



# LICEO CLASSICO "GIACOMO LEOPARDI"

## PROGRAMMA SVOLTO

DISCIPLINA: LINGUA E CULTURA STRANIERA (INGLESE)

CLASSE: 3P (Indirizzo LINGUISTICO)

a.s. 2019/2020

Docente: Maria Enrica Cerquoni

Le lezioni si sono svolte fino alla fine di Febbraio in presenza; dall'11 Marzo 2020 in poi a causa dell'emergenza COVID19 si è passati alla didattica a distanza, *DAD*, su piattaforma MEET. Tale passaggio ha richiesto un ripensamento delle metodologie di lavoro e dello svolgimento della programmazione di inizio d'anno. Le lezioni a distanza si sono svolte in modalità sincrona (3 ore settimanali da 45 minuti) e in modalità asincrona, sulla piattaforma didattica EDMODO, dove la docente e gli studenti hanno potuto condividere materiale didattico in preparazione alle lezioni (*flipped classroom*) e esercitazioni scritte e orali relative alle lezioni svolte e al tipo di task assegnato. L'emergenza COVID19 con il passaggio repentino alla DAD ha fatto sì che si lavorasse maggiormente sulle oracy and writing skills, sia in relazione alla comunicazione linguistica sia al programma di cultura e civiltà, per consentire agli studenti ulteriori possibilità di contributo, come il *debate* in modalità sincrona, o creazione di padlet e presentazioni di riflessione critica su testi assegnati e registrazioni di feedback da parte della docente.

Prima della DAD, la classe ha svolto il corso di preparazione alla certificazione PET (B1) tenuto dal docente madrelingua, prof. Linton Lough, in orario extracurricolare. Causa lockdown dovuto al COVID19 l'esame è stato posticipato a data da destinarsi.

## **TEXTBOOKS**

### **LANGUAGE**

*Slides 2: Student's Book + Practice Book*, di Layton, Spiazzi, Tavella (Zanichelli)

*B1 Preliminary for Schools Trainer: Revised Exam from 2020* (Cambridge University Press, 2019)

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

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

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

### **CULTURE & LITERATURE**

*Literature and Language 1*, di Cattaneo, De Flaviis, Muzzarelli, Knipe

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

### **Language**

*PET Exam Papers* (Cambridge: Cambridge University Press)

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

### **Readings:**

*Romeo and Juliet* (any edition)

### **Websites:**

[www.esllibrary.com](http://www.esllibrary.com)

[www.rsc.org.uk](http://www.rsc.org.uk)

## **Video-viewing (Documentary, films, docu-films, lectures, activity toolkits, articles):**

### Romeo and Juliet:

“Act 3 scene 5”: Royal Shakespeare Company production directed by Neil Bertlett in 2008

<https://www.youtube.com/watch?v=7vHjpUN7RDQ>

“Family confrontation”, <https://www.youtube.com/watch?v=ujHlpptm-ko>

Shakespeare, William, *Romeo & Juliet*, RSC production at the London Globe, directed da Dominic Dromgoole (youtube.com or DVD form) (**Prologue**)

Lurhmann, Baz, *Romeo + Juliet* (1996) (**Prologue**)

[www.rsc.org.uk](http://www.rsc.org.uk) : Activity toolkit: miscellaneous teaching material from the RSC website (section on *Romeo and Juliet*): plot, timeline, characters, language, staging;

### Veganism

[https://breakingnewsenglish.com/1909/190904-vegan-fashion-drag15\\_5.html](https://breakingnewsenglish.com/1909/190904-vegan-fashion-drag15_5.html)

“Making the Connection: Global food security” (The Vegan Society)

[https://www.youtube.com/watch?time\\_continue=13&v=mWCZle61xq4&feature=emb\\_title](https://www.youtube.com/watch?time_continue=13&v=mWCZle61xq4&feature=emb_title)

“Seven reasons why people are going vegan”

<https://www.bbc.co.uk/programmes/articles/5PBX369GxWfBHFHFRrkCvCl/seven-reasons-why-people-are-going-vegan>

“Why go vegan?” <https://www.vegansociety.com/go-vegan/why-go-vegan>

“Top 15 calcium rich nutrients” <https://www.healthline.com/nutrition/15-calcium-rich-foods#section1>

“Going vegan is not the most sustainable option for

humanity” <https://www.pbs.org/wgbh/nova/article/going-vegan-isnt-actually-th/>

“Vegans and vegetarians may think they are eating healthy –they are not”

<https://www.foxnews.com/opinion/vegans-and-vegetarians-may-think-theyre-eating-healthy-theyre-not>

“Death by Veganism” <https://www.nytimes.com/2007/05/21/opinion/21planck.html>

### Brexit

“Brexit”, in [www.esllibrary.com](http://www.esllibrary.com)

## **Padlets (creati dagli studenti e monitorati dalla docente)**

“British curiosities”: <https://padlet.com/alessiabaldoncini/h5dr8xg558p8hrn5>

“Veganism”: <https://padlet.com/mecerquoni/hwocx9vadk6m>

“A poem a day”: <https://padlet.com/mecerquoni/yi9j2944u4sr>

## **Learning online platform:**

EDMODO (used to upload study material before and after the class throughout the school year, both in face-to face mode and in asynchronous remote learning).

<p><b>1° MODULO (LINGUISTICO) Language Review</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 and future clauses, use of unless, comparatives and superlatives, must/ought to/should/have to; present conditional, perfect conditional, reciprocal pronouns, <i>before</i> and <i>after</i> after gerund 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) Slides 2 (Unit 5-6-7)</b></p>	<p><i>Slides 2:</i> Grammar: if clauses, Zero and First Conditional, Second Conditional, Third Conditional, Mixed Conditional, Wish, Had Better, Ought to/Should; Vocabulary: Illnesses, Food, Alternative Medicine, Veganism Reading: “Hero for a Day”</p>
<p><b>3° MODULO (LINGUISTICO E CITTADINANZA) Practicing Debating: Food Awareness</b></p>	<p><b><i>Class Debate on Food Awareness Being Vegan vs Carnivore</i></b> 1) Pre-debating stage: students have researched, read and discussed in exploratory talks English articles and documentaries on being vegan, carnivore, omnivore or being on plant-based diets. 2) Debate: students have been split into groups to organise their debate and have been introduced to the basic techniques of debating and preparation of pros and cons. Topics: Veganism (pros and cons) Secondary sources researched by students: <a href="https://breakingnewsenglish.com/1909/190904-vegan-fashion-drag15_5.html">https://breakingnewsenglish.com/1909/190904-vegan-fashion-drag15_5.html</a> “Making the Connection: Global food security” (The Vegan Society) <a href="https://www.youtube.com/watch?time_continue=13&amp;v=mWCZle61xq4&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=13&amp;v=mWCZle61xq4&amp;feature=emb_title</a> “Seven reasons why people are going vegan” <a href="https://www.bbc.co.uk/programmes/articles/5PBX369GxWfBHFHFRrkCvCl/seven-reasons-why-people-are-going-vegan">https://www.bbc.co.uk/programmes/articles/5PBX369GxWfBHFHFRrkCvCl/seven-reasons-why-people-are-going-vegan</a> “Why go vegan?” <a href="https://www.vegansociety.com/go-vegan/why-go-vegan">https://www.vegansociety.com/go-vegan/why-go-vegan</a> “Top 15 calcium rich nutrients” <a href="https://www.healthline.com/nutrition/15-calcium-rich-foods#section1">https://www.healthline.com/nutrition/15-calcium-rich-foods#section1</a> “Going vegan is not the most sustainable option for humanity” <a href="https://www.pbs.org/wgbh/nova/article/going-vegan-isnt-actually-th/">https://www.pbs.org/wgbh/nova/article/going-vegan-isnt-actually-th/</a> “Vegans and vegetarians may think they are eating healthy –they are not” <a href="https://www.foxnews.com/opinion/vegans-and-vegetarians-may-think-theyre-eating-healthy-theyre-not">https://www.foxnews.com/opinion/vegans-and-vegetarians-may-think-theyre-eating-healthy-theyre-not</a> “Death by Veganism” <a href="https://www.nytimes.com/2007/05/21/opinion/21planck.html">https://www.nytimes.com/2007/05/21/opinion/21planck.html</a>  Students collected their articles on a padlet “Veganism” <a href="https://padlet.com/mecerquoni/hwocx9vadvk6m">https://padlet.com/mecerquoni/hwocx9vadvk6m</a></p>
<p><b>4° MODULO PET Language Practice Intermediate Revised Exam 2020</b>  Focus on level B1 and PET Exam In compresenza con il docente madrelingua Prof. Linton Lough</p>	<p>While studying B1/B1+ level language structures (Common European Framework of Reference), learners have been introduced to the revised exam 2020 practicing reading, listening, speaking, writing activities in preparation for the PET Exam (B1), which due to the COVID19 emergency students couldn’t sit at CONTENT: topic-based approach in preparation for the B1 Level (CEFR) covering all areas of the Cambridge Esol PET exam and introduction to the new format of the exams and to new task task types in the four abilities: reading, listening, speaking and writing. GRAMMAR AWARENESS: see language structures in previous modules. WRITING: tasks and activities related to the writing of: guided informal email, article, story; READING: reading tasks (special focus on reading part 4, use of reference words as clues) and use of English (adjectives and dependent prepositions, prepositions and adverbs, collocations, fixed phrases, reading for gist, linking expressions) SPEAKING: answering personal questions; photo description; making suggestions, agreeing and disagreeing; expressing your opinions; alternative ways of expressing the same ideas; collocations;</p>

	LISTENING: understanding suggestions and responses, understanding whether speakers agree or disagree, recognising ideas in questions when said in different ways, vocabulary range, predicting answers by reading instructions carefully, listening to time phrases and tenses.
<b>5° MODULO</b> <i>Grammar Log</i> <i>Grammar in Progress</i> (Face to face and DAD)	<u>Grammar Awareness:</u> <i>Grammar in Progress:</i> a) Question tags, so do I, neither do I, neither/nor, causative verbs (make, let, get, ask, have, cause, make oneself loved, make me angry/happy/sad; fixed phrases with “let” (p. 436); b) Modals: can, could, specific use of could/couldn’t, to be able to, may, might, may not, might not, recap on expressing possibility, impossibility, to be allowed to, ask for permission, succeed in + ing, allow+ object +to+ base form, want/would like+ object+ to+ infinitive, let + object+ base form, have permission to, be likely to, be unlikely to, recap. <i>Grammar Log:</i> Modals: be able to, must, have to and need, needn’t, expressing certainties in the present and in the past with <i>must</i> , impossibility with can’t, must’ve/ought to have/should have, may/might+ have, could have/can’t have, shouldn’t have, needn’t have + past participle.
<b>6° MODULO</b> <b>Introduction to FIRST:</b> <i>FCE Trainer 2</i> <i>First 2 and B2 level</i> (Face to face and DAD) <i>In compresenza con il docente madrelingua, prof. Linton Lough</i>	Introduction to task types : <ul style="list-style-type: none"> <li>- Reading and Use of English part 1 (verbs + prepositions; verbs followed by either nouns or infinitives, verb collocations, adjectives + prepositions, words which are often confused, phrasal verbs, pp. 10-13);</li> <li>- Writing: article, review (written and oral), essay writing</li> <li>- Listening: introduction to task type: 1-2-3-4</li> <li>- Speaking: introduction to Part 1</li> </ul>
<b>7° MODULO</b> <b>(CULTURA E LETTERATURA)</b> <i>Approaching Literary Genres:</i> <i>Poetry</i> a) <i>Poetic conventions</i> b) <i>A Poem A Day</i> (DAD)	<ul style="list-style-type: none"> <li>- Poetry: What is poetry? The poet as maker; Words, lines, sound and meaning; Understanding poetry, line length, beat, rhyme, alliteration, the rhetoric of poetry, metaphor, simile, rhetorical patterns;</li> <li>- Analysed texts:  “My Heart Leaps Up” (William Wordsworth)  “It is Almost the Year Two Thousands” (Robert Frost)  “Nursery Rhyme: Jack be Nimble; Humpty Dumpty; Jack Horner”  “Virginia” (T.S. Eliot)  “In A Station of the Metro” (E. Pound)  “The Garret” (E. Pound)</li> </ul> Project: A Poem a Day For 16 classes in a row, each student selected a poem of their choice and presented it to the class 10 minutes at the beginning of the lesson. Poems were then uploaded on a padlet where the rest of class left comments and responses to the 16 poems:  To view the poems and students’ responses see <a href="https://padlet.com/mecerquoni/yi9j2944u4sr">https://padlet.com/mecerquoni/yi9j2944u4sr</a>
<b>8°MODULO</b> <b>(HISTORY, CULTURE AND CITIZENSHIP)</b> DAD (MEET)	<b><u>HISTORY AND CULTURE</u></b> <b>The Birth of the Nation</b> <ul style="list-style-type: none"> <li>- Britain’s Melting Pot: The True-Born Englishman</li> <li>- A multi-ethnic society</li> <li>- The United Kingdom: four nations</li> <li>- One language?</li> <li>- Celtic and Roman Britain</li> <li>- Anglo-Saxons Britain and The Germanic Influence (The Anglo-Saxons invasion, the Germanic element)</li> </ul> <b><u>CITIZENSHIP</u></b>

	<p><b>Talking Brexit:</b>  Reading: “Brexit”, adapted article from the section “historic events” in (<a href="http://www.esllibrary.com">www.esllibrary.com</a>)</p> <ul style="list-style-type: none"> <li>- Historic background on Brexit</li> <li>- What is Brexit</li> <li>- Leave camp/remain camp</li> <li>- Commonwealth</li> <li>- The European Union</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Vocabulary preview</li> <li>- Comprehension (timeline, ask and answer,</li> <li>- Portmanteaus</li> <li>- Vocabulary Review</li> <li>- Discussion</li> <li>- Research in small groups:</li> <li>- what is the Brexit backstop, what is the Union position on the backstop, what the EU and the UK agree on about the Irish border?</li> </ul>
<p><b>9° MODULO (CULTURA E LETTERATURA)</b></p> <p><i>Project Shakespeare in Performance: From Page to Stage 2 (Teatro Persiani Recanati ) &amp; Elizabethan Drama and William Shakespeare’s Romeo and Juliet</i></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.</p> <p><b>Literary Genres: Drama</b>  <u>The Words of Literature:</u> Drama and Poetry (textbook and RSC website)</p> <p>Full reading of <i>Romeo and Juliet</i> (any edition): the Influence of popular tradition; plot; setting; characters; themes</p> <p>Full viewing of the recorded production of <i>Romeo &amp; Juliet</i>, RSC production at the London Globe, diretta da Dominic Dromgoole (youtube.com or DVD form)  Activity toolkit: <a href="http://www.rsc.org.uk">www.rsc.org.uk</a> miscellaneous teaching material from the RSC website (section on <i>Romeo and Juliet</i>): plot, timeline, key-scenes in the play, characters, language key-terms, iambic pentameter), staging, stage history, themes; focus on key-scenes and key-moments in the play as suggested by the RSC website and performed by actors in dedicated workshop: story, characters, language, setting, staging <a href="https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet">https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet</a></p> <p>Reading, comprehension, paraphrasing, translation and analysis of the following excerpts:</p> <ul style="list-style-type: none"> <li>- “The Prologue”</li> <li>- “Romeo and Juliet’s first meeting”</li> <li>- “The Balcony Scene”</li> <li>- Lord Capulet argues with Juliet</li> </ul> <p>Visual Sources:  “Act 3 scene 5”: Royal Shakespeare Company production directed by Neil Bartlett in 2008  <a href="https://www.youtube.com/watch?v=7vHjpUN7RDQ">https://www.youtube.com/watch?v=7vHjpUN7RDQ</a>  “Family confrontation”, <a href="https://www.youtube.com/watch?v=ujHlpptm-ko">https://www.youtube.com/watch?v=ujHlpptm-ko</a>  Shakespeare, William, <i>Romeo &amp; Juliet</i>, RSC production at the London Globe, directed da Dominic Dromgoole (youtube.com or DVD form) (<b>Prologue</b>)  Lurhmann, Baz, <i>Romeo + Juliet</i> (1996) (<b>Prologue</b>)</p> <p><b>Project: <i>Shakespeare in Performance: From Page to Stage 2</i></b>  The class group had the opportunity to expand their theatrical knowledge by also reading, analysing and viewing the theatre performance <i>Romeo and Juliet R Dead</i> by Charioteer Theatre Company, devised by Laura Pasetti and performed at Teatro Persiani in Recanati on 25<sup>th</sup> February 2020. At the end of the production students</p>

	<p>could interact with actors and ask questions about the play and the performanceScript and guided analysis of the devised play were provided by the company and focussed on the following areas:</p> <ul style="list-style-type: none"> <li>- Shakespeare's play</li> <li>- Our play (Charioteer's play)</li> <li>- In the mind of the director</li> <li>- Three fundamental dramatic elements: time, conflict, failure</li> <li>- In the mind of Juliet</li> <li>- In the mind of Romeo</li> <li>- In the mind of Mercutio</li> <li>- Where the story is from</li> <li>- Who wrote what</li> </ul> <p>Some very dedicated students from the class also viewed a theatre performance in English of the play <i>Romeo and Juliet</i> at the Silvano Toti Globe Theatre in Rome in October 2019 by the Bedouin Theatre Company; students had the opportunity to visit the Globe theatre and take part in a post-show discussion with the cast after the performance; they also visited the backstage.</p> <p><b>Oracy and Writing skills:</b> How to write a review of a theatre performance; how to orally review a theatre performance; how to analyse an excerpt of a dramatic text; talking and writing about drama conventions.</p>
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Recanati, 27 Giugno 2020

Docente

Prof.ssa

Maria Enrica Cerquoni