



## ISTITUTO STATALE DI ISTRUZIONE SUPERIORE "I. Calvino"

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### Lingua e Cultura Straniera: Inglese - Programma anno scolastico 2022-2023

**Classe 5°H**

**Docente: Maria Paola Bartocci**

**Ore settimanali: 3**

#### Textbooks

Gallagher - Galuzzi, *Mastering Grammar*, Pearson Longman.

Rossetti, *Training for Successful INVALSI*, Pearson Longman.

Spiazzi-Tavella-Layton, *Performer Heritage vol.1 - From the Origins to the Romantic Age*, Zanichelli.

Spiazzi-Tavella-Layton, *Performer Heritage vol.2 - From the Victorian Age to the Present Age*, Zanichelli.

#### Premessa

Avendo insegnato in questa classe negli anni precedenti conoscevo già il livello di partenza e il grado di preparazione degli allievi; questo mi ha permesso di avviare prontamente la programmazione prevista per il nuovo anno, dedicando tuttavia le prime lezioni a un rapido ripasso dei contenuti grammaticali inclusi nel syllabus dell'anno precedente. A tale scopo sono stati utilizzati gli esercizi assegnati come compito per le vacanze estive. Dopo questa breve fase iniziale sono stati presentati nuovi contenuti grammaticali più complessi (B2 level) non ancora affrontati negli anni precedenti. Il lavoro sulla lingua è stato concentrato nel primo quadrimestre. A partire dal mese di novembre e per tutto il secondo quadrimestre la priorità è stata data al lavoro sulla letteratura; sono stati utilizzati principalmente i testi in adozione, *Performer Heritage vol. 1 - From the Origins to the Romantic Age* e *Performer Heritage vol. 2 - From the Victorian Age to the Present Age*, integrandoli con materiali digitali proposti dai testi stessi (video, presentazioni ppt) o selezionati dalla docente da altre fonti e condivisi tramite piattaforma Classroom (G-Suite). Quanto alle abilità di listening e reading, esse sono state esercitate regolarmente, anche durante le ore di conversazione. Inoltre, come preparazione alle prove Invalsi, sono state svolte prove di ascolto e comprensione scritta affini per tipologia a quelle previste dalla prova nazionale; a questo scopo, il testo *Training for Successful INVALSI* ha permesso agli studenti di allenarsi ulteriormente, spesso in maniera autonoma, svolgendo le attività come compito a casa.



 Argomenti svolti

## Language

● da *Mastering Grammar*:

### **Revision of grammar contents from the previous years' syllabi:**

Miscellaneous grammar points: Defining and Non-defining relative pronouns; Future continuous and future perfect; The Passive voice (various tenses); Conditional clauses: all types (zero, first, second, third, mixed); Reported Speech.

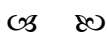
Dopo il ripasso iniziale, il testo è stato utilizzato nel corso dell'anno per l'approfondimento di strutture già note e per l'introduzione di nuovi elementi morfologico-sintattici.

### **New grammar contents:**

- Can and be able to (all tenses);
- Expressing "ability" in the past - "could" versus "managed to/was-were able to" for specific situations;
- Expressing necessity and lack of necessity in the present and in the past (need, needn't, needn't have, didn't need to);
- Structures other than "should" used to express advice/recommendation: "had better, it's time";
- structures used to express wishes about present and past situations (wish/if only + past simple/would or past perfect).

● da *Training for Successful INVALSI*:

Prove di comprensione scritta/orale svolte in aula o assegnate come compito a casa per l'esercitazione individuale.



## Literature

● da *Performer Heritage vol.1 - From the Origins to the Romantic Age*:

### **Unità 4: The Romantic Age (1760-1837)**

History and Culture: Britain and America: The American Revolution - The Industrial Revolution - The French Revolution, riots and reform.

Literature and Genres: A new sensibility - Early Romantic poetry - The Gothic novel - Romantic poetry - Romantic fiction.

Authors and Works: William Blake (*Songs of Innocence and Experience*) - William Wordsworth (a few poems) - Samuel Taylor Coleridge (*The Rime of the Ancient Mariner*) - Mary Shelley (*Frankenstein, or The Modern Prometheus*) - Jane Austen (*Pride and Prejudice*).



● da **Performer Heritage vol.2 - From the Victorian Age to the Present Age:**

### **Unità 5: The Victorian Age (1837-1901)**

History and Culture: The dawn of the Victorian Age - The Victorian compromise - Early Victorian thinkers - The American Civil War - The later years of Queen Victoria's reign - The late Victorians.

Literature and Genres: Victorian poetry - The Victorian novel - The late Victorian novel - Aestheticism and Decadence - Victorian drama.

Authors and Works: Charles Dickens (*Oliver Twist*) – Robert Louis Stevenson (*The Strange Case of Dr Jekyll and Mr Hyde*) – Oscar Wilde (*The Picture of Dorian Gray*).

### **Unità 6: The Modern Age (1901-1945)**

History and Culture: From the Edwardian Age to the First World War - Britain and the First World War - The age of anxiety - The inter-war years - The Second World War - The USA in the first half of the 20th century.

Literature and Genres: Modernism - Modern poetry - The modern novel - The interior monologue.

Authors and Works: James Joyce (*Dubliners*) - Virginia Woolf (*Mrs Dalloway*) - George Orwell (*Nineteen Eighty-Four*).

☞ List of texts and extracts (from the textbooks):

William Blake - "The Lamb" - from *Songs of Innocence and Experience*

William Blake - "The Tyger" - from *Songs of Innocence and Experience*

William Wordsworth - "A certain colouring of imagination" - from the 'Preface' to *Lyrical Ballads*

William Wordsworth - "Composed upon Westminster Bridge" - from *Poems, in Two Volumes*

William Wordsworth - "Daffodils" - from *Poems, in Two Volumes*

William Wordsworth - "My heart leaps up" (aka "The Rainbow") - from *Poems, in Two Volumes*

Samuel Taylor Coleridge - "The killing of the Albatross" - from *The Rhyme of the Ancient Mariner*

Samuel Taylor Coleridge - "A sadder and wiser man" - from *The Rhyme of the Ancient Mariner*

Mary Shelley - "The creation of the monster" - from *Frankenstein, or The Modern Prometheus*

Robert Louis Stevenson - "Jekyll's experiment" - from *The Strange Case of Dr Jekyll and Mr Hyde*

Oscar Wilde - "The Preface" - from *The Picture of Dorian Gray*

Oscar Wilde - "Dorian's death" - from *The Picture of Dorian Gray*



James Joyce - "Eveline" - from *Dubliners* (a short story - full text)

James Joyce - "Gabriel's epiphany" - from the short story "The Dead" (in *Dubliners*)

Virginia Woolf - "Clarissa and Septimus" - from *Mrs Dalloway*

George Orwell - "Big Brother is watching you " - from *Nineteen Eighty-Four*

George Orwell - "Room 101" - from *Nineteen Eighty-Four*



## **Modulo di Educazione Civica / Civic education module**

**Title: "The World of Work: replying to a job advertisement"**

### Contents:

Part 1 - how to write a curriculum vitae;

Part 2 - how to write a covering letter when sending your CV or replying to a job ad.

### Activities:

- focus on useful vocabulary and phrases;

- focus on textual organization and writing conventions of formal correspondence (specifically, a job application letter or email);

- searching the Internet for models/examples/templates of CVs.

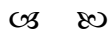
Length: 3 hours (2 hours for the lessons + 1 for the written test)

Materials: photocopies, website pages

### Testing and evaluation:

- Writing your curriculum vitae (home assignment);

- Writing an application letter in response to a job advertisement (in class).



Città della Pieve, 1 giugno 2023

 Gli studenti

 La docente

*Maria Paola Bartocci*



*Si allega copia del programma svolto nelle ore di conversazione con la collega madrelingua.*

## CONVERSAZIONE IN LINGUA INGLESE

*Docente: Prof.ssa Fay Henson*

Classe: 5H

*Introductions.* All students introduced themselves including free time activities/sports.

Class discussion. ‘*Are you a saver or spender?*’ The students read a text, answered questions and gave their comments on the topic.

Role play speaking activity. *Ordering a meal at a restaurant.* The students worked in pairs or groups of three to create mini dialogues between a waitress/waiter and guest.

Speaking activity. Each student gave their reasons why one should visit a town/city as well as what they would suggest to the mayor/mayoress could be changed.

Class discussion on *First Aid.* The students spoke about what they’d learned on a recent course including new vocabulary.

Class discussion based on *100 days before the exams* to arrive at a pending decision.

Class discussion. ‘*Unconventional business model.*’ The students read a text, answered some questions which led to opinions being given on Ikea’s business model and the purchase of flatpack furniture.

Class discussion. Following the anniversary of writer *Charles Dickens*’s birth, the students watched short videos about his life then discussed how life was in that period.

Speaking activity. Students given a long list of *phrasal verbs* from which they had to incorporate into a sentence.

Role play speaking activity based on *booking a hotel room* in which the students worked in pairs of groups of three creating mini dialogues between guests and a receptionist.

“*Spinning wheel*” of interesting random questions of which the students responded.

Class discussion on ‘*How was your school trip to Vienna?*’ The students could express the negative and positive points of view.

Class discussion on *The National Trust* organisation belonging to England, Wales and Northern Ireland. The students watched a short video on Paul McCartney’s Liverpool family home, birthplace of The Beatles now owned by the National Trust.

Class discussion on the topic of ‘*Upcycling*’, activity sheets and new vocabulary.

Role play speaking activity. The students watched a short video ‘*An interview,*’ between a job candidate and future employer. They then worked in pairs or groups of three creating a mini dialogue.

Class discussion on two topics, *The Buy Nothing Movement* and *social influencers.* The students read texts and gave their opinions.



Class discussion on *Congestion charges in London* and the costs involved with owning a car.

Class discussion. *Listening* to 6-minute topics from the BBC website, new vocabulary.

Class discussion. *Idioms*. The students were shown many idioms and spoke about the situations in which they could be used.

✍ La docente  
*Fay Henson*