



LICEO CLASSICO "GIACOMO LEOPARDI"

Liceo Classico-Liceo delle Scienze Umane-Liceo Economico Sociale
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62019 RECANATI (MC)

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PROGRAMMA SVOLTO

DISCIPLINA: LINGUA E CIVILTÀ STRANIERA (INGLESE)

CLASSE: 3R (Indirizzo Scientifico Opz. Scienze Applicate)

a.s. 2018/2019

Docente: Maria Enrica Cerquoni

TEXTBOOKS

LANGUAGE

PET 8 (Examination Papers) (Cambridge: CUP)

Grammar Log, di Gatti e Stones (*Grammar Log* di Simone Gatti e Larry Stone (Burlington- Mondadori, 2016)

Former Consolidate B2, di Spiazzi, Tavella, Layton (Zanichelli, 2016)

FIRST Trainer, di May, Peter (Cambridge UP, 2015)

LITERATURE AND CULTURE

Former Heritage 1, di Spiazzi, Tavella, Layton (Zanichelli, 2016)

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)

Articles

Michalopoulou, 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>

"The Stress of Social Media", <https://learnenglishteens.britishcouncil.org/magazine/science-technology/stress-social-media>

"Do you have the right mindset?"

<https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/do-you-have-right-mindset>

"Are we losing the art of conversation?"

<https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/are-we-losing-art-conversation>

"Robots: friend or foe?" <https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/robots-friend-or-foe>

Videoviewing: Films and Documentaries

What is Literature For? The School of Life Series,

<https://www.youtube.com/watch?v=4RCFLobfqcw>

Zemeckis, Robert, *The Legend of Beowulf* (2007)

Websites

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

1° MODULO (LINGUISTICO) Language Review Grammar Log	Grammar Revision of the following language structures: the simple present; adverbs of frequency; question tags; one and ones; time prepositions; translation of <i>molto</i> ; object pronouns; translation of <i>troppo e 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, future tenses, question tags, simple present versus present continuous; can as ability; must as obligation; must/have to; verbs of state and verbs of action; basic linkers and sequential words; prepositions of time and place. Comparatives and superlatives (teacher's handouts). I discenti hanno svolto tasks and activities in relazione alle strutture morfo-sintattiche sopracitate e anche esercizi di traduzione.
2° MODULO (LINGUISTICO) Language Review Grammar Log	Past tenses: simple past (regular and irregular verbs); used to + infinitive/would + infinitive; be/get used to + ing form; past perfect simple vs simple past. Present perfect simple with time expressions; present perfect simple with <i>been</i> and <i>gone</i> ; present perfect simple vs simple past; present perfect and present perfect continuous (duration form in the present) with <i>for</i> and <i>since</i> . Past perfect simple with time expressions; past perfect simple vs past simple; Time clauses (future clauses) with <i>when</i> , <i>as soon as</i> , <i>unless</i> , <i>as long as</i> , <i>until/till</i> . Conditional clauses: zero, first, second, third conditional type. <i>When</i> , <i>While</i> and <i>as</i> <i>Ought to/oughtn't + inf / should + inf</i> Active vs passive (writing part 1 PET) Basic usage of direct speech and reported speech (writing part 1 PET) <i>Suggest + ing form/ what about/how about/why not</i> Gradable and non-gradable/extreme adjectives: <i>big</i> and <i>enormous</i> <i>Quite</i> with non-gradable adjectives to mean "completely" <i>A bit/a little/much/far/a lot/ Too/enough/too much/too many/too little/too few</i> <i>So/such, So much/so many, so do I/So did I, Neither do I/Nor do I,</i> <i>some/any/no/none</i> and compounds, Imperative, verbs followed by <i>to</i> or <i>-ing</i> like <i>admit, avoid, fancy, finish, like, enjoy, feel like, hate, can't bear, can't stand, mind, miss, prefer, love, practise, spend, suggest + ing form; agree, afford, decide, expect, hope, seem to, learn, manage, promise, want, would like + to + inf</i> ***Verbs like <i>begin, start, continue</i> can be followed either by <i>ing</i> form or <i>to + inf</i> with no difference in meaning. ***Verbs like <i>remember, forget, regret, try, stop</i> can be followed by the <i>ing</i> form or by <i>to + infinitive</i> but with a difference in meaning
3° MODULO (LINGUISTICO) Performance Consolidator B2	Some of the language structures have been practised in the grammar book <u>Performance Consolidator B2: A 1-2-3-4-5-6</u>

<p>4° MODULO (LINGUISTICO) PET 8 <i>Language Practice Intermediate</i> PET 3, 4, 5, 6</p> <p>Focus on level B1 and PET Exam</p>	<p>a) While studying 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 11 students took in March 2019 . Beside <i>PET 8</i> some extra material has been provided by the teacher as handouts from supplementary texts such as <i>PET 3, 4, 5, 6</i> (Cambridge UP).</p> <p>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.</p> <p>GRAMMAR AWARENESS: see language structures in modules 1, 2, 3.</p> <p>WRITING: tasks and activities related to the writing of: <u>Writing Tasks as for the PET Exam (B1 level):</u> - short text, summary; short story; informal letter;.</p> <p><u>COMMUNICATION SKILLS:</u> talking about oneself and about people and places; expressing opinions, oral report of a passage, oral presentation of a book or a film or a documentary, description of an image, interactive collaborative tasks on a given situation (as per exam speaking tasks); <u>description</u> 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.</p> <p><u>WORD BANK: vocabulary practice from the readings and listening extracts covering the lexical fields of interest (among them social media, crime and punishment (Grammar Log, pp. 412-413), technology all collected in students personal vocabulary notebooks)</u></p> <p><u>USE of ENGLISH: exam-based tasks</u></p> <p><u>READING: exam based tasks and mostly articles from the website</u> http://learnenglishteens.britishcouncil.org/</p> <p>LISTENING (introduction and practice to main task types in preparation for PET, listening to authentic documentary and film viewing.</p>
<p>5° MODULO (LINGUISTICO) FIRST Trainer Introduction to the FIRST Certificate Exam</p>	<p>Introduction to task types :</p> <ul style="list-style-type: none"> - Use of English part 1 (collocations, pp. 13); reading and use of English part 2 (relative pronouns and linking expressions, pp. 14-16); - Writing: essay writing (p. 34 tasks 1-2 + sample essays from teacher) - Listening: introduction to task type: 1-2-3 <p>Students have read the following B2/B2+/C1 articles and reviews from the website http://learnenglishteens.britishcouncil.org/ :</p> <p>"The stress of social media"</p> <p>https://learnenglishteens.britishcouncil.org/magazine/science-technology/stress-social-media</p>
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<p>6° MODULO (LETTERARIO)</p> <p><i>Fostering A Culture of Reading</i> Introduction to Literature and Poetry</p>	<p><u>Step 1:</u></p> <ul style="list-style-type: none"> 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 (<i>visible thinking routines</i> were practised); b) Then students were asked to present their classmates a book they had enjoyed reading over the summer c) Book genres d) Conventions of fiction <p><u>Step 2 :</u></p> <ul style="list-style-type: none"> e) Introduction to literature: reading, comprehension, word search, rewording, summary of the article “Divided Times: How Literature Teaches Us To Understand The Other”, by Amanda Michalopoulou, <i>The Guardian</i>, 2 December 2016. Comprehension questions task. f) Viewing of the documentary: “The School of Life: What is Literature For?” https://www.youtube.com/watch?v=4RCFLobfqcw , active listening, comprehension tasks, word search; oral report of the documentary: <p><u>Step 3:</u></p> <ul style="list-style-type: none"> g) Listening to William Blake’s poems “The Chimney Sweeper” from <i>Songs of Innocence</i> and its companion piece from <i>Songs of Experience</i>: reading, comprehension, paraphrasing, translation; layout, sound devices, figures of speech (Words of poetry, <i>Performer Heritage</i> 1 (pp. 4-9 + teacher’s slides on ppt) h) Independent learning: each student present a poem of their choice to the class. i) Videoviewing of the film “The Legend of Beowulf”, by Robert Zemeckis (2007): characters in the film, summary of storyline.
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Recanati, 3 Giugno 2019
Alunni/e

Prof.ssa
Docente
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