

LICEO CLASSICO E MUSICALE

“Annibale Mariotti”

PERUGIA

PROGRAMMA A.S. 2018/2019

CLASSE 1D PROF. Stefania Leonori MATERIA : Lingua e cultura inglese

Libri di testo : *Best Choice 2*, ed Pearson Longman
Best Choice B2, ed. Pearson Longman
Working with grammar, ed Pearson-Longman
Amazing Minds vol.1, ed Pearson-Longman

From *Best Choice 2*

UNITS	GRAMMAR AND VOCABULARY	SKILLS
<p>Unit 11</p> <p>Inspiration</p>	<p><i>Third conditional sentences</i> <i>Noun+noun</i> <i>Contrast linkers</i> <i>Vocabulary : the arts</i></p>	<p>Expressing regret Giving opinions, reasons and examples Talking about art and culture Reading exhibition catalogues Reading film and book reviews Writing film and book reviews</p>
<p>Unit 12</p> <p>Innovation</p>	<p><i>Modals of ability and obligation : past</i> <i>Multi-part verbs</i> <i>Whatever, whenever, etc...</i> <i>Vocabulary : science and technology</i></p>	<p>Talking about your interests and ideas about science and technology Reading science magazine articles Listening to an interview about science fiction writers</p>

PET practice : reading, writing, listening and speaking parts

From *Working with Grammar* : exercises and activities to focus and reinforce the main grammar topics

From *Best choice B2*

UNITS	GRAMMAR AND VOCABULARY	SKILLS
<p>GET READY</p> <p>(revision unit)</p>	<p><i>Present simple and continuous</i> <i>Past simple and continuous</i> <i>Present perfect simple and continuous</i> <i>Future tenses</i> <i>Modal verbs (present)</i> <i>Vocabulary :</i> <i>School subjects and exams</i> <i>School memories</i> <i>Environment, Careers, Finance</i></p>	<p><i>Reading online articles about school stereotypes</i> <i>Talking about the new school year</i> <i>Listening to a school memory</i> <i>Reading leaflets about school clubs</i> <i>Reading articles about children careers ambitions</i> <i>Talking about future arrangements, plans, intentions and predictions</i> <i>Reading articles about the cost of education</i> <i>Talking about school rules</i></p>
<p>UNIT 1</p> <p>RELATIONSHIPS</p>	<p><i>Present tenses: revision</i> <i>Result linkers</i> <i>Quantifiers</i> <i>Multi-part verbs</i> <i>Vocabulary : relationships, family</i></p>	<p><i>Sharing personal information</i> <i>Describing trends</i> <i>Listening to interviews about relationships</i> <i>Talking about relationships</i> <i>Reading articles about social media</i></p>

<p style="text-align: center;">UNIT 2 CAMPAIGNS</p>	<p><i>Past tenses: revision</i> <i>Past perfect</i> <i>Past perfect continuous</i> <i>Used to/would</i> <i>Multi-part verbs</i> <i>Linking prepositions</i> <i>Vocabulary: big issues and campaigns</i></p>	<p><i>Discussing about big issues</i> <i>Talking about issues you care about</i> <i>Reading extracts from books about protests</i> <i>Telling the story of a resistance movement</i> <i>Listening to a radio programme about animal rights</i> <i>Discussing about animal rights</i> <i>Reading about a campaign related to body image</i> <i>Discussing about computer-manipulated photos</i> <i>Expressing contrasting viewpoints</i> <i>Reading a 'for and against essay'</i> <i>Writing a 'for and against essay'</i></p>
<p style="text-align: center;">UNIT 3 THE MEDIA</p>	<p><i>Used to, be used to, get used to</i> <i>Verb patterns</i> <i>Result linkers</i> <i>Vocabulary: print media, broadcast media and online media</i> <i>Idiomatic language</i></p>	<p><i>Listening to broadcasts about media use</i> <i>Talking about media use</i> <i>Evaluating the reliability of news reports</i> <i>Reporting an event</i> <i>Reading blogs about information overload</i> <i>Listening to science fiction radio play</i> <i>Describing a scene</i> <i>Reading book reviews, reviews of TV series</i> <i>Writing reviews of TV series</i></p>
<p style="text-align: center;">UNIT 4 ADVERTISING</p>		<p><i>Listening to adverts</i> <i>Expressing opinions about advertising</i> <i>Evaluating advertisements: advantages and disadvantages</i> <i>Discussing about stereotypes in advertisements</i></p>

From : *Amazing minds, vol 1*

<p>From the Origins to the end of the Middle Ages</p> <p>The Historical and Social Background <i>Celtic and Roman Britain</i> <i>The First Invasions, Stonehenge</i> <i>Anglo-Saxon Britain</i> <i>Norman England</i></p> <p>Literary Background</p> <p>The Anglo-Saxon Age, a world of heroes <i>Anglo-Saxon poetry,</i> <i>The epic and the elegy,</i> <i>Translation and Religious Drama</i></p> <p>After the Norman Conquest <i>Minstrels, Knights and Pilgrims, Romances and lyrics,</i> <i>Medieval ballads, Stories of Kings and Kingdoms,</i> <i>Sir Thomas Malory, Geoffrey of Monmouth and John Wycliffe.</i> <i>King Arthur, a literary hero</i> <i>Robin Hood, the legend of Sherwood</i> <i>The rebirth of drama, Religious and allegorical plays, Miracle and Mystery plays, Morality plays, Interludes</i></p>
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Authors and Texts

An elegy : *The Seafarer* – Anonymous

An epic poem : *Beowulf* - Anonymous
Beowulf's funeral

A play : from *Everyman* – Anonymous
Death's call

A ballad : *Lord Randal* – Anonymous
The ballad through the centuries

A critic : *Why should we care about the Middle Ages ?* by Umberto Eco
The fascination of the Middle Ages

A narrative poem : *The Canterbury Tales* by Geoffrey Chaucer
The complete work

SUMMER READINGS: Graded readers level B1/ B2 : The Merchant of Venice, The Tempest, Robinson Crusoe, Gulliver's travels

Perugia, 8 giugno 2019

Firma