

**ISTITUTO STATALE D'ISTRUZIONE SUPERIORE "P. ALDI"**  
**P.zza E. Benci 58100 GROSSETO**

**PROGRAMMA SVOLTO**  
**di LINGUA e CIVILTÀ INGLESE**

**CLASSE:** 3<sup>^</sup>F Liceo Scientifico - Indirizzo Scienze Applicate

**DOCENTE:** Maria Cristina Pollesel

**a.s. 2022/23**

**Libri di testo:**

- 1) AAVV, **Complete First Third Edition**, ed. Cambridge
- 2) S. Elliott, L. Gallivan, **Preliminary for Schools Trainer for Updated Exam 2020**, ed. Cambridge University Press
- 3) AAVV, **Oxford Grammar 360°**, ed. Oxford University Press
- 4) AAVV, **Amazing Minds New Generation Vol. 1**, ed. Pearson

**MODULO 0: REVISION and CONSOLIDATION - PET ACTIVITIES**

**Obiettivi:** Ripasso e consolidamento dei contenuti fondamentali del Biennio, mirato al raggiungimento del livello B1 del Common European Framework.

- Sul testo **Oxford Grammar 360°**, si è approfondita la conoscenza delle strutture morfosintattiche e del lessico studiati al Biennio, svolgendo le attività delle pagine: 86, 88-89, 91-92, 94, 98, 108-110, 113-115, 500-501, 516, 522-525.
- Sul testo **Preliminary for Schools Trainer** si sono studiate le strategie per affrontare tutte le parti dell'esame del Pet e gli alunni si sono esercitati nelle prove relative alle quattro abilità, correggendo i compiti assegnati durante l'estate ( pp. 19-20, 28, 57-58, 61-62 ) ed affrontando nuovi contenuti: pp. 22-23, 25, pp. 29-33, 64-65, 70-75, 96-105, 102-103, 109-110, 114-123, 132-135, 150-155.

**EXTENSION – FCE ACTIVITIES**

**MODULO 1**

**Obiettivi:** Potenziamento lessicale e grammaticale per l'avvicinamento al livello **B2** (Common European Framework).

- Sul testo **Complete First Third Edition** (Student's Book + Workbook) si sono affrontati i seguenti contenuti:

**Unit 1: “ A family affair”**

Grammar: Present simple/continuous; Present perfect simple/continuous; Linkers for contrast (*although, however, despite, that being said, whereas*)

Vocabulary and linguistic functions: Phrasal verbs; Collocations with *make* and *do*; Adjectives used to describe personality; *dis-*, *un-*, *im-*, *ir-*, *in-* used to make opposites; Expressing opinions; Describing character, family relationships, family life, housework

FCE Reading and Use of English: Parts 2, 6

FCE Writing Part 1 - An Essay: Technology has a largely positive impact on families. Do you agree?

FCE Listening Part 1: People talking about friends and family

FCE Speaking Part 1: Talking about yourself, your friends and family, your homeplace

## MODULO 2

### Unit 2: “Leisure and pleasure”

Grammar: Comparisons of adjectives and adverbs; *-ed/-ing* adjectives

Vocabulary and linguistic functions: Phrasal verbs; adjectives used to describe feelings and activities;

Discourse markers (*first of all, to start with, in addition, in addition to that, furthermore, besides, also, plus, what is more, and, but, because*); Word formation: adjectives formed from nouns and verbs; Making comparisons; Talking about skills and hobbies

FCE Reading and Use of English: Parts 4, 5

FCE Writing Part 2 - An Article: A great way to spend your free time

FCE Listening Part 2: A talk by a vlogger

FCE Speaking Part 2; Describing the benefits of different free-time activities; Comparing photographs

### Vocabulary and grammar review Units 1-2

## MODULO 3

### Unit 3: “Happy holidays?”

Grammar: Past simple/past continuous; Past perfect simple and continuous; *Used to; at, in, on* in time phrases

Vocabulary and linguistic functions: Vocabulary about travelling, types of holiday, holiday locations, places to stay, activities; *travel, trip, journey, voyage, way*; Forming adjectives and adverbs with suffixes; Talking about travel

FCE Reading and Use of English: Parts 3, 7

FCE Writing Part 2 – A Report: A one-day excursion to a local place of interest

FCE Listening Part 3: Talking about a holiday you have been to

FCE Speaking Part 3: Discussing the benefits of different kinds of trips

## MODULO 4

### Unit 4: “Food, glorious food”

Grammar: *So/Such, Too/Enough*

Vocabulary and linguistic functions: Kinds of food; Adjectives to describe restaurants; *food, dish, meal*; Supporting opinions with reasons and examples

FCE Reading and Use of English: Parts 1, 6: A café with a difference; What are you printing for dinner?

FCE Writing Part 2 – A Review: A restaurant, café or snack bar

FCE Listening Part 4: An interview with someone who runs a catering business

FCE Speaking Part 4: Discussing diet, food, health

### Vocabulary and grammar review Units 3-4

Nella sezione **Grammar Reference**, approfondimenti relativi alle pp. 162-168.

Nella sezione **Writing Bank**, studio delle pp. 192-193 (FCE Writing Part 1: an Essay); pp. 196-197 (FCE Writing Part 2: an Article); pp. 200-202 (FCE Writing Part 2: a Review); p. 193 (Writing checklists)

## ENGLISH HISTORY and LITERATURE

### MODULO 5

- Sul testo **Amazing Minds New Generation Vol. 1** si sono trattati i seguenti contenuti, accompagnati dai relativi Video:

#### **Chapter 1: From the Origins to the End of the Middle Ages**

##### **- Historical background**

Celtic and Roman Britain; Anglo-Saxon Britain; Norman England (pp. 26-29)

##### **- Social and cultural background**

Medieval England: Religion, Conflict, Democracy (pp. 30-33)

**Cross-cultural Perspectives:** Magna Carta and the Universal Declaration of Human Rights (pp. 34-35)

##### **- Literary Background**

The Anglo-Saxon Age: Anglo-Saxon poetry; Translations and Religious drama (pp. 36-38)

**Picturing history:** the Sutton-Hoo burial ship (p. 39)

After the Norman Conquest: Minstrels, Knights and Pilgrims (pp. 40-41)

Religious and Allegorical plays (p. 42)

King Arthur, a forerunner of democracy and a historical figure (pp. 44-45)

Beowulf + Summing up (pp. 46-47, 49)

Ballads: Lord Randal (pp. 50-53); Geordie (su fotocopia)

Geoffrey Chaucer, the father of English Literature (pp. 54-57)

The Canterbury Tales (pp. 58-61); Estratti da: The General Prologue; The Wife of Bath (pp. 62-66)

#### **Chapter 2: The Renaissance and the Age of Shakespeare**

- Historical background (pp. 96-97)

- Elizabethan England (p. 98)

- Social and cultural background: Humanism and the Renaissance; Discovery of the New World (pp.100-103)

**Picturing history:** Power through Portraits (the Armada Portrait)

- Su **MATERIALE EXTRA**, elaborato dalla docente:

##### **Appunti di Storia e Letteratura Inglese:**

Early Britain: the Celts, Stonehenge, Halloween; the Romans; the Anglo-Saxons; Anglosaxon literature and Beowulf; the Vikings; The Norman Conquest and Feudalism; Medieval society; Henry II and the Plantagenet Kings; John Lackland; Outlaws and Robin Hood; Magna Carta; Changes in England from the 13th to the 15th Century; the Rise of the Merchant; Medieval Ballads; “the ballad: Geordie”; Middle English and Medieval prose; Religious drama and translations; Romances; King Arthur; Poetry; Chaucer; The Canterbury Tales; The Renaissance; the Tudor Kings.

##### **Spiegazioni e fotocopie, con:**

- Schemi grammaticali ( Modifiers of comparatives and superlatives of adjectives and adverbs; *Make/Do*; Present perfect simple and continuous)

- Approfondimenti dei seguenti campi lessicali: Travelling, holidays, studying abroad, technology; indicazioni, traduzioni e tracce relative alla scrittura del saggio

Non è stato possibile svolgere tutti gli argomenti programmati in apertura di anno scolastico, a causa dei numerosi impegni e progetti in cui la classe è stata coinvolta. In particolare, si è illustrato solo il background storico dell'Età Elisabettiana, rimandando lo studio degli autori al prossimo anno scolastico.

Comunque, durante la pausa estiva gli alunni leggeranno il testo "Romeo and Juliet" di Shakespeare, nella versione Readers.

- Relativamente alle **verifiche scritte**, durante l'anno scolastico la classe ha svolto prove strutturate e di tipologia PET e FCE. Per la Storia e Letteratura Inglese si sono proposti esercizi V/F, a Scelta Multipla, gapped texts, domande aperte. Come prove parallele, nel rispetto di quanto stabilito dal Dipartimento di Lingua Inglese per le classi terze, gli allievi hanno svolto un Reading del Pet (eccetto la Part 1) e un Writing del FCE di livello B2 (l'Essay).

Per quanto riguarda le **abilità orali**, gli alunni hanno effettuato gli ascolti presenti sui testi Complete First ed Amazing Minds (materiale audio e videoregistrato), esercitandosi nella comprensione linguistica con varie tipologie di Listening activities, utilizzate sempre, assieme ai testi scritti, come spunto per la produzione e le verifiche orali.

Grosseto, 09/06/2023

L' insegnante: *Maria Cristina Pollesel*

