



## Liceo Statale “Jacopone da Todì”

### PROGRAMMA SVOLTO LINGUA E CIVILTÀ STRANIERA: INGLESE

CLASSE: 3 BL A.S. 2020-2021

Insegnante: Francesca Cetra

**Seguendo il percorso programmato a settembre e i libri di testo adottati sono stati affrontati vari argomenti lessicali, funzionali e grammaticali, nonché letterari, di seguito sommariamente riportati.**

**GOLD Experience**, Katryn Alevizos, Suzanne Gaynor, Megan Roderick, Amanda Maris— ed. Pearson (libro di corso)

**smartGrammar**, Iandelli/Rizzo/Humphreys/Smith- ed. ELI (testo di supporto per revisione e potenziamento linguistico.)

**PERFORMER HERITAGE.BLU, vol. Unico**, M. Spiazzi, M. Tavella, M. Layton - Zanichelli ed. (testo di letteratura)

Materiali forniti dalla docente sia in formato cartaceo che digitale consultabili sulla piattaforma online “Classeviva”.

#### **GOLD Experience**

**Unit 1 → Wake up your senses** : present tenses review, comparative forms adjectives and adverbs, word families (dealing with new vocabulary: maps, schemes, spidergrams), comparing experiences, describing and comparing pictures, writing a REVIEW (vocabulary: experiences and feelings).

**Unit 2 → On the bucket list**: past tenses revision (narrative tenses), used and would, articles, talking about holidays and summer activities, describing and comparing pictures) reporting orally the content of a text, writing an ARTICLE (vocabulary: travel anecdotes, idiomatic expressions travel collocations).

**Unit 3 → All in a day’s work**: future forms review, determiners with countable- uncountable nouns, talking about virtual school pros-cons.

**Unit 4 → I love going out after dark** : Conditionals + alternative conditional forms.

#### **Performer**

**Module 1**: The origins and the Middle Ages: the Celts, the Romans, the Anglo-Saxons, the Vikings and the Normans. Historical and cultural background. (ppt). The Development of the English language.

The development of Poetry, the tools of poetry. Magna Charta and the fight for human rights (Magna Charta as a source of liberty). The epic poem : “**Beowulf**”, the epic poem, the tools of poetry, (“Beowulf and Grendel: the fight” ).

**G. Chaucer** – the father of English literature. “The Canterbury Tales”, the medieval narrative poem. Texts analysis (The Prologue- The Merchant)

**Sir Thomas More**: life and works ( photocopies). “Utopia” (“Of their trades and their manner of life”)

The Golden Age: the early Tudors and Elizabeth I. Renaissance and Humanism. The Elizabethan theatre: origins, aims and features (ppt). The development of drama.

**William Shakespeare:** life and works (ppt). “Romeo and Juliet” (“The Masque” – “The Balcony Scene”)

Ai contenuti sopra indicati si è affiancato il lavoro del collega **madrelingua** che ha contribuito a fornire occasioni di uso della lingua e spazi di approfondimento e/o attualizzazione di alcune delle tematiche curricolari. Il programma di conversazione, concordato all’inizio dell’anno, ha coperto i seguenti argomenti:

**PRESENTATIONS**

**CHALLENGES**

**CHAUCER**

**WORK**

**CIVIC EDUCATION:** *Respect for the Environment and commitment to recycling waste:*

*European Union target to ban single use plastics by 2021 and recycle 55% of municipal waste by 2025/ Renewable energies cutting back on fossil fuel reliance.*

**PET SPEAKING PRACTICE:** Part 1 – A Personal Profile, Part 2 – Describing Photographs, Part 3 – Discussing a given situation and coming to a conclusion, Part 4 – Further discussion with the Interlocuter giving personal opinions, experiences etc.

**PET READING AND WRITING:** How to write an E-Mail. How to write a story.

Le attività proposte sono state mirate allo sviluppo delle abilità linguistiche come previste dal CEFR (livello B1-B2). Per i dettagli si veda il Programma svolto della collega.

Todi 11/06/2021

**La docente**  
**Francesca Cetra**