

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

**PROGRAMMA SVOLTO**  
**di LINGUA e CIVILTÀ INGLESE**

**CLASSE:** 4<sup>F</sup> Liceo Scientifico - Indirizzo Scienze Applicate

**DOCENTE:** Maria Cristina Pollesel

**a.s. 2023/24**

**Libri di testo:**

- 1) AAVV, **Complete First Third Edition**, ed. Cambridge
- 2) AAVV, **Oxford Grammar 360°**, ed. Oxford University Press
- 3) AAVV, **Amazing Minds New Generation Vol. 1**, ed. Pearson

Quest'anno lo studio dell'Inglese ha avuto come **Obiettivo** il raggiungimento del livello **B2** del Common European Framework, tramite attività di ripasso e potenziamento e l'introduzione di nuovi contenuti lessicali e grammaticali, presenti nel testo **Complete First Third Edition** (Student's Book + Workbook).

**MODULO 1**

**Unit 5: "Study time"**

Grammar: Zero, first, second conditionals

Vocabulary and linguistic functions: Phrasal verbs connected with education and study; *find out, get to know, know, learn, teach, study, attend, join, take part, assist*

FCE Reading and Use of English: Parts 3, 7

FCE Writing Part 1 - An Essay: Studying a foreign language; Writing opening paragraphs

FCE Listening Part 1: People talking about studying and education

FCE Speaking Part 1: Talking about studying: Giving reasons and offering several possible ideas

**MODULO 2**

**Unit 6: "Good job!"**

Grammar: Countable and uncountable nouns; Articles

Vocabulary and linguistic functions: *work and job, possibility, occasion or opportunity; fun or funny*  
Collocations with *job* and *work*

FCE Reading and Use of English: Part 2

FCE Writing Part 2 – A letter or an email: Describing jobs students do in your country

FCE Listening Part 3: Five people talking about their jobs in tourism

FCE Speaking Part 2: Describing the benefits of different free-time activities; Comparing photographs

**Vocabulary and Grammar Review Units 5-6**

**MODULO 3**

**Unit 7: "High adventure"**

Grammar: Infinitive and verb + *-ing*

Vocabulary and linguistic functions: Verb collocations with activities; *look, see, watch, listen and hear*

FCE Reading and Use of English: Parts 4, 6

FCE Writing Part 2 – An Article: A great way to keep fit; Structuring an article

FCE Listening Parts 2, 4: A talk about scuba diving; Part 4: A radio interview with someone who went wing walking

FCE Speaking Part 3: Discussing whether people should spend more of their free time playing sports and travelling to other countries. Suggesting ideas, asking your partner's opinion, agreeing

and disagreeing

## MODULO 4

### Unit 8: “Dream of the stars”

Grammar: *At/in/on* to express location; Reported speech

Vocabulary and linguistic functions: Describing entertainment; *play, performance* and *acting*; *audience (the)* and *spectators*; *scene* and *stage*

FCE Reading and Use of English: Parts 1, 7

FCE Listening Part 2: A talk by a celebrity chef

FCE Speaking Parts 2, 4: Discussing different aspects of entertainment; Describing tastes in films  
Giving balanced answers

### Vocabulary and Grammar review Units 7-8

## MODULO 5

### Unit 9: “The power of the mind”

Grammar: Modal verbs to express certainty and possibility

Vocabulary and linguistic functions: *Achieve, carry out, devote*; *stay, spend, pass*; *move, cause, have*

FCE Reading and Use of English: Parts 4, 5

FCE Speaking Part 2: Describing different kinds of feelings and emotions;  
Speculating about photos using modals and *look, seem, appear*

### Unit 10: “Spend. Spend, spend”

Grammar: Modal verbs to express ability; *as* and *like*

Vocabulary and linguistic functions: *Arrive, get, reach*; Phrasal verbs and nouns connected with shopping

FCE Reading and Use of English: Parts 2, 5

### Vocabulary and Grammar review Units 9-10

### Unit 12: “Animal kingdom”

Grammar: Third conditional and mixed conditionals; *wish, if only, hope*

Vocabulary and linguistic functions: *Avoid, prevent, protect*; *check, control, keep an eye on, supervise*

FCE Reading and Use of English: Parts 1, 4

### Vocabulary and Grammar review Units 11-12

• Nella sezione **Grammar Reference**, si sono studiati i contenuti relativi alle pp.168-181 (Too/Enough; Countable and Uncountable nouns; Articles; Infinitive and Verb + *-ing*; *At, in on* to express location; Reported speech; Reported questions; Modal verbs to express Certainty, Possibility, Ability; *As/Like*; Zero, First, Second, Third and Mixed Conditionals; *Wish, If only, Hope*).

Nella sezione **Writing Bank**: FCE Writing Parts 1- 2: an Essay, an Email/Letter, an Article, pp. 192-197.

Nella sezione **Speaking Bank**: FCE Speaking Parts 1, 2, 3, 4, pp. 204-213.

• Sul testo **Oxford Grammar 360°**, si è approfondita la conoscenza delle strutture morfosintattiche relative alle pp. 374-380; pp. 384-385.

## MODULO 6

Sul testo in adozione **Amazing Minds** Vol 1 si sono studiati i seguenti argomenti, accompagnati dai relativi Video ed integrati da materiale fornito dalla docente:

## 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

### Literary Background

- Sonnets and Prose writing
- The Golden Age of Drama

### Thomas More

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

### 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
- Conspiracy theories

### Romeo and Juliet

- The Play
- Extract from *Romeo and Juliet*: "The balcony scene" (su fotocopia)

### Hamlet

- The Play
- 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 Hanover dynasty
- The Augustan Age

### Social and Cultural Background

- Through Turmoil to Stability (su fotocopia)

### Literary Background

- The Age of Classicism
- 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 + Video ( su Amazing Minds e su fotocopia)

Non è stato possibile svolgere tutti gli argomenti programmati in apertura di anno scolastico, a causa dei numerosi impegni e progetti in cui la classe è stata coinvolta. In particolare, si è solo introdotto il background storico della Romantic Age, rimandando lo studio degli autori al prossimo anno scolastico.

• **MATERIALE EXTRA**

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

The Renaissance; The Protestant Reformation; The Tudors; Queen Elizabeth; Shakespeare's life and works; Poetry; Elizabethan Theatres and Drama; Hamlet's Sources, Plot and Themes; The Stuarts; Puritans and the Puritan Mind; The Hanoverians; The Augustan Age; 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 (con correzione delle frasi false), 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 esercizi di Reading and Use of English del FCE e prove di Storia e Letteratura.

Per potenziare le **abilità orali**, gli alunni hanno guardato i video assegnati su Amazing Minds ed hanno effettuato gli ascolti presenti sul testo Complete First + Workbook (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. Si è anche ascoltata la canzone "I love you just the way you are", di Barry White.

Grosseto, 8 giugno 2024

L'insegnante: \_\_\_\_\_

Gli alunni: \_\_\_\_\_

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