



PROGRAMMA DI LINGUA E CULTURA INGLESE
LICEO SCIENTIFICO

3B

A.S. 2023/24 DOCENTE: PATRIZIA BARATIRI

GRAMMAR

Revision: present simple/present continuous/past simple/past continuous/future tenses (simple, present continuous, be going to)/zero and first conditional/modals of possibility and advice.

Present perfect simple vs past simple; present perfect continuous and duration form; past perfect simple vs past simple; past perfect continuous; used to and would; future continuous and future perfect; quantifiers; so, such, such as.

Vocabulary

Word formation: noun suffixes, adjective suffixes.

Phrasal verbs: take (after, away, on, to, up), phrasal verbs for relationships (get along with, rely on, look after, look up to, pick on sb), turn (On/off, out, into, down), come (out, up with, across, round/around, into).

Idioms: relationship,

Collocations with: friend, streets.

Hobbies

Inventions

Healthy food

Identity

Personality traits

Community

Integration

Inclusiveness

Urban landscapes

Sustainable cities

Street art

Listening / Reading (Performer B2)

All listening and reading activities up to unit 3.

Speaking

All PET speaking parts.

Writing

Informal email (B1)

Article (B1)

PET (B1)

All parts practiced and tested.

CULTURE

⇒ THE ORIGINS AND THE MIDDLE AGES

HISTORY

From the Pre-Celtic to Roman Britain

The Anglo-Saxons and the Vikings

The Norman Conquest

The Plantagenets

From the magna Carta to the Peasants' Revolt

The War of the Roses.

LITERATURE

The development of poetry

The epic poem: **Beowulf**: a national epic.

Reading: *Beowulf and Grendel: the fight*.

The medieval ballad

Reading: *Lord Randal*

The medieval narrative poem

Geoffrey Chaucer's *The Canterbury Tales*

Readings: *The Merchant, The Wife of Bath, The Wife of Bath's Tale*.

⇒ THE RENAISSANCE AND THE PURITAN AGE

HISTORY

The early Tudors

Elisabeth I

CITIZENSHIP (*cross-disciplinarity*)

Magna Carta as a source of liberty.

The Plantagenets. The Magna Carta as a source of liberty, and the Model Parliament.

Texts

M. Spiazzi, M. Tavella, M. Layton, **PERFORMER HERITAGE BLU, From the Origins the Present Age**, Zanichelli

M. Spiazzi, M. Tavella, M. Layton, **PERFORMER B2 –Second edition**, Zanichelli

N. Landelli, R. Zizzo, **SMART GRAMMAR PREMIUM**, ELI

Key competences

All activities in the subject have tended to promote the students' key competences. In particular, the literary, multilingual, digital, personal, social and learning to learn, citizenship, cultural awareness and expression competences.

- 1. Literary competence.** It is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital

materials. It involves the knowledge of reading and writing and an understanding of written information and requires the student to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, and the main features of different styles and registers of language.

- 2. Multilingual competence.** This is related to the literacy competence plus the mastery of English language at a B1+ level. It fosters maintaining and further developing mother tongue competences. It enhances historical and intercultural awareness. This competence requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of languages, knowledge of social conventions, and the cultural aspects. Both literacy and multilingual competences involve the appreciation of cultural diversity, an interest and curiosity about different languages and intercultural communication.
- 3. Cultural awareness and expression competence.** Competence in cultural awareness and expression involves an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. This competence requires knowledge of local, national, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products. *(Through the discipline –as for the three above mentioned competences-: writing, reading, listening techniques and abilities; types of written texts: email, article, summary; grammar and functions- also in a comparative perspective; vocabulary and registers; figures of speech; literary styles and narrative techniques; cultural and literary implications of scientific and philosophical theories; historical events: a common ground).*
- 4. Digital competence.** Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning. *(Through the discipline: use of media in creating projects and doing researches).*
- 5. Personal, social and learning to learn competence.** It is the ability to reflect upon oneself, manage time and information, work with others in a constructive way, and manage one's own learning. It includes the ability to cope with uncertainty and complexity, learn to learn. *(Through the discipline: organization of individual work; self-study techniques).*
- 6. Citizenship competence.** It is the ability to act as responsible citizens and to fully participate in civic and social life. It includes an awareness of the aims, values and policies of social and political movements, as well as of sustainable systems. Respect for human rights as a basis for democracy lays the foundations for a responsible and constructive attitude. *(Through the discipline: reading and discussion on the most central issues in contemporary society; lessons for 'Educazione civica').*
- 7. Entrepreneurship competence** is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects. *(Through the discipline: specific language for Job Orienteering).*

Giulianova, 25/06/2024

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