



Ministero dell'Istruzione e del Merito

**ISTITUTO DI ISTRUZIONE SUPERIORE "J. TORRIANI" - ISTITUTO TECNICO - LICEO SCIENTIFICO**

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## **PROGRAMMA SVOLTO**

### **A.S. 2023/2024**

<b>DOCENTE:</b>	LORENZA STRADIOTTI
<b>DISCIPLINA:</b>	LINGUA e CULTURA INGLESE
<b>CLASSE:</b>	3C LSA

Testi in adozione: a.s. 2023/2024

- L.Prodromou, A. Cowan, S. Minardi, P. Prodromou, J. Bowie, N. Iandelli - **FLASH FORWARD vol. 2**, ed. ELI
- Gabrielle Hodson-Hirst, Richard Chapman – **Flash on GRAMMAR & Preliminary**, ed. ELI
- **PERFORMER HERITAGE BLU**, from the Origins to the Present Age, Zanichelli

**Per ogni Modulo svolto vengono indicati i relativi contenuti affrontati.**

MODULO	CONTENUTI
<b>MODULO 1</b>  Revision and introductory activities  <b>FLASHFORWARD 2</b> UNIT 1 Teen World	<b>Grammar:</b> Past Simple vs Present Simple Present Simple vs Present Continuous Past simple vs Past Continuous <b>Vocabulary:</b> Teenage world Film genres and adjectives Education <b>Functions:</b> Criticising and Defending one's opinion, Expressing Agreement/disagreement  <b>Skills:</b> <b>R:</b> An autobiographical text about Mandela's colonial times and education. L: A talk about Nelson Mandela <b>S:</b> Introduce yourself Goals and commitments for this year A comparison between teenagers in the past and now Memories of first days of school <b>W:</b> A film review A short essay of opinion commenting on the autobiographical text about Mandela's educational and colonial times.

<p><b>MODULO 2</b></p> <p>UNIT 2 Never give up!</p> <p>UNIT 3 Team Spirit</p>	<p><b>Grammar:</b> Present Perfect...just, already, yet...other time expressions; Present Perfect with how long/for/since Past simple vs Present Perfect Present Perfect Continuous vs Present Perfect Simple; Purpose and Reason <b>Vocabulary:</b> Sports and Games; Expressions with do/make Sport locations, equipment, phrases;</p> <p><b>Unit 2:</b> R:Olympic and Paralympic athletes S:Brainstorming about definitions (Resilience) What is resilience for you? W:commenting on the readings about paralympic athletes.</p>
<p><b>MODULO 3</b></p>	<p><b>Conversation with Native Speaker</b> (5hrs total)</p>
<p><b>MODULO 4</b></p> <p>UNIT 4 Follow the rules</p> <p>UNIT 5 Teen romance</p>	<p><b>Grammar:</b> Have to, Should, Must; Past of Should may/might/could/must <b>Functions:</b> Complaining and making excuses expressing possibility and guessing <b>Vocabulary:</b> Tasks and duties, Phrases with have and take Relationships get phrasal verbs with get and up <b>Skills:</b> brainstorming and discussing: how should your IDEAL school be?</p>
<p><b>MODULO 5</b></p> <p><b>PERFORMER HERITAGE BLUE</b> UNIT 1</p>	<p><u>The Origins and the middle Ages: from Pre-Celtic Britain to the Wars of the Roses</u></p> <p><b>Skills: note-taking and speaking</b> <u>Describe</u> the circumstances and the people connected to the development of the British nation. <u>Explain</u> its fundamental historical events.</p>
<p><b>MODULO 6</b></p> <p>Analysis of literary texts</p>	<p><b>Beowulf:</b> a national epic (The fight between Grendel and Beowulf); The medieval Ballad: <b>Lord Randal</b>; Geoffrey Chaucer (biography of the author): <b>The Canterbury tales</b> (the <i>Prologue</i> and the structure of the poem);</p> <p><b>Skills: note-taking and speaking</b> <u>Introduce and understand</u> the first literary achievements, expressing one's own opinions. <u>Familiarize</u> with the rhetorical devices of literary texts - poetry and prose (figures of speech and sound, metrics, narrative devices, text types) <u>Find</u> logical connections among the various parts of a literary text. <u>Connect</u> the literary text to its socio-historical context.</p>
<p><b>MODULO 7</b></p> <p><b>Citizenship</b></p>	<p><b>From Lord Randal to Bob Dylan: art as both personal and social manifesto.</b> A contrastive analysis of <i>Lord Randal</i> and <i>A hard rain's a-gonna fall</i> in the way their artistic power both attest to and transcend its socio-historical and personal contexts.</p>

Firma Docente \_\_\_\_\_

Data \_\_\_\_\_

Firma Delegati di classe \_\_\_\_\_

Data \_\_\_\_\_