



**LICEO CLASSICO “GIACOMO LEOPARDI”  
RECANATI (MC)**

**PROGRAMMA SVOLTO**

**A.S. 2021-2022**

**INDIRIZZO LINGUISTICO CLASSE 3F**

DISCIPLINA	DOCENTI
LINGUA E CULTURA INGLESE	MARIA ENRICA CERQUONI AMANDA HEYNE (CONVERSAZIONE)

*Ho assunto la docenza della classe in questo primo anno del secondo biennio insieme alla docente di conversazione prof.ssa Amanda Heyne. La classe, composta da 25 alunni, 15 ragazze e 5 ragazzi (due ragazzi ucraini sono arrivati nella seconda metà del secondo quadrimestre), dimostra un atteggiamento nel complesso alquanto positivo nei confronti della disciplina, sia in presenza sia in didattica a distanza integrata. I discenti in generale sono discretamente interessati alla materia, partecipano alle lezioni e nella maggior parte dei casi, sono motivati allo studio.*

*All'inizio dell'anno la classe presentava competenze linguistico-comunicative buone, pur se eterogenee (dal B1 al B2 secondo il QCER). Durante l'anno la maggior parte degli studenti e delle studentesse ha consolidato ed approfondito conoscenze e competenze linguistico-comunicative nelle quattro abilità sia lavorando in classe su livelli B1+/B2, sia attraverso la frequenza di certificazioni di livello B1 (PET, 15 studenti) e B2 (FIRST, 4 studenti), il che ha reso i loro livelli linguistici un po' più omogenei. Prima degli esami si è preferito lavorare sia sul livello B2 con tutta la classe sia separando i due gruppi. Il gruppo del B2 ha anche scelto di usufruire di un certo numero di ore di potenziamento effettuate su MEET online e in presenza dalla docente.*

*L'anno scorso questo gruppo classe aveva usufruito del progetto Oracy Recanati e, quindi, nella prima parte dell'anno, l'approccio alla letteratura, nello specifico al genere della poesia, è avvenuto in maniera laboratoriale e collaborativa, in aula 3.0, cercando di favorire le abilità orali e gli aspetti linguistici, cognitivi e socio-emozionali.*

*Per quanto riguarda la preparazione in classe alle certificazioni, sono state fatte molte esercitazioni di scrittura, di use of English, di ascolto, di reading comprehension e di speaking, per migliorare le abilità di comunicazione sia orale sia scritta, anche in previsione delle competenze necessarie per affrontare tra due anni la prova scritta dell'esame di stato. Causa pandemia, gli esami per le certificazioni linguistiche si sono protratti fino a tardo secondo quadrimestre. Per tale ragione, lo studio della letteratura è avvenuto nel primo quadrimestre, in maniera approfondita, ed è stato poi ripreso nella seconda parte del secondo quadrimestre.*

*Per quanto riguarda il profitto, la classe ha diversificato i propri talenti in discreto, buono, e, in alcuni casi, ottimo. I discenti hanno in generale dimostrato discreta autonomia allo studio e rispetto delle tempistiche nella consegna dei lavori assegnati. Il comportamento della classe è stato corretto.*

*Per quanto riguarda l'unità didattica di Educazione Civica, in linea con le scelte maturate all'interno del Consiglio di Classe, in lingua e cultura Inglese si è svolto il modulo “Family Ties”.*

**Preliminary 1 For Revised Exam from 2020** (Cambridge University Press, 2019)

**Performer 2nd edition Consolidate B1**, di Spiazzi Tavella, Layton (Zanichelli, 2016)

**Performer Consolidate B2**, di Spiazzi, Tavella, Layton (Zanichelli, 2016)

**Cambridge English FIRST 3**, AA.VV. (Cambridge University Press)

**Grammar in Progress 3rd Edition**, di Gatti e Stone (Mondadori for English, 2019)

## CULTURA E LETTERATURA

**Literary Journeys**, di Cattaneo and De Flaviis (Carlo Signorelli Editore, 2021)

## MATERIALE AGGIUNTIVO FORNITO DAL DOCENTE PROVENIENTE DAI SEGUENTI LIBRI DI TESTO:

### LANGUAGE:

**Performer B2**, di Spiazzi, Tavella, Layton (Zanichelli, 2018)

**FIRST 1, 2, 4** (Cambridge, Cambridge: CUP)

**Preliminary English Test 4-5-6-7-8** (Cambridge, Cambridge UP)

### EDUCAZIONE CIVICA

**The Fire and the Rose**, di Ballabio, Brunetti e Bedell (Europass, 2016)

### VIDEO VIEWING:

“What is Literature for?”, The School of Life,  
<https://www.youtube.com/watch?v=4RCFLobfqcw&t=3s>

Kovacs, Melissa, “What makes a poem a poem?”,  
<https://www.youtube.com/watch?v=JwhouCNq-Fc&t=250s>

Woods, Michael, “In Search of Beowulf”,  
<https://www.youtube.com/watch?v=1C0sFXU0SL0&t=539s>

## STRUMENTI E SPAZI DIDATTICI (Blended learning, face to face learning, DID e DAD )

Libri di testo – Time lines – Spidergrams - Lavagna luminosa – Biblioteca della scuola – AULA 3.0- Laboratorio linguistico – app e web tools (VOICE THREAD, CANVA, PADLET) – Audiovisivi, materiale autentico – Ambienti di apprendimento virtuale - Materiale fornito dal docente, power point

## MODULES:

Module 1	“Approaches to Literary Genres: Poetry”
Module 2	“Language in Action : Grammar Revision and Consolidation”
Module 3	“Language Practice: Exam Prep!”
Module 4 (EDUCAZIONE CIVICA)	“Family Ties”
Module 5	“The Birth of the Nation”

Module	Content
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<p><b>1° MODULO (LETTERARIO)</b></p> <p>“Approaches to Literary Genres: Poetry” <i>Literary Journeys 1 Tools and Maps</i></p>	<p>What is Literature?</p> <p>Video viewing: “What is Literature for?”, The School of Life, <a href="https://www.youtube.com/watch?v=4RCFLobfqcw&amp;t=3s">https://www.youtube.com/watch?v=4RCFLobfqcw&amp;t=3s</a> “What makes a poem a poem?”</p> <p><u>The Conventions of Poetry</u>: what is poetry, understanding poetry: sound devices (rhythm, line length, beat, rhyme, alliteration and assonance); the rhetoric of poetry (simile, metaphor, rhetorical patterns); detecting meanings.</p> <p><u>Genres of poetry</u>: The song and the lyric, the sonnet, the ballad, the elegy. Reading comprehension, paraphrasing, translation and analysis of the following poems:</p> <p><i>My Heart Leaps Up</i>, by William Wordsworth <i>It is Almost Year Two Thousand</i>, by Robert Frost <i>Nursery Rhyme, Hympty Dumpty</i>, Jack Horner <i>Virginia</i>, by T.S. Eliot, <i>In a Station of the Metro</i>, by Ezra Pound <i>Mind</i>, by Richard Wilbur, <i>The Garret</i>, by Ezra Pound <i>Song for the Asking</i>, by Paul Simon <i>The Bard</i>, by Wystan Hugh Auden <i>Down the Highway</i>, by Bob Dylan <i>Funeral Blues</i>, by Wystan Hugh Auden</p> <p><u>Poetry and Art</u>: Dickinson, Emily, “If I can stop my heart from breaking” (teacher’s ppt, words and images, Van Gogh’s painting “Sorrow”, how to read a painting; what makes life worth living?</p> <p>Video-viewing: <u>Kovacs, Melissa, “What makes a poem a poem?”</u>, <a href="https://www.youtube.com/watch?v=JwhouCNq-Fc&amp;t=250s">https://www.youtube.com/watch?v=JwhouCNq-Fc&amp;t=250s</a></p>
<p><b>2° MODULO (LINGUISTICO)</b></p> <p>“Language in Action: Grammar Revision and Consolidation” <i>Performer Consolidate B1 Grammar in Progress (Third Edition) FCE Trainer 2</i></p>	<p><i>Performer Consolidate B1 Second Edition</i>: Grammar Revision: simple and past tenses, relative clauses (defining and non-defining), zero and first conditional, time clauses, modal verbs deductions, infinitive of purpose; infinitive of purpose; present perfect continuous, for and since; second and third conditional; modal verbs: deduction, used to/would + infinitive, be/get used to + ing.</p> <p><i>Grammar in Progress Updated</i>: unit 24.1, 24.2, 24.3: perception verbs, infinitive of purpose; infinitives and gerunds.</p> <p>Structure of the following verbs: <i>Suggest</i> <i>Recommend</i> <i>Want, would like, allow</i></p> <p><b><u>Preparing for B2 (the whole class)</u></b> Introduction to task types: use of English (part 1,2 3), reading (part 5, 6, 7), writing (essay), speaking (part 1 and 2), listening (part 1, 2).</p>
<p><b>3° MODULO (LINGUISTICO)</b></p> <p>“Language Practice: Exam Prep!” <i>Preliminary for PET 1 Preliminary for PET 2</i></p>	<p><b>PET GROUP:</b> Learners have consolidated reading, listening, speaking, writing and use of English activities in preparation for the PET Exam (B1 CONTENT: topic-based approach in preparation for the B1 Level (CEFR) covering all areas of the Cambridge Esol PET</p>

	<p>GRAMMAR AWARENESS: see language structures in previous modules.</p> <p>WRITING: tasks and activities related to the writing of guided informal email, article, story;</p> <p>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)</p> <p>SPEAKING: answering personal questions; photo description; making suggestions, agreeing and disagreeing; expressing your opinions; alternative ways of expressing the same ideas; collocations (part 1,2,3,4);</p> <p>VOCABULARY: related to the topics encountered in the tasks</p>
<p><b>4° MODULO (LINGUISTICO)</b></p> <p>“Language Practice: Exam Prep!”</p> <p><i>B2 First 3, B2 First 4, B2 First 2, B2 First 1</i></p>	<p><b>FIRST GROUP (in class and online):</b></p> <p>Selected First Certificate tasks and exams papers from the aforementioned texts aiming to provide training in speaking, reading, use of English, listening and writing techniques needed to deal with the exam.</p> <p><b>Writing:</b> how to write the following tasks: <i>essay, article, review, report informal email/letter, formal email/letter (letter of application, letter of complaint)</i>; writing in paragraphs; use linking devices: of reason, of addition, of purpose, of contrasts, of result, of manner), language register (formal/informal), conventions of the different writing forms. <u><b>Writing models provided by the teachers in digital handout forms and also in shared padlet</b></u></p> <p><b>Use of English:</b> part 1 (multiple choice cloze), part 2 (open cloze) (gapped text, part 3 (word formation, suffixes and prefixes), part 4 (key word-transformation sentences, study of related grammar structures)</p> <p><b>Reading:</b> part 5 (multiple-choice text), part 6 (gapped text), part 7 (multiple matching)</p> <p><b>Vocabulary:</b> understanding words in context (definition, synonym, antonym) related to the topics in the above tasks, <i>collocations</i>, idioms, phrasal verbs with <i>break, bring, cut, take, make, give, put, come, turn</i></p> <p><b>Grammar structures:</b> used to and would + infinitive, be used to and get used to + ing form, quantifiers, verbs + both the gerund and the infinitive, verbs followed by ing form, verbs followed by infinitive, prefer, would rather, had better, conditionals, unless, as long as, quantifiers, past tenses, present tenses, <i>have something done</i>, ought to, oughtn't to + inf, manage to+ inf, succeed in + ing form, need, needn't.</p> <p><b>Listening:</b> part 1, part 2, part 3, part 4</p> <p><b>Speaking:</b> rephrasing, picture description, topic discussion, describing and comparing pictures, giving your opinion, agreeing and disagreeing, presentational skills</p>
<p><b>5° MODULO (CIVIC EDUCATION/ACTIVE CITIZENSHIP)</b></p> <p>“Family Ties”</p>	<p>“Family Ties” (digital handout, <i>The Fire and the Rose</i>)</p> <p>How does family work?</p> <p>Sociology words: blended family - extended family – kin - kinship - nuclear family - same sex-union single - parent family - singlehood</p> <p>TEXT (Song)</p> <p>“Family Portrait”, by Pink</p> <p>SS prepare group work on types of family of their choice and research a text or song which is emblematic of their choice.</p>
<b>6° MODULO (LETTERARIO)</b>	<u>History and Society:</u>

<p>The Origins  ‘Understanding Poetry and  Storytelling:  The Anglo-Saxon Period and the  Making of a Nation’  <i>Literary Journeys I</i>  Teacher’s Padlet: “The Origins”</p>	<p>Celtic and Roman Britain – Anglo – Saxon Britain and the Germanic  Heritage – The United Kingdom: Four Nations – One Language? - The  Oral tradition (pp. 14-25 and teacher’s padlet)</p> <p>Writers and texts:  <i>Beowulf</i>:  A National Epic and a post-migration tale – oral poetry (alliterations,  kennings, riddles) - the heroic ideal – the story – German legend in  English poetry –</p> <p>Focus on text: Reading, reading comprehension, paraphrasing,  translation, comment of the following excerpt:  “The coming of Beowulf” (pp. 27-28 &amp; teacher’s notes on paraphrasing  and text analysis – padlet)</p> <p><u>Cultural Studies</u>: monsters and their meanings  Video viewing:  Woods, Michael: “In Search of Beowulf” (first 30 mins)  <a href="https://www.youtube.com/watch?v=1C0sFXU0SL0&amp;t=539s">https://www.youtube.com/watch?v=1C0sFXU0SL0&amp;t=539s</a></p>
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*Recanati 09/06/2022*

*Le docenti*

*Prof.ssa Maria Enrica Cerquoni*  
*Prof.ssa Amanda Heyne*