



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: 4 E (Indirizzo Scientifico)

a.s. 2016/2017

Docente: Maria Enrica Cerquoni

TEXTBOOKS

LANGUAGE

First Certificate in English 1, Exam Papers (Cambridge: Cambridge University Press, 2014)

First Trainer (Cambridge: Cambridge UP, 2014)

Grammar Files, Blue Edition (Trinity Whitebridge)

CULTURE & LITERATURE

Literature for Life, vol. 2A di Deborah J. Ellis (Torino: Loescher Editori, 2011)

MATERIALE AGGIUNTIVO FORNITO DAL DOCENTE:

Language

First Certificate in English 2, Exam Papers (Cambridge: Cambridge University Press, 2017)

Cambridge First Certificate 2, 3, 4, 5 (Cambridge: Cambridge UP)

First Certificate: Language Practice, di Michael Vince (Oxford: MacMillan, 2009)

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

First Certificate: Language in Practice, di Michael Vince (MacMillan, 2009)

Culture & Literature

Time Machines, vol. 1 di Maglioni, Thomson, Elliott e Monticelli, (Blackcat, 2016)

Readings:

Michaloupoulou, Amanda, 'Divided Times: How Literature Teaches Us To Understand "The Other"', *The Guardian*, 2 December 2016 <https://www.theguardian.com/books/2016/dec/02/literature-teaches-us-to-understand-the-other>

Videoviewing:



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BBC Documentary Series: "A Time watch Guide 1: Stonehenge" by Alice Roberts (accessed on youtube and the bbc web site)

Wood, Michael, *In Search of Beowulf*, BBC FOUR documentary, 17 September 2013

https://www.youtube.com/watch?time_continue=2571&v=1C0sFXU0SL0

Gunn, Hazel, "Lecture on: What is the Common Law",

<https://www.youtube.com/watch?v=go73m6STnjg&t=195s>

| | |
|---|---|
| 1° MODULO (LINGUISTICO) Language Review Grammar Files <i>First Certificate: Language Practice</i> | Grammar Revision of the following language structures: present tenses, past tenses, used to/would+infinitive, present perfect, duration form (in the present, in the past, in the future), Future tenses, conditionals, mixed conditional types, passives, <i>have something done</i> , reported speech, indirect questions, reporting verbs, defining and non-defining clauses, modals, suffixes and prefixes, linking devices, articles, comparatives and superlatives, prepositional verbs, 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. |
| 2° MODULO (LINGUISTICO) Language Practice <i>Grammar Files (28, 32, 35, 38, 40, 41, 42; Section 1: a,b,c,d; Section 2; Section 5; Section 6)</i> <i>First Certificate: Language Practice</i> <i>First Trainer</i> | Consolidation of the following language structures: <ul style="list-style-type: none">- Other forms of future: future continuous, future in the past, future perfect, future perfect continuous;- Ought to, Need and dare- It's time/it's high/about time; , wish/if only, /would rather/had better;- If/whether; if/as though; even though/even if;- Phrasal verbs: understanding phrasal verbs (phrasal verbs with one particle: transitive and inseparable, verbs with two particles);- Phrasal verbs 2: verbs with one particle: transitive and separable, verbs with one particle: intransitive;- Verbs followed by -ing or infinitive: verbs followed by -ing or noun, verbs followed by -ing or a noun or a that-clause, verbs followed by -ing or infinitive, verbs followed by the infinitive or a that-clause, verbs followed by -ing or infinitive without to.- Causative verbs- Verb/adjective + prepositions- Collocations- Time linkers- Word formation |



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3° MODULO (LINGUISTICO)

First Trainer

First Certificate in English 1

First Certificate 2,3,4,5

a) Preparazione al First Certificate Exam (B2 level)

b) Avvio alla preparazione della Terza Prova Scritta dell'Esame di Stato

a) While studying the afore mentioned B2 level language structures (Common European Framework of Reference), learners have practiced reading, listening, speaking, writing activities in preparation for the First Certificate Exam (B2) held in March 2017 . Some supplementary textbooks have been used by the teacher as handouts such as *First Certificate in English 2* and *First Certificate Cambridge 2, 3, 4, 5* (Cambridge).

CONTENT: topic-based approach in preparation for the B2 Level (CEF) covering all areas of the Cambridge Esol FCE 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 First Certificate Exam (B2 level):

- summary; essay; short story; informal letter; formal letter; essay; review; article; report.

COMMUNICATION SKILLS AND VOCABULARY:

- vocabulary practice from the readings and listening extracts covering the lexical fields of interest
- independent learning: students create their own vocabulary cards on the following subject fields: friends and family, jobs, health, crime, environment, the media, the arts world, holidays and travel, hometowns, education, sports, books, money and upload them on the google classroom so as to swap them.

USE of ENGLISH: exam-based tasks

SPEAKING

Main speaking tasks:

- Talking about yourself and about people and places,
- 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, microsequences from a movie.

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

b) Graduale sviluppo della capacità di produrre un breve testo secondo le indicazioni della Terza Prova Scritta dell'Esame di Stato: text analysis (terza prova, tipologia B)



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Introduction to Literature: reading, comprehension tasks, analysis, oral practice and writing activities on the following article:
Michaloupolou, Amanda, 'Divided Times: How Literature Teaches Us To Understand "The Other"', *The Guardian*, 2 December 2016
<https://www.theguardian.com/books/2016/dec/02/literature-teaches-us-to-understand-the-other>

Early Britain: A History of Invasions (teacher's notes and ppt presentation)
Pre-Celtic and Celtic Britain, Celtic Art, Roman Britain, The Anglo-Saxon Invasion, The Germanic and the Viking element (Related tasks);
Culture: the war like ideal, the pagan cult of fame; The Christian influence; the three phases of the English language; life in Saxon England, thanes and mead-hall; the visual arts.
(teacher's notes and ppt presentation)

Arts, culture and media:
Full viewing and studying of the BBC Documentary Series: "A Time Watch Guide 1: Stonehenge", by Alice Roberts (accessed on youtube and the bbc web site): *Using 70 years of BBC history archive film, Professor Alice Roberts uncovers how the iconic ancient monument of Stonehenge has been interpreted, argued over and debated by some of Britain's leading historians and archaeologists.*

Focus on Anglo-Saxon Culture and Poetry:
Beowulf: a national epic
-Literary Techniques: revision of poetic conventions: sound devices and figures of speech; the epic poem; features of Anglo-Saxon poetry; Anglo-Saxon poetry and music; an early Anglo-Saxon burial site in East Anglia; maps of Scandinavia and Anglo-Saxon England;
Focus on Beowulf (Germanic legend in Old English poetry, the story, the heroic ideal); themes; settings; the language of epic style; monsters, dragons and heroes: reality and legend; pagan and Christian elements; the language; the story; (teacher's notes in the padlet called "The Origins" and in the textbook Literature for Life, vol. 2A, pp. 5-17) including the reading, comprehension, analysis and interpretation of the following extracts:
T1, T2, T3, T4 (translation by Seamus Heaney);

Historical, Cultural Insights and Language Practice:
Wood, Michael, *In Search of Beowulf*, BBC Four documentary, 17 September 2013
https://www.youtube.com/watch?time_continue=2571&v=1C0sFXU0SL0
In this documentary, students have the opportunity to learn more about Beowulf and Anglo-Saxons poetry through historian Michael Wood, who returns to the Anglo-Saxon world, to reveal the origins of Britain's literary heritage. Focusing on *Beowulf* and drawing on other Anglo-Saxon classics, he traces the birth of English poetry in the Dark Ages.

Full viewing, comprehension, vocabulary practice and summary of the documentary.
Analysis of its main parts.

4° MODULO (LINGUISTICO e LETTERARIO)
The Origins
Beowulf: A National Epic
(Il modulo)



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5° MODULO (LINGUISTICO e LETTERARIO) *The Middle-Ages*

The Norman Invasion

The Norman Conquest; the feudal system; the Domesday Book, the Peasant Condition; the Common Law; the Magna Carta; Simon de Montfort; Edward I; the Model Parliament, the Hundred's Years War; the War of the Roses (handouts, *Time Machines*, vol 1)

Historical Insight:

- Common Law: <https://www.youtube.com/watch?v=go73m6STnig&t=195s>
- The rise of Neo-Feudalism (handouts)
- The Black Death and the Peasant's Revolt (handouts)

Literature in the Middle Ages:

Miracle and mystery plays; morality plays; the medieval ballad; features of the medieval ballad; the ballad as a European phenomenon;

Focus on *Lord Randal*:

- *Lord Randal* by Giordano dell' Armellina
<https://www.youtube.com/watch?v=MMR55HoeSG4>
- Reading, comprehension, translation, analysis and interpretation
- Stylistic features of *Lord Randal*
- Establishing links between literature and other art forms and /or linguistic systems

LINK TO CONTEMPORARY CULTURE: *The Ballad Through time and the notion of writing back*

Bob Dylan's *A Hard Rain's A-Gonna Fall* (1963)

- Listening to the Song sung by Bob Dylan (youtube)
- Reading, comprehension, translation
- Text analysis and interpretation
- Stylistic features
- Compare and contrast with the folk ballad
- Historical Context of the song
- Bob Dylan

6° MODULO (LINGUISTICO e LETTERARIO)

"The Read On! Project:
An Extensive Reading Methodology
of Independent Learning"

For the second year students could benefit from the Read On! Mobile Class library from Oxford University Press. This meant 99 graded readers (fiction and non-fiction books) which allowed them to practice the methodology of extensive reading throughout the school year. Students own the class library and they are responsible for it, managing it independently. They choose graded readers to read, electing class librarians and deciding on their borrowing system. Students are challenged to read as many graded readers as they could. The activity has been *assessment free*.

This "learning by doing" series of activities have develop their:

- Language skills in English (oral and written)
- Approach to reading, extensive first and intensive afterwards;
- Literary competencies
- Collaborative learning and team work

Recanati, 3 Giugno 2017

Docente

Alunni

Prof.ssa

Maria Enrica Cerquoni



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