



LICEO SCIENTIFICO STATALE "E. FERMI"

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PROGRAMMA DI LINGUA E CULTURA INGLESE SVOLTO

CLASSE 4[^] SEZ. F 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 5 (Money matters) – Unit 6 (Healthy living)	
Argomenti svolti in relazione al nucleo sopraccitato	
<p>'Getting to know students' speaking activity. Modal verbs: revision. The sound schwa. Phrasal verbs connected with money and shopping (set aside, splash out, cut back on, etc). Achieving something on a specific occasion in the past: managed to, succeeded in +ing form, was/were able to. Pronunciation: minimal pairs. Analysis of Shylock's monologue. The pound of flesh. Reading: 'hath a dog money?' Famous quotes (part 2). Father-daughter relationship. The three caskets: inscriptions and meaning. Unit 5: money matters. Vocabulary: buying and selling; money and banking. Grammar: modal verbs. Needn't have done vs shouldn't have done /didn't have to/didn't need to. Mustn't/don't have-need to/needn't. Modals of deduction (present and past). Be allowed to/be forbidden to. Alternatives to must and can in the past/future/other tenses. Likeky/unlikely to+verb for probability. Vlog of change (listening) page 73. Money idioms (be loaded-flush/be broke-skint; pay through the nose, cost an arm and a leg, spend money like water, scrimp and save, make a fast buck, etc.) + vocabulary extension unit 5 (owe sth to sb; to be worth, a good deal, etc). Had better; would rather (base form/ have + past participle/different subject: past simple or past perfect); would prefer (possible syntactic constructions). Fillers words. Speaking activities B2 page 80. Listening: Boys don't cry by The Cure (gapped version of the song lyrics). It's (high/about) time + past simple. Vocabulary: idioms connected with health and illness (under the weather, come down with, nothing but skin and bones, etc). Vlog of change: natural remedies. Vocabulary: Speaking activity Agenda 2030 health care. Constructions with the verb WISH/if only + B2 key word transformation exercise. Even if, even though, although, though, despite/in spite of + noun or + the fact that or + verb-ing. Speaking activities: asking and answering questions using conditionals. B2 collaborative task: what to do to encourage people to have a healthier life. Conditionals type 0-1-2-3: revisions. Conditionals in songs. As long as / provided (that) /provided (that) / only if; until; unless. Invalsi listening page 99. Listening activity page 97 (Understanding nutrition) + Invalsi training listening page 100 ex. 1.</p>	<p>* Ore dedicate ad ogni argomento</p>

2- Nucleo fondante: Unit 7 (Sights and sounds) – Unit 8 (Emergency zone)	
<p>Argomenti svolti in relazione al nucleo sopraccitato</p> <p>Unit 7 Sights and sound. Vocabulary: music and film. Ex. from 2 to 4 + speaking activities. Song lyrics: David Bowie's 'Life on Mars' + Nirvana's 'The Man who sold the world'. Reading page 104: Aloe Blacc. Speaking activity (B2 collaborative task). Invalsi reading and vocabulary extension. Grammar, reported speech (statements, questions, orders and requests). Say and tell. Compound nouns and adjectives. Vlog of change: listening. Speaking: discussions - 1. Reading (change the way we rate films) and speaking activity using expressions from the communication bank. Invalsi Listening activities page 108. Speaking activity: super fans, haters, body shaming. The verb SUGGEST. Other reporting verbs (ex. 4 page 109). Reading "World changing art", Vocabulary extension page 246 (blurb, well-thumbed, stalls, etc). Youtube video https://www.youtube.com/watch?v=737Yyvr3wPo + debate: can art inspire people to commit to social change? Another brick in The Wall part 1, 2 and 3 (Pink Floyd): listening with gapped song lyrics. Vocabulary extension page 249 compound nouns; speaking activity (many films are based on books but which version is better?). Listening page 251 ex. 2-3. Video and listening page 113: crowdfunding. Listening page 115 ex. 2 + speaking activity in pairs (page 115 ex. 4). Group works on the bands/singers: Nirvana, Guns n' Roses, the Eagles, Kiss, Pink Floyd, Louis Armstrong, AC/DC.</p> <p>Unit 8. Vocabulary: natural disasters and accidents + extension on words we can use for plane and car crashes, shipwreck and fire. Gateway pages 116-117 + vlog of change and listening ex. 7. The passive form: all tenses. Passives with two objects. Prepositions: ex. 3 page 121 + speaking activity (ex. 4 page 121). Reading: an article on natural disasters; listening (An interview with a syrian refugee). Have/get something done. Passives with reporting verbs: explanation + exercises online (https://test-english.com/grammar-points/b1-b2/passive-reporting-verbs/ ; https://test-english.com/grammar-points/b1-b2/passive-reporting-verbs/4/). Revision: reporting verbs, passive of say, think etc https://test-english.com/grammar-points/b1-b2/passive-reporting-verbs/4/, exercises 3, 5, 6, 7 page 263 Gateway. Be supposed to, be expected to, be bound to (explanation + exercises 5, 6, 7 page 123). Homework correction Invalsi reading page 130-131.</p>	<p>* Ore dedicate ad ogni argomento</p>
3- Nucleo fondante: Unit 9 (Techno life) – Unit 10 (Newsworthy stories)	
<p>Argomenti svolti in relazione al nucleo sopraccitato</p> <p>Unit 9: Techno life. Vocabulary: popular technology, verbs connected with technology. Pages 132-133 ex. 1, 2, 3 (speaking), 4. Phrasal verbs connected with technology and computers (page 137 ex. 1). Verbs followed by infinitive with to or -ing, changes in meaning: stop, try, forget, remember, mean, regret, like, love, hate, prefer. Online exercises. Defining and non defining relative clauses. Pair work: speaking activities on the use of mobile phones + listening page 140. Word bank.</p> <p>Unit 10. Question tags. Indirect questions. Vocabulary: news headlines (page 147). Vocabulary: collocations connected with the news.</p>	<p>* Ore dedicate ad ogni argomento</p>

4- Nucleo fondante: Shakespeare's works

Argomenti svolti in relazione al nucleo sopraccitato

The Elizabethan theatre and Shakespeare: revision. Introduction to The Merchant of Venice. The Merchant of Venice: film. Pair work: speaking activity on Shakespeare's The Merchant of Venice. Shylock's speech: 'hath not a Jew eyes?' Anti-Semitism (analysis of the language used in the play). Themes: mercy and justice (Portia vs Shylock); hatred and revenge; love (Antonio and Bassanio / Jessica and Shylock/Bassanio and Portia). Famous quotes (part 1). Hamlet and Macbeth: plot. Drama activities (Shakespeare's plays). Macbeth, themes: regicide, the chain of being, blood, fate and witchcraft. Macbeth as a tragic hero. Macbeth, passage from Act 2 scene 2, After Duncan's murder. Comprehension. Macbeth's and Lady Macbeth's reactions and feelings after the death of the king. Theme of 'appearance versus reality' through the analysis of quotes from the play. (Fair is foul and foul is fair... look like th'innocent flower but be the serpent under't, etc). Macbeth: Ted-Ed video. The theme of ambition through the analysis of quotes from the play (the milk of human kindness, unsex me here,...). 'A tale told by an idiot': a reflection on the meaning of life. Scenes from the film Macbeth (Polanski, 1971): the three witches' prophecies; Macbeth's doubts, Lady Macbeth appealing to evil spirits, Lady Macbeth pushing her husband to murder Duncan. 10 fun facts about the TO BE OR NOT TO BE soliloquy. <https://www.youtube.com/watch?v=HZKdfOaWAiM>. A brief introduction to the play and to the soliloquy. To be or not to be soliloquy: reading, translation, analysis. Setting: Denmark, a protestant country. Hamlet: the thinker, the non-doer, the non-revenger, the non-heir to the throne, the non-lover. The ambiguity of Hamlet's language. Hamlet's personality (part 1); women, action and hesitation. Dramatic technique: play within the play. Hamlet: a revenge tragedy. Hamlet's personality (part 2). Ted-ed video on Shakespeare's history play JULIUS CAESAR. Oral summary (pair work). Shakespeare's Julius Caesar. Brutus's and Marc Antony's speech. The changeableness and sheep-like anonymity of the mob. Othello: plot; the source of the play (Giraldi Cinzio's story). The setting. Othello as a tragic hero. The theme of jealousy through quotes. Youtube video <https://www.youtube.com/watch?v=fOg2hpnWFeQ>. Othello: "My life upon her faith" (reading and analysis of the passage from Act I). Theme: black vs white. Desdemona as an object of desire. A Midsummer Night's Dream: ted-ed video <https://www.youtube.com/watch?v=xCI6o-kbqrs>. Shakespeare's comedies. Plot and characters. Themes: difficulties of love (asymmetrical love) and marriage; patriarchy, appearance vs reality. Quotes connected with the themes. Themes: magic, dreams (Puck's and Titania's quotes); order and disorder; the play within the play. The Tempest by Shakespeare. Ted Ed video <https://www.youtube.com/watch?v=UvznOeSyESU>. Plot and characters. Prospero's soliloquy (epilogue) and Shakespeare's farewell to theatre. Speaking activity: summarise and comment on the film Anonymous. The Tempest: power, the illusion of justice, colonizer and colonised. Prospero and Caliban. Act I, scene II: reading and translation of the passage. Miranda's words: "O brave new world that has such people in 't", comparison with Huxley's novel and the savage John.

***Ore dedicate ad ogni argomento**

5- Nucleo fondante: the Augustan Age	
Argomenti svolti in relazione al nucleo sopraccitato	* Ore dedicate ad ogni argomento
The Augustan Age and the rise of the novel. A new reading public. Daniel Defoe: life. Robinson Crusoe: plot. Robinson and Friday: reading of a passage from Robinson Crusoe (Friday's physical description, dislike of non-European race, criticism towards Catholicism, Robinson instructing Friday in the knowledge of the true God). Robinson Crusoe: a fictional autobiography; style. Robinson as the archetypal colonizer (name giving, European clothes, European language, technical superiority, religion). Robinson as the homo oeconomicus and the middle class hero. A spiritual autobiography. Rousseau's reading of Robinson Crusoe. Eddie Vedder's song Long Nights (gapped lyrics, listening). References to the film Into the Wild. Speaking activity.	
6- Nucleo fondante: Lettorato	
Argomenti svolti in relazione al nucleo sopraccitato	* Ore dedicate ad ogni argomento
Cinque lezioni tenute da Alexia Steiner volte ad ampliare il vocabolario e potenziare le abilità di speaking.	

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

Bologna, li 07/06/2023

FIRMA DEL DOCENTE

Rosalba Basta