LICEO CLASSICO "GIACOMO LEOPARDI"

Liceo Classico-Liceo delle Scienze Umane-Liceo Economico Sociale ***Liceo Scientifico-Liceo delle Scienze Applicate-Liceo Linguistico***

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62019 RECANATI (MC)

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PROGRAMMA SVOLTO

DISCIPLINA: LINGUA E CIVILTA' STRANIERA (INGLESE)

CLASSE: 2P (Indirizzo Linguistico)

a.s. 2018/2019

Docente: Maria Enrica Cerquoni

TEXTBOOKS

LANGUAGE

Slides 1 & 2, SB +PB, di Spiazzi, Tavella, Layton (Zanichelli, 2008)
PET 8 (Examination Papers) (Cambridge: CUP**)**
Grammar Log, di Gatti e Stones (MondadorBurlington,

CULTURE

New Surfing the Word, di Dandini, Maria Grazia (Zanichelli, 2010)
Read On! A Class Library Project (OUP)
Dickinson, Emily, *If I can Stop One Heart from Breaking*

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)

Websites
http://learnenglishteens.britishcouncil.org/

1° MODULO (LINGUISTICO) Language Review	**Grammar Revision of the following language structures**: the simple present; adverbs of frequency; question tags; one and ones; time prepositions; translation of *molto*; object pronouns; translation of *troppo* e *abbastanza;* 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, future tenses, question tags, simple present versus present continuous; can as ability; must as obligation; must/hace to; verbs of state and verbs of action; linkers. I discenti hanno svolto tasks and activities in relazione alle strutture morfo-sintattiche sopracitate e anche esercizi di traduzione.

2° MODULO (LINGUISTICO) **Language Practice** ***Slides 1 SB and PB*** ***Units 10-11-12***	Grammar awareness: - Past Tense of irregular verbs (revision) - Past continuous/used to (revision) - Would + to infinitive - Could-past abilities; had to; didn't have to (see grammar log as well, unit 19) - Comparatives and superlatives; the superlative of minority; idiomatic usage of the superlative; irregular adjectives (see teachers' handouts for revision) - Adverbs of manners - Making deductions; quantifiers: little and few - Intensifiers - Degrees of certainty; predictions with may and might - Prepositions https://www.eslbuzz.com/common-errors-in-the-use-of-english-prepositions/?utm_campaign=meetedgar&utm_medium=social&utm_source=meetedgar.com Word bank: - Means of transport; crime, pronunciation: "gh"; the sound /w/; diphthongs sounds Writing and Speaking: - Introduction to a story: what happened next? - Write about beauty problems; - Write an informal letter - Speaking about beauty problems; - Speaking about an evening out; speaking about music Reading and listening: - Travelling - Authentic stories of crime; detective stories; The followed readings have been read in class in addition to comprehension activities, vocabulary practice, translation, oral report tasks: "AIDS walk in Africa", "A Lone Traveller", "Tracy's story", "5 Teens face 74 robbery charges".

	<u>Grammar Awareness:</u> - 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 - The present perfect simple; time expressions with present perfect simple; present perfect vs past simple - Present Perfect Continuous, duration form in the present - The past perfect; past perfect versus simple past; before and after + gerund; time expressions with Past Perfect - Past Perfect Continuous, duration form in the past - The Present Conditional; the perfect conditional; - Would rather - "If" clauses: zero and first conditional; second conditional; third conditional - Time clauses (when, as soon as, unless, as long as) - *Have something done* (Grammar Log) - Indefinite pronouns - Reflexive pronouns - Reciprocal pronouns - Suffixes - Get + adjectives - Time linkers Word bank: - The town; - Television - Ghost hunting - How to describe books/films/theatre preformances - Social media Writing and speaking: - Pronunciation tasks (as from Slides units) - Are you a townie or a wellie? - Advantages of living in a town - How to talk about/orally review book/film/theatre performance - Storytelling (induction to direct speech and indirect speech) - "What if" (oral practice: what would you do if you won the lottery?) - Writing a summary - Planning your writing - How to write a short movie/theatre/book review - The structure of a story - Writing a short creepy story - The ending of a short story Reading and listening: - City or country? - Creepy stories: "The Landlady" as reading and listening activity (part 1 and 2) <u>The following readings have been read in class in addition to comprehension activities, vocabulary practice, translation, oral report tasks:</u> "Living in a small town"; "Blood Diamond"; "The Landlady", The Canterville Ghost", "Fitness".
3° MODULO (LINGUISTICO) **Language Practice** ***Slides 2 SB and PB*** ***Units 1-2-3-4-5***	**From Page to Stage: Drama in Performance** Students went to see the performance *The Country Girls* by Edna O'Brien at the Abbey Theatre during their study in Dublin and they all wrote a review of the theatre performance. In preparation for the theatre show students researched the

	novel by Edna O'Brien on which the play is based and the stage adaptation as well. They shared their findings in class. A sample reviews was read and discussed in class as well: Crawley, Peter, "*The Country Girls* review: Subversion reimagined as sentimentality" https://www.irishtimes.com/culture/stage/the-country-girls-review-subversion-reimagined-as-sentimentality-1.3811085 **Online Learning:** Students have used the British Council online source **http://learnenglishteens.britishcouncil.org/** to learn and practice the following language structures: - present perfect simple and continuous; - past perfect; - active vs dynamic verbs - conditionals
4° MODULO (LINGUISTICO) *Language Practice* *Grammar Log*	Some of the language structures have been practised in the grammar book Grammar Log: Unit 19 (pp. 310-317), 20, 21, 24, 28, 29 (p.495).
5° 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), which three students took in March 2019 . Some supplementary textbooks have been used by the teachers as handouts from supplementary texts such as *PET 3, 4, 5, 6* (Cambridge UP). 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 modules 1, 2, 3. 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 from *Slides 1 and 2*. 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

6° MODULO (CULTURE) **The Republic of Ireland** ***New Surfing the World***	<u>History and society</u>: In preparation for their trip to Dublin, Ireland, students have learnt about the Republic of Ireland, the distinction between North and South, the Celtic Tiger, Irish life, the Great Famine, Dublin, the Troubled history of Ireland, heritage sites of Ireland (*New Surfing the World*, pp. 82-89). In addition, through independent research shared in class, students have learnt about the following culture places in Dublin: - National Gallery of Ireland - The Abbey Theatre - Trinity College - James Joyce (James Joyce Centre) - Edna O'Brien's play and novel The Country Girls - Glendalough
7° MODULO (LINGUISTICO) *Fostering A Culture of Reading* "Read On! An Extensive Reading Project": A Methodology of Independent Learning and digital enhancement"	a) In the first weeks in school students first informally discussed books they had read over the summer and learnt how to talk about books (*visible thinking routines* were practised); b) then students were asked to their classmates a book they had read enjoyed reading over the summer c) On December 20th students could benefit from the Oxford University Press the "Read On! Extensive Reading Library" which means a class library complete of graded readers (fiction and non-fiction books) which allowed them to practice the methodology of extensive reading. First, they learnt about the methodology of extensive reading/reading for pleasure. The project is student centred: students owned 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 can. d) In May students were invited to produce individual review and then to work together to amend and create a padlet of peer-assessed reviews. These "learning by doing" series of tasks have develop their: - Language skills in English (oral and written) - Approach to reading, extensive first and intensive afterwards; - Literary competencies - Oracy and writing skills - Collaborative learning and team work - Digital competencies
8° MODULO (CULTURE and CLIL) **Presence, Self and Active Listening:** ***Poetry and the Visual Arts***	Introduction to poetry: - Introduction to the notion of presence (who am I, when am I, where am I), self, active listening - Improvisational drama games to improve presence and active listening skills (PIRI PIRI, counting games, breathing exercises, pen game, physical state copycat, tableaux vivant) - Introduction to the poem by Emily Dickinson's "If I can stop one heart from breaking" : "meet the poem" activities, glossary, what makes life worth living - Class Reading of the poem (comprehension): layout, music of poetry and content; - CLIL CLIP: Poetry and Art: Vincent Van Gogh, *Old Man in Sorrow* (1890): how to describe a painting: body language, setting, colour, supporting details. - Key-notions and basic technical art lexis (warm colours and cold colours - Nouns, adjectives, verbs related to the painting's theme)

Recanati, 3 Giugno 2019

Alunni/e

Docente

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