PROGRAMMA SVOLTO ANNO SCOLASTICO 2017/2018

DISCIPLINA:	INGLESE

CLASSE: 3	SEZ. BSA	INSEGNANTE:	ANTONELLA	LINSALATA

LIBRO DI TESTO:	CINZIA MEDAGLIA, BEVERLEY ANNE YOUNG, *CORNERSTONE,* LOESHER.
LIBRO DI TESTO:	H. PUCHTA, J. STRANKS & P.L. JONES WITH C. KENNEDY & L. GREGSON, *GET THINKING, VOL. 2*, CAMBRIDGE UNIVERSITY PRESS

1. ATTIVITÀ TEORICHE/PRATICHE:

DAL LIBRO DI TESTO: H. PUCHTA, J. STRANKS & P.L. JONES WITH C. KENNEDY & L. GREGSON, *GET THINKING, VOL. 2*, CAMBRIDGE UNIVERSITY PRESS

MODULO N. 1	TITOLO: *RIPASSO E CONTROLLO COMPITI ESTIVI*

- Ripasso dei principali tempi verbali (present – past – future tenses) e dei verbi modali (can/may/must/be able to / have to). *Used to / Adverbs and comparative adverbs / Verbs + infinitive or -ing form*

- controllo compiti assegnati per le vacanze e attività sul libro assegnato "The Tragedy of Dr. Faustus", Christopher Marlowe

MODULO N. 2	TITOLO: *UNITS 5-6*

FUNZIONI COMUNICATIVE: Chiedere, dare consigli; esprimere fastidio
STRUTTURE GRAMMATICALI: *Indefinite Pronouns; Should – Ought to – Had Better; Duration Form: present perfect; For/since; Present Perfect Continuous. Non-defining relative clauses*
READINGS: p. 60 "Think before you act..online"; p. 64 "Networking in the family" ; p. 66 "Teens Teach Technology"; p. 70 "Singer songwriter", p. 74 "Rock's Greatest Failure"; p. 76 "Love it Live!"

MODULO N. 3	TITOLO: *SPORTS MODULE*

Readings about "Violence in Sports" (handouts)

MODULO N. 4	TITOLO: UNIT 7

FUNZIONI COMUNICATIVE: esprimere sorpresa ed entusiasmo; fare previsioni e deduzioni
STRUTTURE GRAMMATICALI: *Will, may-might* for predictions; modal verbs for deductions: *must, can't, may-might, could; if-clauses;unless* in first conditional sentences

READINGS:	p. 82 "Hot topic:The Environment"- p. 86 "Small changes, big consequences"; p. 88 "Before it's too late"

DAL LIBRO DI TESTO: CINZIA MEDAGLIA, BEVERLEY ANNE YOUNG, *CORNERSTONE,* LOESHER.

MODULO N. 5	TITOLO: ***THE ORIGINS OF THE ENGLISH CULTURE***

The historical background:
- The Origins:
The first inhabitants of Britain, the Romans, the Anglo-Saxon, the Vikings.
The literary context
- The evolution of the English language; The unwritten word; Pagan versus Christian; Epic poetry; Anglo-Saxon poetry.
- The poem "Beowulf" - Text 1 (p. 7), Text 2 (p. 18) analysis, focussing on the formal elements (kennings, caesura and alliteration)

MODULO N. 6	TITOLO: ***THE MIDDLE AGES***

The historical background:
- The Middle Ages:
The Normans, the social order and the feudal system, the Reforms, Richard Lion-Heart and King John, the Hundred Years' War, the Wars of the Roses.
The literary context
- The Ballad: the Legend of Robin Hood. The rise of the Theatre. Morality Plays; The Romance: King Arthur and the Knights of the Round Table.
- Geoffrey Chaucer
- "The Canterbury Tales": Characterisation; The three estates; The beginning of Modern English. The modernity of the text; A comparison with Boccaccio's "Decameron"; The iambic pentameter.
- Extract: "The Prioress": reading and analysis of the text.
Lettura integrale di "The Canterbury Tales" , ed .Black Cat (level B2-1)

MODULO N. 7	TITOLO: ***UNITS 8-9***

FUNZIONI COMUNICATIVE: Parlare di abitudini passate; expressing preferences
STRUTTURE GRAMMATICALI: *Used to*; Second Conditional; *Wish*+Past Simple; The Passive; *would rather – would prefer.*
READINGS: pg 105 "Dream Jobs" pg. 108 "Obsolete jobs"

MODULO N. 8	TITOLO: ***THE RENAISSANCE***

The historical background:
- The Renaissance:
The Years of revolution. Henry VIII: the breach with Rome; the English Reformation. Edward IV. Mary I. Elizabeth I. James I. The Pilgrim fathers.

Torino, 07/06/2018

La Docente   I Rappresentanti di Classe