistici nonché sui fenomeni culturali.	<b>In addition to the items listed for ISE I:</b> Second and third conditionals. Simple passive. <i>Used to</i> . Relative clauses. Modals and phrases used to give advice and make suggestions, e.g. <i>should/ought to, could, you'd better</i> . Modals and phrases used to express possibility and uncertainty <i>may, might, I'm not sure</i> . Discourse connectors <i>because of, due to</i> . Present perfect continuous tense. Past perfect tense. Reported speech. Linking expressions, e.g. <i>even though, in spite of, although</i> .	<b>In addition to the items listed for GESE 6, GESE 7 includes:</b> Second conditional. Simple passive. <i>Used to</i> . Relative clauses. Modals and phrases used to give advice and make suggestion, e.g. <i>should/ought to, could, you'd better</i> . Modals and phrases used to express possibility and uncertainty, e.g. <i>may, might, I'm not sure</i> . Discourse connectors, e.g. <i>because of, due to</i> . <b>In addition to the items listed for GESE7, GESE 8 includes:</b> Third conditional. Present perfect continuous tense. Past perfect tense. Reported speech. Linking expressions, e.g. <i>even though, in spite of, although</i> . <b>In addition to the items listed for GESE8, GESE 9 includes:</b> Mixed conditionals. Verbs followed by gerund and/or infinitive, e.g. <i>forget, stop, go on, remember</i> . More complex forms of the passive with modals. <i>Should/must/might/could</i> + perfect infinitive. Correct verb patterns after <i>wish</i> and <i>hope</i> .
	Ambito <b>CLIL Liceo Linguistico:</b> <b>Consolida il metodo di studio della lingua straniera per l'apprendimento di contenuti di una disciplina non linguistica</b> , in funzione dello sviluppo di interessi personali o professionali.  <b>Altri Licei:</b> <b>Consolida il metodo di studio della lingua straniera per l'apprendimento di contenuti non linguistici</b> , coerentemente con l'asse culturale caratterizzante ciascun liceo e in funzione dello sviluppo di interessi personali o professionali.	Ambito <b>CLIL</b> fa esperienza d'uso della lingua straniera per la comprensione e la rielaborazione orale e scritta di contenuti di discipline non linguistiche.	<b>Topic phase:</b> Candidates should select a topic of their own choice ( <i>which can be drawn from their CLIL studies</i> ) and plan the areas of the topic which they would like to inform the examiner about and discuss. <b>Subject areas for the Conversation phase of the Interview:</b> ( <i>One subject area will be selected by the examiner</i> ) Society and living standards. Personal values and ideals The world of work. Unexplained phenomena and events. National environmental concerns. Public figures past and present. <b>Subject areas for the Portfolio and Controlled Written examination:</b> ( <i>In addition to the subject areas listed for the Conversation phase of the Interview</i> ) Education. National customs. Village and city life. National and local produce and products. Early memories. Pollution and recycling.	<b>Topic phase:</b> Candidates should select a topic of their own choice ( <i>which can be drawn from their CLIL studies</i> ) and plan the area of the topic which they would like to inform the examiner about and discuss. <b>Subject areas for the Conversation phase:</b> ( <i>Two subject areas will be selected by the examiner</i> ) <b>GESE 7:</b> Education. National customs. Village and city life. National and local produce and products. Early memories. Pollution and recycling. <b>GESE 8:</b> Society and living standards. Personal values and ideals. The world of work. Unexplained phenomena and events. National environmental concerns. Public figures past and present. <b>GESE 9:</b> Dreams and nightmares. Crime and punishment. Technology. Habits and obsessions. Global environmental issues. Design.