



# 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: 4 P (Indirizzo Linguistico)

a.s. 2018/2019

Docente: Maria Enrica Cerquoni

## TEXTBOOKS

## LANGUAGE

*First Certificate in English 2, Exam Papers* (Cambridge: Cambridge University Press, 2014)

*First Trainer* (Cambridge: Cambridge UP, 2014)

*Grammar Files, Green Edition* (Trinity Whitebridge)

*Performer Consolidate B2* (Zanichelli: 2016)

## CULTURE & LITERATURE

*Performer Heritage 1: From the Origins to the Romantic Age*, di Spiazzi, Tavella, Layton (Bologna: Zanichelli, 2016)

**Materiale aggiuntivo fornito dalla docente proveniente dai seguenti libri di testo o letture in forma di fotocopia:**

### Language

*First Certificate in English 1, 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)

*Advanced Trainer*, Revised Edition, di O'Dell Felicity, (Cambridge University Press, 2015)

### Readings:

*The Merchant of Venice* (any edition)

### Videoviewing (Documentary, films, docu-films, lectures):

"Elizabeth I: The Virgin Queen" (Part 1) <https://www.youtube.com/watch?v=Jmhak-RI67o> (summary of the first 20 minutes)

*The Merchant of Venice*, by Michael Radford (2004), with Al Pacino and Jeremy Irons

"Nadia Fusini commenta il film *The Merchant of Venice*", Festival del Film di Venezia (2004)

"The Gunpowder Plot: Stories of Parliament", Part I and 2, documentary by

"All the World is a Stage: Silk Stockings and White Bosoms", documentary by Ron Harwood (episode 8, BBC, Restoration Drama) [https://www.youtube.com/watch?v=ier\\_MBbmPuU](https://www.youtube.com/watch?v=ier_MBbmPuU) (the first 20-25 minutes including the section on the birth of the theatre critic).

The Globe Theatre London Tour", <https://www.youtube.com/watch?v=m3VGa6Fp3zI>

<p><b>1° MODULO (LINGUISTICO)</b> <b>Language Review</b> <b>Grammar Files</b> <b>First Certificate:</b> <b>Language Practice</b></p>	<p><b>Grammar Revision of the following language structures:</b> 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.</p>
<p><b>2° MODULO (LINGUISTICO)</b> <b>Language Practice</b> <b>Grammar Files (28, 32, 35, 38, 40, 41, 42;</b> <b>Section 1: a,b,c,d;</b> <b>Section 2; Section 5;</b> <b>Section 6)</b> <b>First Certificate:</b> <b>Language Practice</b> <b>First Trainer</b></p>	<p><b>Consolidation of the following language structures:</b></p> <ul style="list-style-type: none"> <li>- Other forms of future: future continuous, future in the past, future perfect, future perfect continuous;</li> <li>- Ought to, Need and dare</li> <li>- It's time/it's high/about time; , wish/if only, /would rather/had better;</li> <li>- If/whether; if/as though; even though/even if;</li> <li>- Phrasal verbs: understanding phrasal verbs (phrasal verbs with one particle: transitive and inseparable, verbs with two particles);</li> <li>- Phrasal verbs 2: verbs with one particle: transitive and separable, verbs with one particle: intransitive;</li> <li>- 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.</li> <li>- Causative verbs</li> <li>- Verb/adjective + prepositions</li> <li>- Collocations</li> <li>- Time linkers</li> <li>- Word formation (suffixes and prefixes)</li> </ul>
<p><b>3° MODULO (LINGUISTICO)</b> <i>First Trainer,</i> <i>Performer</i> <i>Consolidate B2,</i> <i>First Certificate in English 1 &amp;2,</i> <i>First Certificate 2,3,4,5 + C1</i></p> <p>a) Preparazione al First Certificate Exam (B2 level and C1) in presenza con il docente madrelingua prof. Linton Thomas Lough (1 ora alla settimana)</p> <p>b) Induction work: Avvio alla preparazione della Seconda Prova Scritta dell'Esame di Stato</p>	<p><b>a)</b> 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 2018. Some supplementary textbooks have been used by the teacher as handouts such as <i>First Certificate in English 1</i> and <i>First Certificate Cambridge 2, 3, 4, 5</i> (Cambridge). <b>CONTENT:</b> topic-based approach in preparation for the B2 Level (CEFR) 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. <b>GRAMMAR AWARENESS:</b> see language structures in module 1, 2 <b>WRITING:</b> tasks and activities related to the writing of: <u>Writing Tasks as for First Certificate Exam (B2 level):</u> - summary; essay; short story; informal letter; formal letter; essay; review; article; report. <u>COMMUNICATION SKILLS AND VOCABULARY:</u> - vocabulary practice from the readings and listening extracts covering the lexical fields of interest; - students create their own vocabulary cards on the following subject fields: <u>friends and family, jobs, health, crime, environment, the media, the arts world, holidays and travel, hometowns, education, sports, books, money.</u></p> <p><u>USE of ENGLISH: exam-based tasks</u></p> <p><u>SPEAKING</u> <u>Main speaking tasks:</u> - 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, a documentary and a microsequences from a movie.</p> <p><b>LISTENING</b> (introduction and practice to main task types in preparation for FIRST. <b>B )</b> Solo graduale sviluppo della capacità di produrre un breve testo secondo le indicazioni della Seconda: reading comprehension, text analysis, summary, how to answer inferring questions, short story, short essay.</p>

<p><b>4° MODULO (LETTERARIO) The Renaissance: Elizabethan Drama and Shakespeare's <i>The Merchant of Venice</i></b></p>	<p><b>History and Society:</b> 2.1 The Tudors (Henry VII, Henry VIII, Edward VI, Mary I), Thomas Cranmer 2.2 Elizabeth I (The Virgin Queen, The Royal Progress, Danger from Scotland, Exploring the Sea, The Defeat of the Spanish Armada) (82-85 + teacher's notes on The Renaissance, ppt))</p> <p><b>CLIL ART:</b> "Portraying Power" (Using the visual tools of communication) (p. 88)</p> <p><b>THEME PATH:</b> <b>Elizabeth I:</b> Film viewing: - <i>Elizabeth</i>, directed by Shekhar Kapur, 1998 Documentary Viewing: - Starkey, David, "Elizabeth I: The Virgin Queen", part 1, youtube <a href="https://www.youtube.com/watch?v=Jmhak-RI67o">https://www.youtube.com/watch?v=Jmhak-RI67o</a> (summary of the first 20 minutes)</p> <p><b>Culture:</b> Renaissance and New Learning: the chain of being, microcosm and macrocosm, humanism in a changing world, the English Renaissance (</p> <p><b>Literature:</b> <u>The Development of drama</u>: origins, reason for development, the structure of Elizabethan theatres, Elizabethan and modern theatres, sources (pp. 100-101). William Shakespeare: life, works (108-109). Viewing of the documentary: "The Globe Theatre London Tour" , <a href="https://www.youtube.com/watch?v=m3VGa6Fp3zI">https://www.youtube.com/watch?v=m3VGa6Fp3zI</a></p> <p><b>Literary Genres: Drama</b> <u>The Words of Literature</u>: The Words of Poetry (pp. 10-12)</p> <p><b>Shakespeare the dramatist</b>: A Shakespearean play: general features; why are so many of Shakespeare's plays set abroad? (pp.</p> <p>Full reading of <i>The Merchant of Venice</i> (any edition): the Influence of popular tradition; plot; setting; characters; themes (pp. 126-127). Full viewing of the film: <i>The Merchant of Venice</i> by Michael Radford (2004), with Al Pacino</p> <p>Reading, comprehension, paraphrasing, translation and analysis of the following excerpts: - "The Bond" (p. 128) - "I am Jew (Shylock's speech)" (p. 130-131) - The Quality of Mercy (pp. 132-133)</p> <p><b>A Shakespearean comedy</b>: full reading of the play <i>The Merchant of Venice</i> Setting, characterization, language and audience convention, themes at the following websites:</p> <p><b>From page to stage</b>: the play in performance: students viewed a theatre performance in English of the play <i>The Merchant Venice</i> at the Silvano Toti Globe Theatre in Rome in October 2018 by the Bedouin Theatre Company; students had the opportunity to visit the theatre and to take part in a post-show discussion with the cast after the performance.</p> <p><b>Writing skills</b>: How to write a review of a theatre performance.</p>
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<p><b>5° MODULO (LETTERARIO)</b>  <b>a) The Puritan Age</b>  <b>b) The Restoration of Monarchy</b>  <b>c) Restoration Drama: The Comedy of Manners and William Wycherley's <i>The Country Wife</i></b></p>	<p><b>The Puritan Age</b>  <b>History and Society:</b>  2.4 The Early Stuarts: James I; Gunpowder Plot; Charles I (91-92)  2.5. The Two Parties; The Commonwealth  The Puritans and Society (p. 94).</p> <p><b>In-Depth Study: The Gunpowder Plot:</b>  Videoviewing of the documentary: “The Gunpowder Plot: Stories from the Parliament”  <a href="https://www.youtube.com/watch?v=YptNONmnXH0">https://www.youtube.com/watch?v=YptNONmnXH0</a> (part 1)  <a href="https://www.youtube.com/watch?v=edhuXbE_nBk">https://www.youtube.com/watch?v=edhuXbE_nBk</a> (part 2)  Oracy skills: summary of the most important parts of the documentary.</p> <p><b>The Restoration Age</b>  <b>History and Society:</b>  3.1. Charles II; The Great Plague and The Great Fire.  <b>Literature:</b>  3.6 Restoration society; Restoration theatres; The Comedy of Manners (p. 199)</p> <p><b>In Depth Study of Restoration Comedy:</b>  “All the World is a Stage: Silk Stockings and White Bosoms”, documentary by Ron Harwood (episode 8, BBC, Restoration Drama)  <a href="https://www.youtube.com/watch?v=ier_MBbmPuU">https://www.youtube.com/watch?v=ier_MBbmPuU</a> (the first 20-25 minutes including the section on the birth of the theatre critic).</p> <p><b>Restoration Drama: William Wycherley (life)</b></p> <p>William Wycherley's <i>The Country Wife</i> (1675)  Plot, settings, characters, language, audiences; themes, gender issues (ppt presentation in shared drive; pictures of stage configuration, textbook, independent research done by students).</p> <p>Focus on the scenes (opening; the opening scene: Horner/Quack and the ones re-enacted in Ron Hardwood's documentary: Margery Pinchwife – Mr Pinchwife – Horner; Margery in disguise). Focus on the conventions of the stage: space, characters, language, audiences).</p>
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Recanati, 3 Giugno 2019  
Alunne

Prof.ssa  
Docente  
Maria Enrica Cerquoni