



# LICEO CLASSICO "GIACOMO LEOPARDI"

*Liceo Classico e Liceo delle Scienze Umane*

*Liceo Scientifico e Liceo Linguistico*

P.le B. Gigli, 2 – Tel. 071 98 10 49 - fax 071 75 72 808

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## PROGRAMMA SVOLTO

DISCIPLINA: LINGUA E CIVILTÀ STRANIERA (INGLESE)

CLASSE: 2P (Indirizzo Linguistico)

a.s. 2016/2017

Docente: Maria Enrica Cerquoni

## TEXTBOOKS

### LANGUAGE

*Slides 1 e 2, SB e PB* di Spiazzi, Tavella, Layton (Bologna, Zanichelli, 2008)

*PET 8* (Examination Papers) (Cambridge: CUP)

*Grammar Files*, Green Edition (Trinity Whitebridge)

### CULTURE & LITERATURE

*New Surfing the Word*, di Dandini, Maria Grazia (Zanichelli, 2010)

## MATERIALE AGGIUNTIVO FORNITO DAL DOCENTE:

### Language

*PET 3,4,5,6* (Examination Papers) (Cambridge: CUP)

*Language Practice: Intermediate*, di Michael Vince (Oxford: MacMillan)

*Grammar in Progress*, di Bonci, Howell (Bologna: Zanichelli, 2008)

### Readings:

*Twelve Years A Slave*, adapted by Nora Nagy (graded reader, B1), Helbling Editions

### Film viewing

*Twelve Years A Slave*, by Steve Mc Queen (2013)

### Videoviewing:

TED-ED video: "The Atlantic Trade Slave: What Too Few Textbooks Told You",

[https://www.youtube.com/results?search\\_query=ted-ed+the+atlantic+slave+trade](https://www.youtube.com/results?search_query=ted-ed+the+atlantic+slave+trade)

### Websites

<https://www.teachingenglish.org.uk>

<http://learnenglishteachers.britishcouncil.org/>



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<p><b>1° MODULO</b> <b>(LINGUISTICO)</b> <b>Language Review</b> <b>Grammar Files</b> <b>Language Practice</b></p>	<p><b>Grammar Revision of the following language structures:</b> the simple present; adverbs of frequency; question tags; one and ones; time prepositions; translation of <i>molto</i>; object pronouns; translation of <i>troppo</i> e <i>abbastanza</i>; the verb to like; double object verbs; countable and uncountable nouns; uncountable nouns; too and enough; the gerund; the present continuous, use of the present continuous, question tags, simple present versus present continuous; can as ability; must as obligation; verbs of state and verbs of action; linkers. present tenses, past tenses, used to/would+infinitive, modal verbs, must/should/ought to/ to have to. I discenti hanno svolto tasks and activities in relazione alle strutture morfo-sintattiche sopracitate e anche esercizi di traduzione.</p>
<p><b>2° MODULO</b> <b>(LINGUISTICO)</b> <b>Language Practice</b> <b>Slides 1 SB and PB</b> <b>Units 11-12- 13</b></p>	<p><u>Grammar awareness:</u></p> <ul style="list-style-type: none"> <li>- Past continuous/used to</li> <li>- Comparatives and superlatives; the superlative of minority; idiomatic usage of the superlative; irregular adjectives</li> <li>- Adverbs of manners</li> <li>- Future with to be going to; future with the present continuous; the simple present as future</li> <li>- Making deductions; quantifiers: little and few</li> <li>- Intensifiers</li> <li>- Degrees of certainty; predictions with may and might</li> </ul> <p><u>Word bank:</u></p> <ul style="list-style-type: none"> <li>- crime, the face; music</li> <li>- Pronunciation: "gh"; the sound /w/; diphthongs sounds</li> </ul> <p><u>Writing and Speaking:</u></p> <ul style="list-style-type: none"> <li>- Introduction to a story: what happened next?</li> <li>- Write about beauty problems;</li> <li>- Write an informal letter</li> <li>- Speaking about beauty problems;</li> <li>- Speaking about an evening out; speaking about music</li> </ul> <p><u>Reading and listening:</u></p> <ul style="list-style-type: none"> <li>- Authentic stories of crime; detective stories;</li> <li>- beauty products</li> <li>- music in my life</li> </ul> <p><u>The followed readings have been read in class in addition to comprehension activities, vocabulary practice, translation, oral report tasks:</u> "Tracy's story", "5 Teens face 74 robbery charges"; "The importance of being beautiful"; "Email your beauty questions"; "In the groove"; The Pitown bank robbery" (PB), "Cringe"</p>



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## Grammar Awareness:

- the simple future; future clauses;
- the past participle; the present perfect; present perfect with already, just; yet; present perfect with ever and never; time indicators;
- a little, a few, a bit; enough;
- translation of *sembrare*
- the duration form in the present; for and since; false duration form;
- been or gone to; it's the first time; it is ...since...
- adjectives in -ing and -ed
- what is/are like? What does/do...look like?

## Word bank:

- water in the home and in the environment
- Zodiac signs
- School subjects

## Writing and speaking:

- Speaking about water; describing a graph
- Speaking about zodiac signs; understanding friends through zodiac signs;
- Talking about your school
- Writing: a forum about my favourite subject at school
- Expressing experience; expressing immediate effect.

## Reading and listening:

- Passages about water crisis in the world;
- Horoscopes
- School exchanges and schooldays

## 3° MODULO (LINGUISTICO)

### Language Practice

### Slides 1 SB and PB

### Units 14-15-16

The following readings have been read in class in addition to comprehension activities, vocabulary practice, translation, oral report tasks:

“The world’s taps are running dry”; “RU loyal?”; “At the Tate Modern”; “A Year Abroad”.



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## Grammar Awareness:

- The English sentence; present tenses; simple past versus past continuous; word stress;
- Relative pronouns; defining and non-defining clauses; preposition + relative pronouns; non-defining relative clauses;
- Expressing emphasis;

## Word bank:

- The town;
- Television

## Writing and speaking:

- Are you a townie or a wellie?
- Advantages of living in a town
- Main characters of *Grey's Anatomy*

## Reading and listening:

- Living in a small town, reading about a medical drama;
- City or country?

## 4° MODULO (LINGUISTICO)

### Language Practice

*Slides 2 SB and PB*

*Units 1-2*

The following readings have been read in class in addition to comprehension activities, vocabulary practice, translation, oral report tasks:  
"Living in a small town"; "Grey's Anatomy".

## 5° MODULO (LINGUISTICO)

### Language Practice

*Grammar Files*

*Grammar in Progress*

*Language in Practice:*

*Intermediate*

Focus on the following language structures: the above mentioned language structure have also been practised in class through the following texts:

## Grammar Files:

- file 19 (past continuous, simple past vs past continuous; used to/would;
- 20-21 (adverb of manner; comparatives and superlatives; different structures with comparatives and superlatives);
- 23-24 (present perfect simple with for and since; it...since; pres. Perf. Continuous; pres. Perf. Simple vs pres. Perf. Continuous);
- 25 (past perfect simple, past perfect simple with for and since, past perfect continuous, past perfect simple/past perfect continuous, revision of past tenses)
- 26-27 (future tenses; conditionals: 0 type, 1<sup>st</sup> type, the future in subordinate tenses; 2<sup>nd</sup> type conditional; main linkers of condition and time).



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## 6° MODULO (LINGUISTICO)

PET 8

Language Practice Intermediate

PET 3, 4, 5, 6

Co-taught with the language expert Linton Thomas Lough

Focus on level B1 and PET Exam

a) While studying the afore mentioned B1 level language structures (Common European Framework of Reference), learners have practiced reading, listening, speaking, writing activities in preparation for the PET Exam (B1) held in March 2017. Some supplementary textbooks have been used by the teacher as handouts such as PET 3, 4, 5, 6 (Cambridge).

CONTENT: topic-based approach in preparation for the B1 Level (CEFr) covering all areas of the Cambridge Esol PET exam and gradually introducing students to task types in the four abilities: reading, listening, speaking and writing.

GRAMMAR AWARENESS: see language structures in module 1, 2

WRITING: tasks and activities related to the writing of:

Writing Tasks as for the PET Exam (B1 level):

- short text, summary; short story; informal letter; review.

COMMUNICATION SKILLS AND VOCABULARY: vocabulary practice from the readings and listening extracts covering the lexical fields of interest

USE of ENGLISH: exam-based tasks

Reading: exam based tasks and articles.

### SPEAKING

Main speaking tasks:

- Talking about yourself and about people and places,
- collaborative task on a given situation; interactive language (pair work);
- Talking about a photograph/image; how to compare different images; interactive tasks on a given topic (pairwork);
- Talking critically and with the appropriate vocabulary about a literary passage, a visual representation, the content of a documentary.

LISTENING (introduction and practice to main task types in preparation for PET

## 7° MODULO (LINGUA e CIVILTA)

Twelve years a slave (Hebling Edition, level B1)

*Cultural Insight and Language Practice:*

Individual and in-class reading of the graded reader:

*Twelve Years A Slave*, adapted by Nara Nagy

(comprehension, analysis and summary of the book).

In depth study of some aspects of *slavery* in the TED-ED documentary:

"The Atlantic Trade Slave: What Too Few Textbooks Told You",

[https://www.youtube.com/results?search\\_query=ted-ed+the+atlantic+slave+trade](https://www.youtube.com/results?search_query=ted-ed+the+atlantic+slave+trade)

Recanati, 3 Giugno 2017

Alunni

Docente

Maria Enrica Cerquoni