



# LICEO SCIENTIFICO STATALE "ENRICO FERMI"

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## PROGRAMMA SVOLTO DI LINGUA E CULTURA INGLESE

CLASSE 3<sup>A</sup> SEZ. I A. S. 2023/2024

**DOCENTE: Rosalba Basta**

Libri di testo:

- 1) *Spencer, D. - Gateway to Success B2, Macmillan Education.*
- 2) *Jordan, E., Fiocchi, P. – New Grammar Files, Trinity Whitebridge.*
- 3) *Spiazzi, M., Tavella, M., Layton, M. – Performer Heritage Second Edition, volume 1, Zanichelli.*

Unit 1: GOING TO UNI - Unit 2: NINE TO FIVE	Ore*
<p><i>Argomenti svolti:</i></p> <p>Pair work speaking activities. Prova comune 2022: exercises B2 key word transformation, multiple choice (vocabulary), error correction. Mixed tenses exercises (preparazione alla prova comune). Present perfect simple and continuous with for and since, past perfect: revision. Revision of narrative tenses: online exercises on the website test-english.com.</p> <p><b>Unit 1: Going to uni.</b> Speaking activities (say in what ways studying at university differs from studying at school). Vocabulary: studying at high levels / university course / life at university (ex. 2, 4, 7 pages 12-13). Quiz ex. ex page 13. Vocabulary extension page 180, phrasal verbs go over, take down, hand in, get through, get down to. Speaking activity page 13 ex. 8. Vlog of change : Start uni page 13 (listening). Present continuous with forever, always, continually and constantly. Revision of present perfect simple and continuous. Vocabulary: revision of DO and MAKE. Speaking: interview your partner with the completed questions from ex. 10 page 13. Vocabulary extension, phrasal verbs with do and make: make out, make up, make into, make up for, do without, do up. 'Nothing compares to you', song lyrics and analysis of the song by S. O' Connor. Revision of conditionals, how to make suggestions, error correction (test preparation). Speaking, collaborative task, a dialogue about revising. Correction of three exercises in the written test. Vocabulary extension: work, job, career (NGF page 600 ex. 12). Word formation with 'employ'; perks of, qualifications for, pressures of the job. Speaking: collaborative task, different ways of revising, comment on them and choose the most effective. Speaking: Remote or face-to face learning, which is better and why? Listening page 18.</p> <p>Presa visione e commento delle prove comuni. Homework correction, Invalsi reading: Remote learning, the future of education? Communication bank page 20. Use of would rather, would prefer, prefer. Pair work speaking activity: giving personal information and expressing preferences. Grammar ex. 6 page 20. FCE speaking part 1 ex. 7 page 20. Listening ex. 3. Managing study time: listening page 23 ex. 1 and 2. FCE listening part 2. How to write an informal email (abbreviations, contractions, informal language). Speaking part 2: comparing pictures and expressing opinions (page 25 ex. 2).</p> <p><b>Unit 2: Nine to five.</b> Vocabulary: work conditions and responsibilities. Speaking: try to think of one job for each letter of the alphabet. Working life: work overtime, work nine to five, work part-time/full time, do shift work, work long hours, etc. Words related with jobs (fire, dismiss, quit, retire, be made redundant, apply for, post, vacancies, perks, bonuses, salary, pay, wage, be on trial, etc.). Personal qualities required for jobs (Reference on NGF pages 599-601). Would rather have + past participle (same subj); S1+would rather +S2+past perfect. Would have preferred to. Speaking: interview your partner using would you rather...?</p> <p>Settimana dei recuperi: homework correction and revision. Past continuous vs past continuous; used to and would for past habits; past perfect simple vs p.p continuous. Group work - revision (phrasal verbs + unit 1). Revision vocabulary units 1-2 (gli studenti insufficienti lavorano alla cattedra con la docente, gli altri in coppie). Revision. Would rather, would prefer con soggetti diversi o con stesso soggetto al</p>	

<p>presente e al passato. Exercises on Gateway. Homework correction (past tenses, error correction, etc). Phrasal verbs: stick with/to, tell sb off, go off (3 meanings). Reading: 'The world's toughest jobs' + speaking activity ex. 4 page 191. Speaking and listening activities page 34: comment on different jobs, say if you would/n't like to do each of them and why. Fce speaking part 3: How do these jobs help improve society? Speaking bank asking for someone's opinion, agreeing and disagreeing. FCE Listening part 1 page 39.</p>	
<p><b>Units 3: ON THE WAY - Unit 4: EXTRAORDINARY TALENTS</b></p>	<p><b>Ore*</b></p>
<p><i>Argomenti svolti:</i></p> <p><b>Unit 3: On the way.</b> Vocabulary: words connected with transport and travel; journey, voyage, trip, travel. Speaking activity: page 43 ex. 7. Indicazioni sulla verifica del 27 gennaio. Vocabulary: prefixes (co, sub, super, re, dis, inter, over, mis, post, under), ex. 1, 2, 3 page 47. Phrasal verbs related to transport. Reading: an ecological way out of traffic chaos? Presa visione delle verifiche. Revision of future forms (homework correction). Listening on time travel (FCE task page 55). Listening: investigating food miles. FCE speaking part 1 page 55. Future perfect (simple and continuous), future continuous. Listening page 48: a radio programme about drones. Speaking ex. 1 and 5 page 48. Online exercises <a href="https://test-english.com/grammar-points/b1-b2/future-continuous-and-future-perfect/">https://test-english.com/grammar-points/b1-b2/future-continuous-and-future-perfect/</a> + mixed tenses exercise. Pair work speaking activity. Developing speaking (page 50): comparing pictures showing people travelling in different ways, find similarities and differences, pros and cons of travelling in these ways. Listening ex. 2 and 3. Communication bank. FCE speaking tasks ex. 5-6 page 50 + page 300.</p> <p><b>Unit 4: Extraordinary talents.</b> Personality adjectives: synonyms and opposites. Listening ex. 6 page 57. Formation of adverbs - orthographic variations; adverbs which have the same form as adjectives (fast, high, hard, late, near, early, straight). Meaning of highly, nearly, lately, hardly. Comparative and superlative of adverbs. Grammar reference pages 180, 186 and 191 NGF. Special constructions with comparatives (hotter and hotter, more and more boring, the sooner the better, etc). Suffixes to form nouns. Exercises on so, such, too, enough, comparatives and superlatives of adverbs, adjectives and nouns. Speaking activities (ex. 1 and 4 page 62) + listening activity on hidden talents (ex. 2-3 page 62). Revision units 1-4 (homework correction). Speaking activities (ex. 1 and 2 page 64): talk about the people in the photo, say what they're famous for and how you would define a hero. Communication bank: useful expressions to structure a presentation. Speaking (There are no heroes in today's world, just celebrities: do you agree?) + listening. Reading: 1. What makes a genius; 2. An ear for music. Presa visione e commento delle verifiche.</p>	
<p><b>Units 5: MONEY MATTERS</b></p>	
<p><i>Argomenti svolti:</i></p> <p><b>Unit 5: Money matters.</b> Vocabulary: buying and selling / money and banking. Homework correction. Modal verbs in the past: ought to have done/should have done vs needn't have done (for something someone did but it was necessary). Don't need to, don't have to, needn't + base form (absence of necessity in the present); didn't have to/didn't need to (absence of necessity or obligation in the past). Vocabulary extensions: rip sb off, take out a loan, pay sth off, run up + Idioms related with money (cost an arm and a leg, pay through the nose, have more money than sense, live beyond your means, etc). Invalsi listening on Picasso. Kahoot unit 5. Homework correction on modals of deduction (past and present) + be likely/unlikely to. Speaking (page 79 ex. 7). Revision + online exercises: <a href="https://test-english.com/grammar-points/b2/modal-verbs-permission-obligation-prohibition-necessity/2/">https://test-english.com/grammar-points/b2/modal-verbs-permission-obligation-prohibition-necessity/2/</a> Indicazioni sulla verifica e preparazione su esercizi B2 (test-english.com). Speaking (Gateway): comparing pictures, expressions used for contrasts, similarities and differences.</p>	
<p><b>Literature – From the origins to the Middle Ages</b></p>	<p><b>Ore*</b></p>
<p><i>Argomenti svolti:</i></p> <p>How did the English language evolve? Ted ed video: <a href="https://www.youtube.com/watch?v=klzFz9T5rhl&amp;t=201s">https://www.youtube.com/watch?v=klzFz9T5rhl&amp;t=201s</a>. The Celts, the Romans, the Anglo-Saxons, the Vikings (Danes). Old English and Middle English, Old Norse. Listening page 25: B2 listening activity, A glimpse of the age. The Norman conquest. The feudal system: reading page 38. Oral summary of the previous lessons (pair work). B2 gap filling activity: Medieval outlaws. Listening: the Black Death.</p>	

<p>The literature of the Middle Ages: general features. The epic poem, romances, drama (miracle plays and morality plays). The ballad: language and style. Reading of the medieval ballad Lord Randal + summary. A Hard Rain's A-Gonna Fall by Bob Dylan. Analysis of Lord Randal. Masters of War by Bob Dylan, the 1960's protests songs. Speaking activity (page 64 ex. 1).</p> <p><b>Chaucer, the father of the English language.</b> The Canterbury Tales: plot, structure and style. Ted ed video. The Wife of Bath's tale: pair-work oral summary + video <a href="https://www.youtube.com/watch?v=tz9IAWZSRag">https://www.youtube.com/watch?v=tz9IAWZSRag</a>. Chaucer's life (Performer page 66, listening) and the historical events that marked those years: Hundred Years' War, Black Death, Peasants' Revolt. The General Prologue: spring as a symbol of rebirth (sexual-pagan /spiritual-soul/nature); the pilgrims. Saint Thomas Becket; London vs Canterbury.</p> <p>A symbol of social emancipation and gender equality: The Wife of Bath; reading and translation of the passage (page 71 Performer). The Prioress (Canterbury Tales): reading and translation of the passage + summary pages 68-69.</p>	
<p><b>The Renaissance, the Elizabethan Age, the Elizabethan theatre. Shakespeare.</b></p>	<p><b>Ore*</b></p>
<p><i>Argomenti svolti:</i></p> <p>Hints at the wars of the Roses (<a href="https://www.youtube.com/watch?v=VjO55pKuBo4&amp;ab_channel=TED-Ed">https://www.youtube.com/watch?v=VjO55pKuBo4&amp;ab_channel=TED-Ed</a>). The Renaissance: video + comprehension check page 83. The Tudor Dynasty: Henry VII, Henry VIII. The Tudor Dynasty: Mary I. Film Elizabeth (Kapur, 1998).</p> <p>From History to screen: Elizabeth. Analysis of a scene from the film (ex. 1 and 2 page 92). Mary Queen of Scots and James I of England and VI of England, Mary of Guise (family tree).</p> <p>The Elizabethan theatre: introduction. The Elizabethan theatre: origins; London, Southwark, first permanent theatres. James Burbage. The mise en scene, structure of theatres, internal layout, the audience, actors as shareholders of the company, female roles. Metaphor of the world as a stage in Shakespeare's plays.</p> <p><b>William Shakespeare:</b> life and works. The First Folio. Sonnets: structure, themes and addressees. <u>Sonnet 18: Shall I compare thee?</u> Reading, translation and analysis. Shakespeare's legacy in the English language (salad days, it's Greek to me, all that glitters is not gold, etc).</p> <p><u>The Merchant of Venice:</u> setting; plot; characters. Symbolism of the three caskets. Shylock's monologue: Hath a Jew eyes?: reading and translation. Scenes from the film The Merchant of Venice: the bond, Shylock's speech, the trial. Prejudice and discrimination in The Merchant of Venice: analysis of Shylock's speech: 'hath not a Jew eyes?' Anti-Semitism: analysis of the language through which prejudice is conveyed in the play. Shylock as an outsider in the Venetian society; The pound of flesh to symbolise different relationships (Antonio and Bassanio / Shylock and Jessica / Shylock and Antonio). The idea of justice.</p> <p>The Merchant of Venice, analysis of quotes from the play: Portia (The quality of mercy is not strained) / Bassanio (To you Antonio I owe the most in money and love) / Shylock (You call me misbeliever, cut-throat dog and spit upon my Jewish gaberdine). The hypocrisy of the Christian characters in the play. Analysis of the language used in the passage 'The bond'. The theme of appearance vs reality.</p> <p><u>A Midsummer Night's Dream:</u> introduction + Ted-Ed video.</p> <p>Analysis of a short passage from 'A midsummer night's dream', Helena's words, the theme of love. Themes in A Midsummer Night's Dream: love and marriage, the difficulties of love, love out of balance, the irrationality of love; patriarchy; magic; dreams: Puck's final monologue and other quotes from the play. Scenes from the film 'A Midsummer night's dream'.</p>	
<p><b>LETTORATO</b></p>	<p><b>Ore*</b></p>
<p>Dieci ore di lezione (cinque tenute da Emily Millington e cinque tenute da Geri Paulsen) mirate ad ampliare il vocabolario e praticare l'Inglese parlato.</p>	
<p><b>Civic Education</b></p>	<p><b>Ore*</b></p>
<p><i>Argomenti svolti:</i></p> <ul style="list-style-type: none"> <li>The dawn of modern democracies and human rights. Magna Carta: the first human rights act. Definition of human rights. The Universal Declaration of Human Rights (1948): video +</li> </ul>	

<p>comprehension check. From William I to Henry II (first of the Plantagenet kings). Richard Lionheart and John Lackland.</p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination in The Merchant of Venice: analysis of Shylock's speech: 'hath not a Jew eyes?' Anti-Semitism: analysis of the language through which prejudice is conveyed in the play. Shylock as an outsider in the Venetian society; The pound of flesh to symbolise different relationships (Antonio and Bassanio / Shylock and Jessica / Shylock and Antonio). The idea of justice.</li> </ul>	
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**\* Le ore dedicate a ogni argomento sono deducibili dal registro elettronico, sempre debitamente compilato dalla docente.**

Bologna, li  
06/06/2024

Firma del Docente  
Rosalba Basta