

ISTITUTO STATALE D'ISTRUZIONE SUPERIORE "P. ALDI"
P.zza E. Benci 58100 GROSSETO

PROGRAMMA SVOLTO
di LINGUA e LETTERATURA INGLESE

CLASSE: 4[^] C Liceo Scientifico- Indirizzo Ordinario

DOCENTE: Maria Cristina Pollesel

a.s. 2022/23

Libri di testo:

1) **Performer B2 Ready for First and Invalsi**, M. Spiazzi, M. Layton, M. Tavella, ed. Zanichelli

2) **Oxford Grammar 360°**, AAVV, ed. Oxford University Press

3) **Amazing Minds** Vol 1, M. Spicci, T. A. Shaw, ed. Pearson

MODULO 0: LANGUAGE AND GRAMMAR REVISION, CONSOLIDATION, EXTENSION

Obiettivi: Potenziamento lessicale e grammaticale per consentire il passaggio dal livello **B1** al livello **B2** del Common European Framework.

• Sul testo **Oxford Grammar 360°**, pp. 154-155, 374-381, 384-385, 460-461.

• Sul testo **Performer B2 Ready for First and Invalsi** (Student's Book + Workbook), **RIPASSO** della seguente unità:

Unit 3: Job Opportunities

Vocabulary: Jobs and work; Phrasal verbs with collocations for jobs and work; Word formation: Adverbs
Grammar: Articles

Linguistic functions: Developing social interaction, Expressing opinions, Agreeing, Disagreeing, Giving reasons or examples, Taking the discussion forward

Towards INVALSI - Reading, understanding and interpreting information: The "new economy"

FCE Reading and Use of English Parts 1, 3, 7: Interviews, Work experience

FCE Writing Part 2: a Formal letter

FCE Listening Part 3

FCE Speaking Parts 3, 4: Thinking about a future career

MODULO 1

• Sul testo **Performer B2 Ready for First and Invalsi** (Student's Book + Workbook), studio dei **NUOVI** contenuti:

Unit 4: The Crime Scene

Vocabulary: Crime; Phrasal verbs with collocations for crime; Word formation: Negative prefixes

Grammar: Modals of ability, possibility and permission (*Could, Manage to, Succeed in, Be able to*); Modals of deduction; Modals of obligation, necessity and advice; *Need*

Linguistic functions: Describing and comparing pictures; Giving a neutral and a personal opinion; Discussing ideas and relating them to personal experiences

Towards INVALSI - Reading, understanding and interpreting information: Intellectual property theft: is it a crime?

FCE Reading and Use of English Parts 2, 4, 5

FCE Writing Part 2: an Article

FCE Listening Part 4: Cyber-crime

FCE Speaking Part 2: Talking about serious crimes

VIDEOS pp. 55, 65

Review Units 3-4

FCE Reading and Use of English Parts 1, 2, 3, 4: My dream job, Future crime, Preventing crime and violence in the workplace

MODULO 2

Unit 5: Global Issues

Vocabulary: Phrasal verbs for Global issues; Word formation: Abstract nouns; Suffixes

Grammar: Zero, First, Second conditionals; *Unless /In case/ As long as/ Provided that*; Third conditionals; Mixed conditionals; *I wish/If only*

Linguistic functions: Expressing wishes and regrets; Discussing ideas and expressing personal opinions; Comparing possibilities

Towards INVALSI - Reading, understanding and interpreting information: Sustainable development

FCE Reading and Use of English Parts 3, 4, 6: Are women now equal?; Story of a refugee girl

FCE Writing Part 2: an Informal email; Global awareness day

FCE Listening Part 2: Listening for specific information

FCE Speaking Part 2: The advantages of a school education

VIDEOS pp. 69, 79

MODULO 3

Unit 6: Meet the Arts

Vocabulary: Phrasal verbs and expressions for the Arts; Entertainment options; After-school activities; Word formation: Compound words

Grammar: Comparatives and superlatives; Modifiers of comparatives; Linkers of manner: *like/as*

Linguistic functions: Discussing ideas and relating them to personal experience, Talking about and comparing personal experiences on a given topic; Expressing personal opinions; Bringing someone else into the discussion; Explaining your point

Towards INVALSI - Reading, understanding and interpreting information: More than just a festival

FCE Reading and Use of English Parts 1, 2, 7: Forms of artistic expression

FCE Writing Part 2: a Review; School trips

FCE Speaking Parts 3, 4

VIDEOS pp. 81, 91

Review Units 5-6

FCE Reading and Use of English Parts 1, 2, 3, 4: Global awareness and schools; Band Aid 30; Architecture as a “social art”

MODULO 4

Unit 7: A Techno world

Vocabulary: Collocations and expressions for Technology; Technical devices in everyday life; Word formation: Prefixes; Positive and negative linking words, to continue a discussion

Grammar: Passives; *Be supposed to, Be expected to/ Be asked to/ Be told to/ Be allowed or permitted to; Have/Get something done; So/Such*

Linguistic functions: Expressing and defending your opinions; Expressing positive, negative and concluding opinions; Comparing personal experiences on a given topic; Expressing a complaint in a letter

Towards INVALSI - Reading, understanding and interpreting information: How to regulate artificial intelligence

FCE Reading and Use of English Parts 2, 3, 5: Drones; Healthcare and Technology: friend or foe?

FCE Writing Part 2: a Formal letter of Complaint

FCE Listening Part 2: How have our lives been changed by the Internet?

FCE Speaking Parts 3, 4: Talking about the advantages and disadvantages of technological devices

VIDEOS pp. 95, 105

MODULO 5

Unit 8: A sporting life

Vocabulary: Collocations and expressions for sport; Word transformation: word families

Grammar: Gerunds and infinitives; Relative defining and non defining clauses

Towards INVALSI - Reading, understanding and interpreting information: A sporting brain

FCE Reading and Use of English Parts 1, 4

VIDEO p. 107

Su **Grammar Reference**: pp. 176-181, 183-185.

Su **Writing Reference**: pp.199-200 (Writing an Informal and a Formal letter); Phrasal verbs, pp. 205-207, 209-211 (Bring, Come, Give, Look, Make, Do)

• **MATERIALE EXTRA** fornito dalla docente, riguardante:

- Contenuti grammaticali, lessicali e Argomenti di discussione e conversazione preparatori all'esame del FCE: Phrasal verbs; Holidays, Future plans, The Young and the Job Market; Crime; The Environment, Pollution
- Ascolto delle canzoni "Home" di M. Bublé e "I love you just the way you are" di Barry White

ENGLISH HISTORY and LITERATURE

MODULO 6

Sul testo in adozione **Amazing Minds** Vol 1 si sono studiati i seguenti argomenti:

Unit 2: THE RENAISSANCE AND THE AGE OF SHAKESPEARE

Historical Background

- The Tudors
- Elizabethan England
- The Stuart Dynasty

Social and Cultural Background

- Humanism and the Renaissance
- Discovery of the New World

Picturing History: Power through Portraits

Literary Background

- Sonnets and Prose writing
- The Golden Age of Drama

Elizabeth

- The Spanish Armada speech

Global Issue: Gender equality and women's empowerment

Movers and Shakers: The Two Elizabeths

Thomas More

- Utopia
- Extract from *Utopia*: "The care of the sick and the end of life"

Active Investigation: Euthanasia

Christopher Marlow

- Doctor Faustus
- Extract from *Doctor Faustus*: "Doctor Faustus' death"

William Shakespeare

- The official version of Shakespeare's Life • The First Folio of 1632 • Shakespeare's Canon
- Shakespeare and the Exploration of Leadership • Shakespeare's Legacy in the English Language
- Shakespeare's Legacy in Films
- Conspiracy theories
- Shakespeare in advertisements

Romeo and Juliet

- A pair of star-crossed lovers
- Extract from *Romeo and Juliet*: "The balcony scene" (su fotocopia)

Hamlet

- Extract from *Hamlet*: “To be or not to be”

Sonnets

- Sonnet 130: “My mistress’ eyes are nothing like the sun”

MODULO 7

Unit 3: FROM the PURITAN AGE to the AUGUSTAN AGE

Historical Background

- Charles I and the Civil War
- Oliver Cromwell and the Commonwealth
- The Restoration
- The Augustan Age

Social and Cultural Background

- Through Turmoil to Stability

Literary Background

- The Age of Classicism
- Poetry in the Age of Newspapers and Novels
- The Age of Prose
- 18th - Century Novelists
- The Novel (su fotocopia)

Daniel Defoe

- Robinson Crusoe
- Extract from *Robinson Crusoe*: “Robinson and Friday” (su fotocopia)

THE ROMANTIC AGE

The Three Revolutions (su fotocopia)

• MATERIALE EXTRA

Materiale fornito alla classe, con approfondimenti, integrazioni e semplificazione degli argomenti di Storia e Letteratura Inglese studiati:

The Renaissance; The Tudors; Elizabeth; Shakespeare’s life and works; Poetry; Elizabethan Theatres; Hamlet’s Sources, Plot and Themes; The Stuarts; The Hanoverians; The Augustan Age; Puritans and the Puritan Mind; Fiction; Augustan Novelists; Robinson Crusoe’s Plot, Style and Allegorical Interpretations.

• Relativamente alle **verifiche scritte**, durante l’anno scolastico la classe ha svolto prove strutturate e di tipologia FCE. Per la Storia e Letteratura Inglese si sono proposti esercizi V/F, a Scelta Multipla, gapped texts, domande aperte. Come Prove parallele, nel rispetto di quanto stabilito dal Dipartimento di Lingua Inglese per le classi quarte, gli studenti hanno svolto un Reading and Use of English del FCE nel primo quadrimestre e prove di Storia e Letteratura nel secondo.

Per potenziare le **abilità orali**, gli alunni hanno effettuato gli ascolti presenti sul testo Performer B2 (materiale audio e videoregistrato), esercitandosi nella comprensione linguistica con varie tipologie di Listening activities, utilizzate, assieme ai testi scritti, come spunto per la produzione e le verifiche orali.

Grosseto, 8 giugno 2023

L’insegnante: *Maria Cristina Pollesel*

