

Liceo Scientifico Statale

“A. Vallisneri”

PROGRAMMA SVOLTO

a.s. 2024/2025

MATERIA: Inglese

Prof.ssa Risso Claudia

Classe IV sezione D Liceo Linguistico

Dal libro *Literary journeys* AUTORI Arturo Cattaneo, Donatella De Flaviis

EDITORE Mondadori Education

MARCHIO C. Signorelli Scuola Volume 1

The Renaissance (1485-1660)

History page

-The first Tudor and the Reformation, page 82

-Elizabeth I and the conquest of the seas, page 84

-The Stuart dynasty, the Civil War and the Commonwealth, page 86

-Life in Renaissance England, page 88

-The Renaissance and Humanism, page 90

-America: the first settlements; the Southern and New England colonies; America fire writers' imagination; pages 92, 93, 94, 95

Bermudas, by Andrew Marvell, The Bermudas (1653)

-Renaissance poetry page 98,99

-A theatre for the English nation page 102, 103

-Elizabethan playhouse page 104

-Christopher Marlowe page 110

-William Shakespeare from page 114 to page 125

A Midsummer Night's Dream attività tratte da CLIFFS COMPLETE Shakespeare's A Midsummer Night's Dream, Edited and commentary by Michael McMahon

Romeo and Juliet pages 132-136

Italian tales from the age of Shakespeare page 137

Hamlet pages 138-141

The Tempest pages 173-178

Shakespeare's themes, p. 178

Approfondimenti: Map of London Playhouses; Sketch of the Swan Theater; The Elizabethan Stage; Inn Yard Stages; Public Playhouse - Cutaway; Performing at the Globe; Shakespeare's Globe; The Blackfriars; Blackfriars Reconstruction; The Blackfriars Playhouse;

The Shakespeare First Folio, dal sito Folger Shakespeare Library;

Educazione Civica: Death and casualty at work, Women who contributes to spread awareness about the importance of improving working conditions at work, for both men and women, among them SIMONE VEIL. Women in Shakespeare and Citizen Journalism, from Insight, Unit 6.

The Restoration and the 18th Century pages 200, 201

The Restoration and the last Stuarts pages 202-203

The Hanoverian Kings pages 204-205

London and the court page 207

The Augustan Age page 208

The rise of the middle class page 209

The Printing revolution page 210

The rise of the novel pages 216,217

Daniel Defoe page 218
Robinson Crusoe from page 219 to 225
Richardson, Pamela

La riflessione sulla lingua e sulle tematiche di attualità è stata fatta attraverso il libro *Insight Upper Intermediate* degli autori Jayne Wildman, Claire Thacker, Alexandra Paramour e Fiona Beddall, editor Oxford University press. In particolare si è lavorato ai capitoli alle Units 4,5,6, ovvero:

Unit 4 *Body and Soul*,

Reading and vocabulary, learning objectives: Use topic sentence/key words to identify the main ideas in a paragraph; identify words with more than one meaning; form nouns from adjectives using suffixes.

Grammar and listening, learning objectives: predict likely content of a listening text; talk about habits and repeated actions in the past; use appropriate verb forms and adverbs to talk about annoying habits.

Listening and vocabulary: learning objectives, identifying information said by different speakers in a radio programme; recognize and use idioms and phrases with mind, talk about a sensitive issue.

Culture, reading, vocabulary and grammar, learning objectives: identify relevant information in a reading text; identify mood and atmosphere in a text; talk about the future in the past.

Writing: learning objectives, write an email to a newspaper; support main ideas with arguments and examples; use linking words and phrases to add and contrast ideas.

Unit 5 *Express yourself*

Reading and vocabulary, learning objectives: identify references in a text; use context to understand new words; recognize and use phrasal verbs with *on* and *verb* prefixes *en-* and *em-*.

Grammar and listening, learning objectives: Use modals to give advice and express obligation and prohibition; use past modals to express regret, obligation and lack of obligation in the past.

Listening and vocabulary: learning objectives, understanding the main points in a radio programme; recognize and use phrases with points; use phrases to persuade people to cooperate to reach a group decision.

Culture, reading, vocabulary and grammar, learning objectives: find and understand relevant information in a text; use context to infer meaning; use modals to talk about ability in the past, present and future.

Writing: learning objectives, write a book review; use a range of adjectives to describe stories; use a range of language to avoid repetition.

Unit 6 Mass media

Reading and vocabulary, learning objectives: predict what each section of a text will be about; recognize and use collocations related to journalism; identify and analyse key words and phrases in a text.

Grammar and listening, learning objectives: use modals to speculate about the past, present and future; predict the content of a listening text from photos.

Listening and vocabulary and speaking: learning objectives, identify information said by different speakers in a discussion; recognize and use idioms with *in* and *out*; use phrases to comment, restate views and agree in a discussion.

Culture, reading, vocabulary and grammar, learning objectives: understand how paragraphs fit into the structure of a text; recognize and use common collocation related to film-making; use different structures to create emphasis.

Writing: learning objectives, write an opinion article; use emphasis to highlight important points in an article; use discourse markers to make your writing more fluent.

Lettura estiva

Frankenstein di Mary Shelley
Jane Austen, un romanzo a piacere

Programma di conversazione con la docente madrelingua

Lettura a analisi del testo **Sweet and Sour A collection of stories for pleasure and learning** by Antonella Mignani, ed Black Cat, CIDEB

The Short Story, study guide; **The Horror Story**, *The Marble Hands* by Bernard Capes; *The Monkey's Paw* by W. W. Jacobs; **The Horror Story**, *The Rivals* by Vivien Alcock; *The Highboy* by Alison Lurie; **The Ghost Story**, **The Crime Story**, *A Glowing Future* by Ruth Rendell; *Three is a Lucky Number* by Margery

Allingham; **The Humorous**, *Story Shock Tactics* by Saki; *Mrs Bixby and the Colonel's Coat* by Roald Dahl; **The Psychological Story**, *The Canary* by Katherine Mansfield; *Good Advice is Rarer than Rubies* by Salman Rushdie; *A Boy's Best Friend* by Isaac Asimov.

VALUTAZIONE

Test Formativi: test FIRST Reading and Use of English, FIRST Listening.

Test Sommativi test sulle opere teatrali di W. Shakespeare • test su *A Midsummer Night's dream* ; *Romeo and Juliet* e *Hamlet* • test su *The Tempest*; Educazione Civica: Citizen Journalism, write an opinion article (da Insight Unit 6).

Test orali su: INTRODUCTION TO A MIDSUMMER NIGHT'S DREAM Introduction and Shakespeare's sources; A MIDSUMMER NIGHT'S DREAM plot, Shakespearean comedy, Key theme; The Language and Imagery; The Roles and Characteristics of Characters, Characters in the play, The Athenian Court, The Young Lovers, The Fairy Kingdom; scenes 1 to 5 commentary; *Romeo and Juliet*, The Balcony scene; correzione degli esercizi di Insight units 4,5 and 6, student books and workbook.

L'insegnante
Prof.ssa Claudia Risso

I rappresentanti di classe