

**LICEO SCIENTIFICO STATALE "E. FERMI"**

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E-mail: [bops02000d@istruzione.it](mailto:bops02000d@istruzione.it) Web-site: [www.liceofermibo.edu.it](http://www.liceofermibo.edu.it)**PROGRAMMA DI LINGUA INGLESE SVOLTO****CLASSE 4D - a. s. 2023/2024****DOCENTE: prof.ssa Claudia Rambelli****Libro di testo:**1) *Spencer, D. Gateway to Success B2, Macmillan Education.*2) *Jordan, E., Fiocchi, P. – New Grammar Files, Trinity Whitebridge.*3) *Spicci, M., Shaw, T. A. – Amazing Minds 1, PEARSON LONGMAN.***A – LANGUAGE****UNIT 5 - Money matters**

Grammar: modal verbs (all functions), modals for the past, modals in the progressive form (handout)

Writing: FCE articles: structure, language, useful vocabulary, linkers; writing a complaint letter: useful language, structure, layout

Vocabulary: FCE exercises related to money, money vocabulary/finance and economy phrases/money idioms (handout)

Speaking: FCE mock exam of FCE speaking (all parts)

Listening: FCE mock exam of FCE listening (all parts), listening pp. 73, 78

Civic education: goal 12, Agenda 2030 ("Vlog of Change" p. 73)

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**UNIT 6 – Healthy living**

Vocabulary: parts of the body, medical vocabulary, food, idiomatic expressions about illnesses

Speaking: presentations on food (pair work)

Video watching: Natural remedies

Civic education: Goal 3 Agenda 2030 + targets (students' speeches)

Test: "Are you stressed?" Video watching: "How to cope with stress"

Reading "Health insights" (Invalsi) p. 88, reading "Living longer" p. 96, reading "Health body, health mind" p. 98

Grammar: revision of all conditionals, conditionals with temporals, conditional sentences with *as long as*, *provided/providing that...* I wish/If only, KWT with conditional sentences (handout)

Writing: for and against essay: structure, useful vocabulary, linkers (given sample text), writing lab in class

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**Settimana del recupero (8-13 gennaio 2024)**Lingua: esercizi di ripasso e consolidamento degli argomenti grammaticali e del lessico essenziale delle unità 5 e 6 del libro di testo, esercizi di preparazione all'esame FCE, FCE writing lab: structure, language, useful tips; correzione dei compiti assegnatiLetteratura: ripasso di "The Merchant of Venice": temi, personaggi, trama, stile e correzione degli esercizi relativi all'analisi del testo dei due estratti letti

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**UNIT 7 - Sights and sounds**

Vocabulary: music and movie, media habits; compound nouns and adjectives

Speaking: presentations on students' favourite band / singer (specific directions)

Grammar: reported speech, reporting verbs: various structures; KWT exercises

Reading: FCE and Invalsi reading comprehensions

Writing: FCE reviews (*Cast Away's* plot and review)

Ted-ED video: "Why is being scared so fun?": comprehension exercises (handout)

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<b>UNIT 8 – Emergency zone</b>	
Vocabulary: talking about natural disasters Reading: all texts with different types of FCE/Invalsi exercises Speaking: summaries of all reading comprehensions Grammar: revision of the passive: all tenses, impersonal structures: to be expected to, be supposed to, be bound; have/get something done; verbs + prepositions	7
<b>UNITS 9 - 10</b>	
Grammar: defining/non-defining relative clauses, question tags, mixed conditionals Writing: FCE report: useful language, vocabulary, structure, sample	4
<b>B - LITERATURE</b>	
<p>The 4 phases of Shakespeare's literary production</p> <ul style="list-style-type: none"> <li>- HAMLET: Hamlet's and Polonius' family trees; Hamlet's plot (video watching), Hamlet as a problem play: themes and language (pp. 145, 146, 147); two versions of Hamlet's soliloquy (videos); how the soliloquy will evolve in the stream of consciousness technique Reciting Hamlet's soliloquy (3 students) p. 150, analysis: the content: contrast to be/not to be, what each one means, the conclusion; the language: the blank verse, the iambic pentameter, metaphors and metonymies</li> <li>- ROMEO AND JULIET: plot summary watching scenes from Luhrmann's "Romeo &amp; Juliet"; songs about the play: "Romeo and Juliet" by Dire Straits, "Love story" by Taylor Swift; characters' profiles, main themes, language; handout: from Elizabethan theatre to modern drama: themes, progression, structure, characters, setting, ending, language, stage directions. Extracts: the prologue p. 140, the balcony scene pp. 141/142, video watching</li> <li>- MACBETH: sources, plot, themes, characters pp. 156/157, Ted Ed video: "Why should we read Macbeth?", The story in 20 quotes (handout); Extract: "After Duncan's murder" pp. 160, 161</li> <li>- THE MERCHANT OF VENICE: plot and subplot, two settings, dark comedy, characters, themes: anti-semitism, racism, trade, Christian/Jewish values, appearance vs reality, love, symbols, language; some scenes from the movie "The Merchant of Venice"; selected extracts (handout)</li> </ul>	10
<ul style="list-style-type: none"> <li>- From the Puritan Age to the Augustan Age: Charles I, Charles II, James II, William III and Mary II, Queen Anne, George I, George II pp. 190-199</li> <li>- Civic education: reading: Puritanism in today's American society (brainstorming with Mentimeter, scanning, skimming, vocabulary); video watching and draw a timeline of the historic events: COLONISTS: THE PILGRIMS AND THE PURITANS: <a href="https://www.youtube.com/watch?v=8Ei0YRv57eI&amp;t=1s">https://www.youtube.com/watch?v=8Ei0YRv57eI&amp;t=1s</a></li> <li>- The Augustan Age: political, cultural, social trends; labels to define the age; the Industrial Revolution and related factors; the rise of the novel: realism, reading public, circulating libraries, coffee houses, publication in serial form, newspapers, Puritanism and its consequences on writing; the novel: setting, time, characters, aim, language, type of readers (pp. 206/209); different types of novels and narrative technique (pp. 250/251)</li> <li>- Students' presentations on Empirical science (padlet wall)</li> </ul>	3
<ul style="list-style-type: none"> <li>- Daniel Defoe: video "Top 10 Notes: Robinson Crusoe"; movie watching: "Cast Away": plot, writing a FCE review about the film, similarities and differences between "Cast Away" and "Robinson Crusoe" (handout); <i>Robinson Crusoe</i>: plot, themes, narrative technique; "Robinson's first day on the island" pp.</li> </ul>	6

261/262, "Friday, the ideal savage" (handout); debate: gap generation ("Father and Son" – Cat Stevens)	
<ul style="list-style-type: none"> <li>- Pre-Romanticism (PPT): Jane Austen and the novel of manners: features, the country gentry, the function of marriage, feelings and society, female characters, irony; Gothic literature: general features, the sublime ("Torna a casa" by Maneskin); horror/terror, beautiful/sublime, typical features</li> <li>- Jane Austen: pp. 383/386, The School of Life (video analysis), group works: Austen's biography, <i>Pride and Prejudice</i>: title and examples of pride and prejudice, the main characters through quotes, marriage, the novel of manners, the innovative writing technique; extract p. 387 (It is universally acknowledged...)</li> </ul>	10
<b>Progetto Lettorato:</b> speaking and writing activities on different topics	10
<b>TESTS</b>	
<b>Written tests:</b> Literature test (9/10), language test (30/10), literature and language test (4/12), language and literature (debito – 22/1), FCE writing (5/2/24), language, vocabulary test unit 7, FCE reading (11/3/24); grammar and vocabulary test unit 8 (3/5)	
<b>Oral tests:</b> language and literature tests, presentations	

**\*comprehensive delle ore di esercitazione, laboratorio e verifiche**

**Bologna, lì 5 giugno 2024**

**FIRMA DEL DOCENTE**

Claudia Rambelli