



LICEO CLASSICO E MUSICALE STATALE "Annibale Mariotti" - PERUGIA

PROGRAMMA D'INGLESE

CLASSE 2<sup>^</sup>E

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Libri di testo e material didattico: *SURE* – Intermediate , ed. Helbling; *Top Grammar Plus* - Intermediate to Advanced, ed. Helbling; *Amazing Minds 1*, ed. Longman; \_Schede grammaticali e di approfondimento; Materiale didattico reperibile in rete.

**ARGOMENTI DI LINGUA**

| READING AND SPEAKING  | GRAMMAR   | VOCABULARY   |
|---|---|--|
| <b>1. MONEY MATTERS</b>   |   |  |
| <ul style="list-style-type: none"> <li>- Quick quotes</li> <li>- Talk about the future</li> <li>- Needs and wants</li> <li>- Are you a spendthrift or a miser?</li> <li>- Living on a shoestring</li> <li>- Your look on the street</li> <li>- Confirm information and ask for agreement</li> <li>- Customs around the world</li> <li>-The prom phenomenon</li> </ul> | <ul style="list-style-type: none"> <li>- Modal verb will / be going to</li> <li>- Present continuous as future</li> <li>- Future continuous/future perfect/future perfect continuous</li> <li>- Phrases with future meaning</li> <li>- Question tags</li> <li>- So do I / Neither-Nor do I / Don't you? I do / Do you? I don't</li> <li>- First Conditional</li> <li>- Conditional linkers: when, as soon as, unless, provided (that)/on condition that, as/so long as, in case of/in the event of, in case (U. 7)</li> </ul> | <ul style="list-style-type: none"> <li>- Finances</li> <li>- Verb collocations with take/ give/do/make/get</li> <li>- Everyday idioms: money</li> <li>- Fashion</li> <li>- Word expander: soon, literally</li> </ul> |
| <b>2. USE YOUR IMAGINATION</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Speculate: present/future/past</li> <li>- Something from nothing</li> <li>- Speed dating questions</li> <li>- Buy nothing day</li> <li>- Keeping a conversation going</li> <li>- Inviting and arranging</li> <li>- 8 Books to read before it's too late</li> </ul>   | <ul style="list-style-type: none"> <li>- Second Conditional</li> <li>- Modal verb + base form</li> <li>- Modal verb + have + past participle</li> <li>- Modal verb + have been + past participle</li> <li>- Modal verb + be + -ing form</li> <li>- Modal verb + have been + -ing form.</li> <li>- Adjective order: online activity</li> </ul>   | <ul style="list-style-type: none"> <li>- Making public</li> <li>- Word expander: reckon, guess, suppose, actually, sense</li> <li>- Phrasal verbs with give</li> <li>- Vocabulary connected to art</li> </ul>        |
| <b>3. BRIGHT SPARKS</b>   |   |  |
| <ul style="list-style-type: none"> <li>- Quick quotes</li> <li>- Think out loud</li> <li>- Talk about unreal conditions</li> </ul>  | <ul style="list-style-type: none"> <li>- Third Conditional</li> <li>- I wish/if only/If it weren't for/ If it hadn't been</li> </ul>  | <ul style="list-style-type: none"> <li>- Behaviour and emotions</li> <li>- Emphatic do/ does</li> <li>- Everyday idioms: science</li> </ul>  |
| <b>4. DO SOMETHING</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Go for it</li> <li>- Rubbish</li> </ul>  | <ul style="list-style-type: none"> <li>- Present &amp; passive simple passive</li> <li>- Continuous, perfect &amp; modal passives</li> <li>- Other passive forms: get/have something done</li> <li>- Transitive/intransitive/inseparable/two-particle phrasal verbs</li> </ul>  | <ul style="list-style-type: none"> <li>- Word expander: mind</li> <li>- Vocabulary builder: phrasal verbs</li> <li>- Phrasal verbs with come</li> </ul>  |
| <b>5. PART-TIME JOBS</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Narrate effectively</li> <li>- Top student jobs</li> <li>- How to survive internship</li> <li>- The soft road to success</li> <li>- The apprentice</li> </ul>  | <ul style="list-style-type: none"> <li>- Past perfect</li> <li>- Present and Past perfect continuous</li> <li>- Verb + -ing form / infinitive</li> <li>- Word expander: as, by</li> </ul>   | <ul style="list-style-type: none"> <li>- Thinking skills</li> <li>- Careers</li> <li>- Work: typical collocations</li> <li>- Adjectives describing work</li> <li>- Everyday idioms: work.</li> </ul>                 |
| <b>6. WRITING AND LISTENING SKILLS (nell'arco dell'anno scolastico)</b>   |   |  |
|   | <ul style="list-style-type: none"> <li>- Articles for school magazines and for websites</li> <li>- Essays: What are the advantages and disadvantages of updating a classic through films? Can literature or drama be an instrument of emancipation? What is the role of dreams?</li> <li>- Informal emails B2 level</li> <li>- Reviews: films and books</li> <li>- Introduction to writing reports</li> <li>- Listening B1 and B2 practice (fot.)</li> </ul>  |  |
| <b>7. SPEAKING AND READING SKILLS</b>   |   |  |
|   | <p><u>Activate your verbs</u></p> <ul style="list-style-type: none"> <li>- Make or do</li> <li>- Expressions with get</li> <li>- Phrasal verbs with put and go</li> </ul> <p><u>Focus on Reading</u></p> <ul style="list-style-type: none"> <li>- If at first you don't succeed</li> <li>- Slave voices</li> <li>- Super smart animals</li> <li>- The wonderful world of movie mistakes</li> <li>- From art to rubbish</li> </ul>   |  |

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|  | <p><u>Focus on Fluency</u></p> <ul style="list-style-type: none"> <li>- Interacting successfully</li> <li>- The art of conversation</li> <li>- 15 mobile faux pas you shouldn't make</li> <li>- What do you think about: digital technology, love &amp; happiness, moral dilemmas, global issues, world &amp; travel, society, fame</li> <li>- Managing difficult conversations</li> </ul> <p><u>Focus on accuracy</u></p> <ul style="list-style-type: none"> <li>- Model United Nations</li> <li>- Awesome offices</li> <li>- Living without spending</li> <li>- Trash to treasure</li> </ul> <p><u>Focus on Culture</u></p> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Communication styles</li> </ul> <p><u>Focus on human rights and on our world</u></p> <ul style="list-style-type: none"> <li>- The Universal Declaration of Human Rights (web quest and from Unit 11)</li> <li>- Are you a good citizen?</li> <li>- How eco-aware are you?</li> <li>- An eco-hero who can save the oceans</li> </ul> |
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### **ARGOMENTI DI CULTURA E LETTERATURA**

|                                     |   |
|-------------------------------------|---|
| <b>1. THE RENAISSANCE</b>           |   |
| Introduction to William Shakespeare | <ul style="list-style-type: none"> <li>- Themes of two Shakespearean plays chosen and read by the students</li> <li>- The official version of Shakespeare's life</li> <li>- Shakespeare's legacy in the English language and connection to the song "Wish you were here"</li> </ul>   |
| Historical and social background    | <ul style="list-style-type: none"> <li>- The Tudors</li> <li>- Old Churches fit for new purposes</li> <li>- The Puritans</li> <li>- Elizabethan England</li> <li>- The great chain of being</li> <li>- Elizabeth I and Mary Queen of Scots</li> <li>- Elizabethan Women</li> <li>- The Spanish Armada Speech</li> <li>- The Armada Portrait</li> <li>- About the film "Stage Beauty";</li> <li>- The two Elizabeths</li> <li>- James I of England and the struggle with Parliament</li> <li>- The Gunpowder plot</li> <li>- King James's witch hunts (an online article)</li> </ul> |
| Literary background                 | The English Renaissance; More's Utopia; 'The care of the sick and the end of life in Utopia' and Euthanasia; The triumph of sonnets; The golden age of drama; The role of London; Elizabethan theatres; The Elizabethan playhouse; Elizabethan playwrights; The Globe theatres  |
| <b>2. WILLIAM SHAKESPEARE</b>       |   |
| The greatest playwright             | The first folio of 1623; Shakespeare's Canon; Conspiracy theories; Shakespeare's legacy in films  |
| "Romeo and Juliet"                  | <ul style="list-style-type: none"> <li>- Plot; main themes and characters; dramatic technique</li> <li>- 'A pair of star-crossed lovers'; 'The balcony scene' and summing up</li> <li>- Connections to the musical film "West Side Story" (1961) and to the song "Romeo and Juliet" (Dire Straits)</li> </ul>   |
| "A Midsummer Night's Dream"         | <ul style="list-style-type: none"> <li>- Plot; main themes and characters</li> <li>- 'Titania's sleep'; 'How easy is a bush supposed a bear' (fot.)</li> <li>- The Wild Pansy; The story of Pyramus and Thisbe (individual research)</li> </ul>   |
| "Hamlet"                            | <ul style="list-style-type: none"> <li>- Plot; main themes and characters; dramatic technique</li> <li>- 'Hamlet's melancholy' and summing up; 'To be, or not to be': summing up and a modern version</li> <li>- Connections to the Walt Disney film "The Lion King" and to the film "Hamlet 2000"</li> <li>- The Four Humours (individual research)</li> <li>- Shakespeare's tragic hero (video)</li> </ul>  |
| "Macbeth"                           | <ul style="list-style-type: none"> <li>- Plot; main themes and characters</li> <li>- 'The dagger scene' and summing up; 'After Duncan's murder' and summing up</li> </ul>   |
| "The Tempest"                       | <ul style="list-style-type: none"> <li>- Plot; main themes and characters; dramatic technique; romances</li> <li>- 'Prospero and Caliban'</li> </ul>  |
| Cross-cultural perspectives         | <ul style="list-style-type: none"> <li>- Shakespeare in Refugee Camps</li> <li>- War, migration and revenge: Shakespeare is the bard of today's world</li> </ul>  |
| Sonnets                             | <ul style="list-style-type: none"> <li>- The mysteries of Shakespeare's sonnets; Style; Main themes</li> <li>- Sonnet 15: 'When I consider everything that grows' and summing up; Sonnet 18: 'Shall I compare thee to a summer's day' and summing up; Sonnet 130: 'My mistress' eyes are nothing like the sun'</li> </ul>   |
| <b>3. JOHN DONNE</b>                |   |
| The Metaphysical Period             | <ul style="list-style-type: none"> <li>- Metaphysical poets</li> <li>- Donne's use of conceits</li> </ul>   |
| Songs and Sonnets                   | - "A Valediction: Forbidding Mourning" and summing up   |

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|---|---|
| Holy Sonnets                                | - "Death be not proud"  |
| Devotions Upon Emergent Occasions           | - Meditation XVII: 'No man is an island'  |
| 4. FROM THE PURITAN AGE TO THE AUGUSTAN AGE |   |
| Historical and social background            | <ul style="list-style-type: none"> <li>- Charles I and the Civil War</li> <li>- Is America still Puritan?</li> <li>- King Charles I's Speech at his trial (1649)</li> <li>- The Restoration</li> <li>- The Augustan Age</li> </ul>  |
| Literary background                         | <ul style="list-style-type: none"> <li>- English poetry in the 17<sup>th</sup> century</li> <li>- Restoration prose: philosophical writings and other prose genres</li> <li>- The Puritan attack upon the stage (fot.)</li> <li>- The new life of drama and the reopening of the theatres</li> <li>- Augustan poetry</li> <li>- The Age of prose and the new reading public</li> <li>- The rise of the novel</li> </ul> |
| Daniel Defoe                                | <ul style="list-style-type: none"> <li>- "Robinson Crusoe": plot; a fictional biography; the economic man; the island as a microcosm; language</li> <li>- Texts: 'Robinson wants to leave England'; 'Robinson's first day on the island'</li> <li>- The song "Amazing Grace" (research)</li> </ul>  |
| Jonathan Swift                              | <ul style="list-style-type: none"> <li>- A misanthropist and a satirist</li> <li>- "Gulliver's Travels": plot; through the eyes of Lemuel Gulliver; a hymn to relativism; a variety of meanings;</li> <li>- Text: 'The Academy of Lagado'</li> <li>- From "A Modest Proposal": 'Infant flesh'</li> </ul>  |

L'INSEGNANTE

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