



LICEO SCIENTIFICO STATALE "E. FERMI"

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PROGRAMMA DI LINGUA E CULTURA INGLESE SVOLTO

CLASSE 3[^] SEZ. I a. s. 2022/2023

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) *Spicci, M, Shaw, T. A. – Amazing Minds 1, PEARSON LONGMAN.*

1- Nucleo fondante: Unit 1 (Going to uni) – Unit 2 (Nine to five)	
<p>Argomenti svolti in relazione al nucleo sopraccitato</p> <p>Speaking activity: find a quote from a book or a film that you particularly like and comment on it with your partner. Father-daughter scene from Meeting Joe Black. Unit 1: GOING TO UNI. Speaking: studying at high levels. Reading. Listening + vocabulary quiz. Vlog of change + comprehension check. Present continuous with forever, always, constantly and continually for habits that annoy or irritate us. Listening page 18. Reading page 19: 'Seemingly crazy but proven revising methods'. Correct the mistakes (verb patterns). Expressing preferences. Prefer (-ing / to + verb / noun.... to). Would rather / would prefer (costruzione in caso di stesso soggetto o soggetti diversi). Would rather + subject + past perfect (confronto con la costruzione di wish). Would rather + have + pp. Speaking activity. Listening page 20. Remote learning Invalsi comprehension check. Speaking: debate (face-to-face learning is more effective than remote learning). Vlog page 23 + ex. 1. Listening and speaking activities pages 23+25. Verb patterns: advise sb to do sth, suggest, offer, apologise for, accuse sb of doing sth, admit, deny, confess to, forget/remember/try/stop/regret, etc, boast/brag about, etc. Syntactic constructions: verbo + doppio accusativo, verbo + that + frase, verb + that + sb should, verb + infinitive, verb + object + to infinitive, -ing (New Grammar Files from page 518 to page 522). The world of work: vocabulary brainstorming activity. Unit 2: Nine to Five page 26 ex. 2. Vlog of change: fair work for everyone (comprehension check). Pair work speaking activity: talk about your work plans + describe a job using the expressions we've learned and guess what it is. Phrasal verbs connected with work (get ahead, take over, keep up with, etc) page 31 + vocabulary extension page 183, phrasal verbs with make and do (make out, do up, etc). Narrative tenses. Used to vs would (https://test-english.com/grammar-points/b1-b2/would-and-used-to/2/); past simple, past continuous, past perfect simple and past perfect continuous (https://test-english.com/grammar-points/b1-b2/narrative-tenses/3/). Vocabulary related to work: post, vacancy, salary, wage, bonuses, etc (see NGF). Would have preferred to do / would rather have done / would prefer to have done. Would prefer + object + infinitive / would rather + Subject + past simple. B2 gapped text + exercises on narrative tenses and used to/would (I've uploaded the links to Classroom). Speaking and listening activities (page 34). Invalsi listening activity page 39.</p>	<p>* Ore dedicate ad ogni argomento</p>

2- Nucleo fondante: Unit 3 (On the way) – Unit 4 (Extraordinary talents)	
Argomenti svolti in relazione al nucleo sopraccitato	* Ore dedicate ad ogni argomento
Unit 3. Vocabulary: words connected with transport and travel; compound nouns; journey-travel-trip-voyage. Speaking activity. Listening activities: ex. 3 page 42 + vlog of change page 43. Prefixes (mis, co, inter, sub, under, over, re, post, super, etc). page 47 ex. 1 and 2. Revision of future tenses (present simple, present continuous, will, be going to). Future continuous, future perfect simple and continuous (will be doing, will have done, will have been doing). Exercises 2 and 6 pages 48-49. Speaking activity. se of prefixes, reading comprehension, Invalsi exercises. B2 speaking activity in pairs of different ways of travelling to work. Communication bank: expressions used to compare photos. B2 listening activity page 55. Listening: investigating food miles and speaking activity in pairs (page 53). Introduction to Unit 4. Synonyms and opposites for personality adjectives. Vocabulary extension: compound adjectives page 212. How to form adverbs, comparative of, adverbs, nouns, after verbs. Less, fewer, the least, the fewest. Half/twice/three times as... as (+ the same age as, the same colour as, etc), as much as, as many as, ... Uses of comparative: fatter and fatter, the sooner the better etc. Suffixes to form nouns (page 61) + word formation. Intensifiers with superlatives and comparatives of adjectives, adverbs and nouns (much, a lot, far, a little, a bit, even, slightly, by far, the very) + sentences to translate into English. So, such (a/an), so much, so many, too, enough. Page 63 ex. 8 (key word transformation) + online ex. on the website test-english. Invalsi Listening page 62. Articles.	
3- Nucleo fondante: Unit 5 (Breaking the bank)	
Argomenti svolti in relazione al nucleo sopraccitato	* Ore dedicate ad ogni argomento
Unit 5. Vocabulary: buying and selling; money and banking. Speaking activity. Phrasal verbs (ex. 1 page 77) and idioms connected with money and shopping. Vocabulary extension on money and banking. Modal verbs: revision. Listening page 73 Vlog of change 'breaking the bank' + page 227 the Inca empire. Revision of idioms. La unit 5 non è stata terminata e pertanto non sarà oggetto di prova scritta d'esame nella prova di recupero debito di settembre. Gli argomenti verranno ripresi a inizio anno scolastico.	
4- Nucleo fondante: Literature – From the origins to the Middle Ages	
Argomenti svolti in relazione al nucleo sopraccitato	* Ore dedicate ad ogni argomento
From the Celts to the Normans. The Celts: society and religion. The Romans. The Anglo-Saxons; christianization. The Vikings. The last Anglo-Saxon Kings. The Normans. How the English language evolved. Ted-Ed videos: https://www.youtube.com/watch?v=kIzFz9T5rhI&t=196s&ab_channel=TED-Ed; https://www.youtube.com/watch?v=YEaSxhcns7Y&ab_channel=TED-Ed. Introduction to the literature of the Middle Ages. Flipped classroom: the literature of the Middle Ages. The epic poem (Beowulf), romances, drama (miracle plays and morality plays). The medieval ballad: general features, style, themes. Lord Randal: plot. Lord Randal: reading and analysis of the ballad. A Hard Rain's A-gonna Fall by Bob Dylan. War songs. Geoffrey Chaucer, the father of the English language. Ted-Ed video. Life. The Canterbury Tales: structure, language, style. Plot and setting. Why a pilgrimage to Canterbury? The historical events that characterised Chaucer's lifetime. The Canterbury Tales: the Prologue and the pilgrims. The Wife of Bath: reading and translation of the passage. Speaking activity: the Wife of Bath's tale. The first feminist portrait in English literature: The Wife of Bath. Ghismunda (Boccaccio, Decameron) vs The Wife of Bath. The Wife of Bath and Ghismunda: the claim to independence and personal choices. The Prioress.	

5- Nucleo fondante: The Renaissance, the Elizabethan Age, the Elizabethan theatre. Shakespeare.	
Argomenti svolti in relazione al nucleo sopraccitato	
<p>Film Elizabeth (1998, film director Kapur). Hints at the Wars of the Roses. The Tudor dynasty. Henry VII, Henry VIII and the break with the Church of Rome. Mary I (Bloody Mary), Elizabeth I. Danger from Scotland: Mary Queen of Scots. The wars of the Roses: Ted-ed video. The great chain of Being. The Golden Age of drama and the role of London. Elizabethan theatres: structure, mise en scene, internal layout, audience. The Spanish Armada Speech. Mary Stuart Queen of Scots (genealogical tree). Elizabethan theatre: actors and acting companies. Scenes from the film Shakespeare in love. Shakespeare: life. The First Folio. 'All the world's a stage': reading and translation of the passage from 'As you like it'. Shakespeare's legacy in the English language (all that glitters is not gold, love is blind, dead as a doornail, it's Greek to me, etc). Ted-Ed video: did Shakespeare really write his works? Shakespeare's sonnets and comparison with Petrarchan sonnets; addressees, themes, style. Classical tragedies vs Shakespeare's tragedies. Iambic pentameter. The setting of Shakespeare's plays. Literary sources. The Merchant of Venice: plot, setting. The three caskets. Shylock's speech: reading. Prejudice and Antisemitism in The Merchant of Venice. Analysis of Shylock's speech. The quality of mercy (Portia). Shylock's exclusion. 'Hath a dog money' from The Merchant of Venice: reading and analysis of the passage. Antonio's sadness and metaphor of the world as a stage. The Merchant of Venice, analysis of the themes through nine quotes. Shylock's portrayal. Scenes from the movie: Shylock's speech, Jessica's elopement, Bassanio's choice of the leaden casket, the news that Antonio's ships have sunk. The Merchant of Venice, film: the trial. Conclusions. The characteristics of a comedy. Introduction to A Midsummer Night's Dream. A Midsummer Night's Dream: plot. Themes: difficulties of love (Helena's and Lysander's words). Speaking. Themes in A Midsummer Night's Dream: appearance vs reality (dreams), order and disorder, magic, the love potion, patriarchy, the nature of love. The play withing the play: Pyramus and Thisbee. Quotes. Puck's final monologue. Film 'A Midsummer Night's Dream' (1999, Hoffman). Shall I compare thee to a summer's day?, sonnet 18: reading and analysis.</p>	*Ore dedicate ad ogni argomento
6- Nucleo fondante: Lettorato	
Argomenti svolti in relazione al nucleo sopraccitato	
Dieci lezioni tenute da Geri Paulsen e Alexia Steiner volte ad ampliare il vocabolario e potenziare le abilità di speaking.	*Ore dedicate ad ogni argomento

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

Bologna, li 03/06/2023

FIRMA DEL DOCENTE

Rosalba Basta