

	 <b>MINISTERO DELL'ISTRUZIONE E DEL MERITO</b> <b>ISTITUTO DI ISTRUZIONE SECONDARIA "DANIELE CRESPI"</b> <i>Liceo Internazionale Classico e Linguistico VAPC02701R</i> <i>Liceo delle Scienze Umane VAPM027011</i> Via G. Carducci 4 – 21052 BUSTO ARSIZIO (VA) Tel. 0331 633256 - Fax 0331 674770 <a href="http://www.liceocrespi.edu.it">www.liceocrespi.edu.it</a> E-mail: <a href="mailto:comunicazioni@liceocrespi.it">comunicazioni@liceocrespi.it</a> C.F. 81009350125 – Cod.Min. VAIS02700D	
	 PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)	

**Anno scolastico 2023-2024**

**Prof.ssa: Paola Balossi**

**Conversatrice: Prof.ssa Nadia Accettulli**

**Materia di insegnamento: Lingua e cultura INGLESE**

**Classe 3 AL**

**LIBRI DI TESTO IN ADOZIONE:**

- AA.VV, Insight Upper Intermediate, Second Edition, OUP
- AA.VV., Grammar Revolution, ELI
- AA.VV., Enjoy 1, Europass

**LINGUA E CULTURA INGLESE:**

Insight – Units 1-5

**Grammar:**

UNIT 1: state verbs, action verbs, present, past tense revision (present simple and continuous, past simple and continuous, present perfect simple and continuous), past perfect and past perfect continuous (positive, negative, questions);

UNIT 2: future simple, present continuous with future meaning, will + infinitive, going to + infinitive, may/might, future continuous, future perfect, future perfect continuous. Using the present to talk about the future, modifying adverbs with gradable and non-gradable adjectives.

UNIT 3: articles, countable and uncountable revision, determiners (much of, many of, (a) little/few, far too much/many, hardly any, a lot of, lots of, almost none of/all of), adjectives order, verb patterns (verb + ing, + object + infinitive with to, + object + infinitive without to, + infinitive with to, + ing or infinitive with to with a change in meaning);

UNIT 4: talking about habitual behaviour, get/be used to, used to + infinitive, would + infinitive, past simple, future in the past (would, was/were going to, was/were to, was/were about to);

UNIT 5: modals of advice, prohibition and obligation (ought to/ought not to, had better (not), must, need to, don't need to, needn't, mustn't), past modals (regret, necessity, lack of necessity); modals of ability in the present/in the past/in the future.

## **Vocabulary:**

UNIT 1: describing qualities (commitment, tolerance, compassion, optimism, ingenuity, single-mindedness, determination), synonyms (facing-up-to, obstacle, blow, get over, overcome, innovative, revolutionary, disappointment, defeated, benefit), words with self-, words analysis (gradual, incremental, a great deal, conundrum, penalized, interim, haggard);

UNIT 2: nouns + prepositions (handful of, knowledge of, responsibility for, demand for, respect for, understanding of, benefits of), word analysis (remote, unbearable, harsh, inevitably, significant impact, endangering, subsistence lifestyle), antonyms (urban regeneration), adjective suffixes -able, -ible;

UNIT 3: word analysis (loads of, things, rubbish, throw out, hoard), phrasal verbs with out, adjectives describing objects, compounds with participles;

UNIT 4: verbs and nouns with the same form, noun suffixes -ness, -ity, -ion, phrases with mind, word analysis (dreary, anxiety, agony, dismally, failing, dim, wretch);

UNIT 5: phrasal verbs with on (add on, switch on, cheer on, go on, slip on, keep on, carry on, move on), verb prefixes en-, em-, phrases with point, word analysis (to come a long way, to follow sb's footsteps, abuse, resonate with, transcend, to overcome barriers, pinnacle of sb's success).

## **Communicative skills:**

UNIT 1: critical thinking, questioning an opinion, describing qualities, giving and acknowledging opinions, talking about present, past situations, writing an article;

UNIT 2: talking about future events, using the present to talk about the future, listening for details and active listening;

UNIT 3: detecting purpose and point of view, describing objects, making, approving and rejecting suggestions, writing a story;

UNIT 4: talking about habitual behaviour, listening for details;

UNIT 5: understanding the meaning of unknown words from the context, agreeing/disagreeing with an opinion, writing a book/film review.

## **CONVERSAZIONE INGLESE**

- Summer Holiday Review
- Heroes & Heroines
- Cosmetic Surgery & Genetics
- Current Events: Giulia&Filippo
- Christmas Poem Analysis
- The Bilingual & Bicultural Brain
- A.I. & ChatGPT
- Growth Mindset Scripts&Skits
- Amanda Gorman Poem, Ballads & Songs

## LINGUA E LETTERATURA INGLESE

### From the Origins to the Middle Ages:

- Invasions and migrations, pp. 14, 1516, 1718, 19
- The Norman conquest and feudalism, pp. 21, 22, 23
- From Magna Carta to the end of feudalism, pp. 24, 25
- Old English, pp. 31, 32, 33
- From Anglo-Norman to Middle English and after, pp. 34, 35, 36, 37, 38, 39, 40
- Beowulf, pp. 41, 42
  - ✓ From Beowulf, *The hero comes to Heorot*, classroom
  - ✓ From Beowulf, *The fight with Grendel*, p. 44
  - ✓ From Beowulf, *Beowulf's funeral*, classroom
  - ✓ From Beowulf, *Beowulf's funeral*, p. 46
- Medieval ballads:
  - ✓ *Geordie*, classroom
  - ✓ *Lord Randal* p. 52, 53
- G. Chaucer: life and works pp.54, 55
- The Canterbury Tales, pp. 56, 57, 58
- From The Canterbury Tales:
  - ✓ The Prioress, classroom
  - ✓ The wife of Bath, classroom
  - ✓ General prologue, p. 60
  - ✓ The wife of Bath, p. 62
  - ✓ The doctor of Medicine, p. 64

### The Renaissance and the Puritan Age:

- Strong monarchs for a young nation, pp. 72, 73, 74, 75 (cenni)
- The age of exploration and economic growth, pp. 78, 79
- The armada portrait, pp. 80, 81
- The English Renaissance, pp. 85, 86
- Renaissance poetry, pp. 87, 88
- Renaissance drama, pp. 89, 90, 91, 92, 93,
- W. Shakespeare: life and works pp. 103, 104, 105 – 109, 110, 111, 112, 113
- *Macbeth*, unabridged reading and analysis
- Sonnets:
  - ✓ *Shall I Compare Thee (XVIII)*, p. 106
  - ✓ *That time of year thou may'st in me behold*, p. 107
  - ✓ *My Mistress' Eyes are nothing like the sun (CXIII)* p. 108

Busto Arsizio  
06/06/2024

I rappresentanti

Le docenti