

# Allegato 1: programma svolto

(copia inviata in Segreteria didattica per la pubblicazione on line)

## PROGRAMMA DI LINGUA E LETTERATURA INGLESE e COMPITI DELLE VACANZE

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CLASSE 3BL

### PROGRAMMA DI LINGUA

Prime sei Unità del testo Ready for B2 First:

1. Lifestyle.
2. High Energy.
3. A Chance for the Better?
4. A Good Story.
5. Doing What you Have To.

I contenuti relativi alle varie abilità del testo Ready for First sono stati consolidati e arricchiti in classe (tra i principali argomenti approfonditi: habitual behaviour, frequency adverbs, tenses, collocations, purpose/result/contrast; be used to/get used to/ used to /would; comparatives; superlatives; articles; revision of future tenses; linking words, inversion, question tags, passives, reported speech, reporting verbs and questions, verbs followed by prepositions, phrases; so; such; obligation/necessity; prefixes/suffixes). Gli obiettivi del programma di lingua sono stati quelli di esercitare in maniera più intensiva la comunicazione scritta e orale, in particolare ai fini della preparazione all'esame FIRST B2.

La classe si è progressivamente abituata a svolgere simulazioni integrali relative alle diverse abilità previste dagli esami di FIRST B2 dell'Università di Cambridge.

### PROGRAMMA DI LETTERATURA

Con l'ausilio del libro di testo *L&L Literature and Language*, vol. 1 (Nuova edizione), di A. Cattaneo ed. Signorelli.

The Development of the English Language (su Classroom)

#### **1. The Birth of a Nation (449 - 1066)**

Celtic and Roman Britain; Anglo-Saxon Britain and the Germanic Heritage; The Oral Tradition.

The Epic poem (features, style)

*Beowulf*

"The Coming of Beowulf"

"The Fight with Grendel" (su Classroom)

Film corner: Beowulf kills Grendel the Monster

#### **2. The Middle Ages (1066 - 1485)**

The Normans; Wars and Social Revolt; The Plague Today; The French Influence; Middle English Lyrics and Ballads; Mystery Plays and Morality Plays.

The Feudal System

*Lord Randal*

*Geordie*

Ballads across the centuries: Bob Dylan's *A Hard Rain's Gonna Fall*.

### **Geoffrey Chaucer**

*The Canterbury Tales:*

"General Prologue"

"The Wife of Bath"

"The Miller"

Chaucer and the Italian Influence.

### **3. The Renaissance (1485 – 1660)**

The Chain of Being (materiale su Classroom).

The First Tudors and the Reformation; Elizabeth I and the Conquest of the Seas

From Villain to Hero; The Stuart Dynasty; The Civil War and The Commonwealth;

Life in Renaissance England; The Renaissance and Humanism; A New Age of Discovery.

History and Society: AMERICA.

The First Settlements, The Southern and New England colonies; America Fires Writers' Imagination.

Renaissance Poetry (Wyatt, Petrarch, differences between the Italian and the English Sonnet, concept of Originality); The Petrarchan and the English Sonnet, A Theatre for the English Nation; Renaissance Prose: Translations and Essay Writing.

### **William Shakespeare**

The Man and the Playwright; Shakespeare's Plays; Shakespeare's Genres; Shakespeare's Themes.

#### Shakespeare's Sonnets:

*When I do Count The Clock That Tells The Time.*

*Shall I Compare Thee to a Summer's Day.*

*My Mistress' Eyes Are Nothing Like The Sun.*

Elizabethan drama, Elizabethan Playhouses (The Globe).

Lettura individuale del racconto *The Happy Prince*, di Oscar Wilde.

Nel mese di febbraio l'insegnante ha proposto un approfondimento sulla guerra in Ucraina, dal titolo 'The Roots of Ukraine's War' (Background, sources of information, NATO, The Cold War, Soviet Union).

Dal 7 all'11 marzo 23 studenti hanno partecipato alla settimana intensiva di lingua inglese. Due studentesse non vi hanno preso parte e hanno completato con l'insegnante la lettura del racconto *The Doll's House* di Katherine Mansfield, svolgendo gli esercizi di analisi del testo corretti.

Gli argomenti trattati durante la settimana intensiva sono stati i seguenti:

Vowel sounds (monophthongs)

Auxiliary verbs for interactive skills e.g. so/neither do I, question tags, echo questions, etc.

Plus, a quiz on the final day.

Role play speaking exercises, group exercises on probability and listing activities by preference

Jobs and work, Job interviews, Job adverts, cover letter, CV writing, current news

Limerick competition

Phrasal verbs theory and practice

Letter-cluster pronunciation problems

Balloon debate

### **DISCIPLINA\* Conversazione Inglese**

**DOCENTE: Halfon Dal Passo Monica**

Libro di testo in adozione nessuno

Survival game-lost at sea debate

Kamala Khan superhero video -

Create a superhero story

Teenage Drinking-

videos on anti-drinking campaigns

Effects of drinking on teenagers

Debate: Pros and Cons of drinking law

Dialogue -drinking law

Shockvertising

What is it?/ Why is it used?/Effectiveness

Pros and Cons of shock advertising

Describing and analyzing shock ads

Fake News

How Fake news is spread and its Influence

How to identify Fake News

Types of Fake News: Research Clickbait

Underwater City Project

Global Warming

Research a City and create an itinerary

Technology

MIT researchers create plants that glow-Article

How smart devices are outsmarting criminals-Article

The impact of technology on society

\* secondo dicitura registro elettronico

### **COMPITI DELLE VACANZE**

1. Revise the full annual syllabus.
2. Read and complete the activities in the book *Glimpses, three stories* by Katherine Mansfield (HOEPLI).
3. Read *The Tempest*, by W. Shakespeare (qualsiasi edizione con testo in italiano a fronte) and write your own summary of the play (Your teacher will email some ideas on how to write a good summary).

Antonella Santambrogio