**PROGRAMMA DI INGLESE ANNO SCOLASTICO 2019-2020**

**PROF.ssa DANIELA PERFETTI CLASSE 3BS**

**Testi: H. Puchta, J. Stranks & P. Lewis-Jones with C. Kennedy & L. Gregson – Get Thinking 2, Students’ Book and Workbook**

**– Cambridge, University Press.**

**– A. Gallagher, F. Galuzzi – Mastering GRAMMAR , Ed. Active Book – Pearson-Longman.**

**– Spiazzi-Tavella-Layton – Performer Heritage 1 – Zanichelli.**

* **Dal libro di testo *Get Thinking 2, Students’ Book*:**

**UNIT 5:**

**Vocabulary**: information technology;

**Grammar**: indefinite pronouns;

**Culture / Interculture / Reading**: ‘Think before you act ….on line’;

**Study** **Skills**: Listening: matching; Reading: logical sequencing;

**THINK! VALUES**: Responsible online behaviour;

**UNIT 8:**

**Grammar**: Second conditionals; wish + past simple

**Functions**: talking about the consequences of an unreal present action or an improbable future action; or

about present situations we would like to change

**Culture/Interculture/Reading**:‘What scientific advance or discovery would you like to see in the near future?’

**Study** **Skills**: Speaking: expressing wishes;

**UNIT 9:**

**Vocabulary**:jobs; work as/for/in; work vs job

**Grammar**: the passive (all tenses);

**Functions**: expressing preferences

**Culture / Interculture / Reading**: ‘The Future Jobs Market’; ‘Dream jobs’; ‘Obsolete Jobs’; Presentation pp. 106-107 S.B.

**Study Skills:** Writing: How to write a short text (paragraphing and use of linkers); speaking: comparing and

giving reasons; listening and speaking: expressing one’s opinion; listening and matching

**THINK! VALUES**: ‘What’s important in a job?’;

**THINK! STRATEGY**:Collocations (work)

**THINK! CITIZENSHIP**: Speaking: most common problems for young job-seekers in Italy.

**UNIT 10:**

**Vocabulary**:keeping healthy; health collocations; time linkers: when, as soon as, then, until, while;

**Grammar**: past perfect simple; past perfect continuous; past perfect simple vs present perfect continuous;

**Functions**:talking about your health

**Culture / Interculture / Reading**: ‘Sleeping helps you learn’. Fact!’; ‘8,000 Birds to See Before You Die’; ‘Miracle Operations’.

**Study Skills:** Writing: Using narrative tenses; How to write a short text (paragraphing and use of linkers);

listening: guessing and completing; listening: multiple choice

**THINK! VALUES**: ‘Never give up’

**TOWARDS PRELIMINARY, UNITS 9-10: pp. 122-123**

**UNIT 11:**

**Vocabulary**:journalism and the media; having fun

**Grammar**: Reported Statements; Reported Questions and answers; verbs with object +infinitive

**Functions**:talking about your health

**Culture / Interculture / Reading**: ‘April Fool’s Day’; ‘A Tale of two guys’

**Study Skills:** Writing: Using narrative tenses; How to write a short text (paragraphing and use of linkers);

listening: guessing and completing; listening: multiple choice; speaking: making notes while

speaking; reading and speaking: matching and ordering

**THINK! VALUES**: ‘Being able to laugh at yourself’

**UNIT 12:**

**Grammar**: third conditionals

**Culture / Interculture / Reading**: ‘Breaking the rules’

**Study Skills:** reading: matching

* **Per ogni unità didattica si sono seguite le fasi previste nel libro di testo come sopra indicato: reading, writing, listening, speaking, dialogue, grammar, vocabulary, skills, functions. Tutti i campi semantici relativi ad ogni unita’ sono stati ampliati con ‘spidergrams’. L’abilità di ‘speaking’ è stata rinforzata con attività di ‘oral pair working’, ‘role-playing’ or ‘discussing’.**
* **Sono stati eseguiti gli esercizi relativi ad ogni unità proposti nel Workbook e parte di quelli proposti nel testo di**

**grammatica in adozione.**

* **Le letture sono state studiate effettuando le attività proposte dal libro di testo, con particolare attenzione al vocabolario relativo; lo studio è stato affrontato anche con traduzioni e approfondimenti grammaticali.**
* **Si è approfondito ‘How to make a precis’, svolgendo riassunti secondo la tecnica standard, per favorire anche la comprensione del testo e l’abilita’ di ‘Reading Comprehension’; si è approfondito ‘How to write a paragraph’ with the use of ‘paragraphing’ and ‘ linkers’.**
* **Dal libro di testo *Performer Heritage 1***: pp.26-35; pp.42-43; p. 45; pp.48-49; pp.60-61.

1. **The Origins and the Middle Ages**

**1.1** From Pre-Celtic to Roman Britain

**1.2** The Anglo-Saxons and the Vikings

**1.3** The Norman Conquest and the Domesday Book

**1.4** Anarchy and Henry Plantagenet

**1.5** From Magna Charta to the Peasants’ Revolt

**1.7** The Development of poetry: Anglo-Saxon Oral Literature (scops, lays, word-hoard, kenning, caesura); The Main

Features of Anglo-Saxon Poetry; The Medieval ballad.

**1.8** The Epic Poem

**1.9** The Medieval Ballad

**1.11** Beowulf: a national epic

**1.12** Medieval Ballads: T5 Lord Randal

* **Per quello che riguarda il background storico-letterario sono stati forniti appunti, materiale su fotocopia, audio lessons, slides, mindmaps, internet links in aggiunta al libro di testo sugli argomenti trattati, in particolare per quello che riguarda ‘Early years of British History and the Common Pattern’, ‘Anglo-Saxon Oral Literature and ‘Beowulf’.**
* **Sono stati svolti gli esercizi proposti nel libro di testo e aggiunti esercizi extra.**

**Civitavecchia, 03/06/2020**

**Gli Studenti L’Insegnante**