

Programma svolto  
**Lingua e Cultura Inglese**  
**Classe 3B**  
**Scienze Umane**  
a.s. 2023/2024  
Liceo Vittoria Colonna  
Prof.ssa Rosita Simonelli

**Libri di testo:**

CULTURA: Performer Shaping Ideas. Vol. 1; Marina Spiazzi Marina Tavella Margaret Layton; Ed. Zanichelli

LINGUA: English File Digital Gold B2 Upper-Intermediate; Christina Latham-Koenig, Clive Oxenden, Jerry Lambert; Oxford University Press

**CULTURA**

**1) UNITA' DI APPRENDIMENTO N. 1 – The Origins and the Middle Ages**

**-Introduction to literature "What is literature? General traits, genres, movement, elements, form, plot. the literary language.**

**Introduzione allo studio della letteratura, compito di realtà: PEER TO PEER, attività pratica di esercitazione e simulazione di esposizione orale tra pari per la prima verifica orale del I quadrimestre.**

**HISTORY AND CULTURE**

- ✓ From pre-Celtic to Roman Britain
- ✓ The Anglo-Saxons
- ✓ The Norman Conquest and Feudalism
- ✓ Henry II the first Plantagenet king
- ✓ King John and the Magna Carta
- ✓ The birth of Parliament
- ✓ Wars and social revolts

**LITERATURE**

- ✓ Poetry: the development of poetry; the basics of poetry; language and sound devices.
- ✓ The epic poem
  - *Beowulf*: reading and analysis of a passage (“Beowulf and Grendel: the fight”)
- ✓ The medieval ballad
- ✓ -Medieval ballads versus modern ballads: features, themes, form, structure, language and style. Listening of the songs "Imagine" by John Lennon, "Galway girl" by Ed Sheeran.
- ✓ The medieval narrative poem
  - **Geoffrey Chaucer**: *The Canterbury Tales*

**2) UNITA' DI APPRENDIMENTO N. 2: The Renaissance**

**HISTORY AND CULTURE**

- ✓ The Tudors
- ✓ Queen Elizabeth I

**LITERATURE**

- ✓ The English Renaissance
- ✓ **Poetry**: the sonnet
  - **William Shakespeare**: reading and analysis of *Shall I compare thee*

- ✓ **Drama:** the development of drama; drama as a literary genre; the Elizabethan theatre
  - **William Shakespeare: "The greatest Playwright". INTRODUCTION TO THE LESSON IN CLASS: teacher's 15 minutes videolesson**
  - *Oral exposition of plays from the students (flipped classroom)*
    - 'Romeo and Juliet'
    - 'Hamlet'
    - 'The Merchant of Venice'
    - 'Julius Caesar'
    - 'Macbeth'

## LINGUA: WRITING LAB

### 1) UNITA' DI APPRENDIMENTO N. 1: revision

**Speaking: Activities and games to spark conversation and get to know each other: "Guess who/what I am".**

### 2) UNITA' DI APPRENDIMENTO N. 2

- ✓ GRAMMAR: (unit 1) question formation, auxiliary verbs, the...the...; (unit 2) present perfect simple and continuous, using adjectives as nouns, adjectives order.
- ✓ -Revision for the written test: "The narrative tenses, past simple/ past continuous/ past perfect"
- ✓ VOCABULARY: working out meaning from the context, compound adjectives, modifiers, illnesses and injuries.
- ✓ READING: *read the texts in the book and do the related exercises.*
- ✓ LISTENING: *understand short sound tracks and videos and work on accents and pronunciation.*
- ✓ SPEAKING: *express ideas and opinions fluently and using appropriate grammar structures:* ask and answer questions, tell a story, how to answer in a job interview, talk about health,
- ✓ WRITING: a film review, a for and against essay Writing Lab. Unit 3B: "A really good ending?", how to write a 50 words short story. The use of adverbs. "Purpose, additional and contrast linkers", materiale fornito dalla docente.
- ✓ Esercitazione prove parallele: gli alunni si sono esercitati in classe sui seguenti argomenti: "Linkers of purpose/ contrast/ addition", alla fine di questa prima attività gli alunni hanno composto un breve testo di 50 parole utilizzando i linkers.
- ✓ "How to write a discursive essay" teacher's 15 minutes lessons. Dopo aver ascoltato attentamente le videolezioni create dalla docente gli alunni sono stati invitati a scrivere le indicazioni e le slides sul quaderno riassumendone i contenuti. LE VIDEOLEZIONI CREATE DALLA DOCENTE COSTITUISCONO UN'INTRODUZIONE ALLE LEZIONI IN CLASSE O UN POTENZIAMENTO POST LEZIONE.

Group task through the mobile (BYOD): "Research about today's press review".

During the Christmas holidays the teacher asked the students to choose a Black Cat edition book to read and shared the Black Cat INDEX with them. The teacher also asked them to choose their favourite book from the following language level: B1.1 B1.2 B2.1 B2.2 C1, they also had to do the book's activities. After the reading the students wrote their "reading card": a review on the book.

-Viewing of the movie "Notting Hill".

## **Educazione Civica**

-ORIENTAMENTO. CLIL: "American, British, Italian political system and parties. Legislative, executive and judicial power. Compare and contrasts".

Roma, 7/06/2024

Il Docente

Prof.ssa Rosita Simonelli