

I.I.S.S. "I.CAPIZZI"- BRONTE

LICEO CLASSICO

PROGRAMMA DI
LINGUA E LETTERATURA INGLESE

A.S. 2014/2015

CLASSE 4 B

Libri di testo

- | | | | | |
|----|-------------|-----------------|--------------------------|------------|
| a. | Letteratura | Spiazzi-Tavella | <u>NOW AND THEN</u> | ZANICHELLI |
| b. | Lingua | Pallini | <u>GOING FOR GRAMMAR</u> | Black Cat |

CONTENUTI

A) LINGUA –

1. REVISION

Funzioni comunicative

- Talking about obligation, prohibition and lack of obligation
- Giving advice
- Describing processes
- Ask and talk about finished or unfinished actions still affecting the present
- Talking about conditions
- Talking about imaginary situations
- Making wishes

Strutture grammaticali

- *Must/mustn't, have to/don't have to/ to be allowed*
- *Second conditional*
- *I wish/if Only*
- *Lettura e comprensione di brani da Mary Glasgow magazines "Hoodies" e "A curfew for teen-agers"*

2. MALALA

Funzioni comunicative:

- Talking about past events
- Report the topic of an article
- Say what people will be doing in the future
- Describing processes
- Ask and talk about finished or unfinished actions still affecting the present

Strutture grammaticali

- Revision progressive tenses

- Future continuous
 - *Passive(all tenses)-*
 - *Passive with a personal subject*
- Present perfect continuous vs. present perfect simple
- Lettura e comprensione del brano *Malala* da Mary Glasgow magazine

3. PAST MISTAKES AND REGRETS (Units 7/9)

Funzioni comunicative:

- Discussing unreal hypothesis
- Making polite requests
- Expressing regrets

Strutture grammaticali

- *Third conditional*(forma affermativa/negative/interrogative)
- *Could/would/should* . I modali nel periodo ipotetico di terzo tipo
- *Wish/If only + past perfect*

4.LET /MAKE/GET

Funzioni comunicative.

- Asking , persuading, permitting or obliging other people to do something
- Allowing people to do something
- Get things done

Strutture grammaticali:

- *Make/allow/let/get/have* e loro costruzione
- *Make/do*. Espressioni con entrambi(Make a decision, promise, mistake,plan,noise,the bed,ecc/Do business,shopping,favour,the housework,homework...)
- *Get/have + object+past participle*

5. BE USED TO/GET USED TO/USED TO

Funzioni comunicative:

- Ask and talk about habits and what people are or get used to doing
- Ask and talk about past habits and what people used to do

Strutture grammaticali

- *Be/get used to + ing form*
- *Used to + infinitive*
- Alcuni phrasal verbs(composti di make/keep/get/look)

Nel corso delle lezioni con il **lettore madrelingua** si è privilegiata la pratica della conversazione in situazioni quotidiane di “sopravvivenza” e, in particolare sono state ipotizzate situazioni di conversazione adeguate allo scambio di studenti previsto dal progetto Erasmus “**A sound mind in a sound body**” avvenuto nel mese di Marzo 2014.

B) LETTERATURA

1.THE JACOBEAN AGE

From Elizabethan “ merry England “ to James I ‘s “tragic” one.

A king by divine right . The Pilgrim Fathers and the festival of Thanksgiving day
Guy Fawkes, the Gunpowder plot and the festival of Bonfire night

2) THE PURITAN AGE

Historical context : The civil war- O.Cromwell – The Puritans - The Restoration

The puritan style in portraying people . Puritan Morality

Samuel Cooper *The miniature of Oliver Cromwell*

3)THE AUGUSTAN AGE

Historical context: The Bloodless Revolution, the Parliamentary oligarchy, the Rise of the Middle Classes

The rise of the Novel- Novel vs. Romance. Realism and didactic aims

The new hero: the ordinary middle – class man, puritan, practical-minded, individualistic and enterprising. The prototype of the English colonizer

Daniel Defoe from *Robinson Crusoe*

I was born

Opening page

Robinson's account of his condition after the shipwreck

Jonathan Swift from *Gulliver's travels*

The Yahoos (fotocopia)

The Academy of Lagado

The Modest Proposal (fotocopia)

4)AN AGE OF REVOLUTIONS – EMOTION VS.REASON -

A new sensibility- A new concept of nature- Emphasis on the individual.

Edmund Burke e la teoria del *sublime*.(definizione di sublime)

H. Walpole.

"Crossing the Alps", a letter (fotocopia)

Il pittoresco di S.Rosa. **Piranesi e le Carceri** (acquaforte)(Fotocopia)

The new concept of Nature- Constable-Turner- Martin (Wild nature vs. the Augustan symmetry and balance garden landscape)

The Gothic revival (spires, pinnacles and vertical lines- the perpendicular style)

The Gothic Novel(cenni)

L'insegnante

Gli alunni

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A.S.2013/2014

CLASSE 4°B

Libri di testo

- a. Letteratura Spiazzi-Tavella **NOW AND THEN** ZANICHELLI
- b. Lingua Latham-Koenig Oxenden **ENGLISH FILE** Interm. OXFORD

CONTENUTI

B) LINGUA –

1. REVISION

Funzioni comunicative

- Defining people, places and things
- Talking about obligation, prohibition and lack of obligation
- Giving advice
- Talking about past habits
- Ask and talk about what people say/hear/watch/smell..
- Talking about conditions
- Making deductions (expressing possibility, certainty)
- Talking about imaginary situations
- Making wishes

Strutture grammaticali

- *Relative pronouns*
- *Must/mustn't, have to/don't have to/ to be allowed*
- *Should/ ought to/had better*
- *If clause 0 and 1-First conditional*
- *If clause 2-second conditional*
- *I wish/if Only*
- *Used to*
- *Verbs of perception*

2. PAST AND PRESENT LIVES (Da English File : Units 1-2)

Funzioni comunicative:

- Describe food
- Agree or disagree
- Reacting to what people say(something surprising/interesting/good or bad news)
- Ask and talk about the length of an action
- Ask and talk about finished or unfinished actions still affecting the present

Strutture Grammaticali:

- *Present simple/Continuous*
- *Espressioni con What a.../How....*
- *Present perfect simple vs. Present perfect continuous*
- *Since/for.*
- *Verbi di percezione e di stato che non vogliono la forma in ing*

3. PAST EVENTS (4/ 5)

Funzioni comunicative:

- Talking about past events
- Making correlations

Strutture grammaticali

- *Past perfect*
- *Revisions past tenses*

4. PAST MISTAKES AND REGRETS (Units 7/9)

Funzioni comunicative:

- Discussing unreal hypothesis
- Making polite requests
- Expressing regrets

Strutture grammaticali

- *Third conditional(forma affermativa/negative/interrogative)*
- *Could/would/should . I modali nel periodo ipotetico di terzo tipo*
- *Wish/If only + past perfect*

5. FACTS AND PROCESSES (unit 6)

Funzioni comunicative

- Talking about facts
- Describing processes
- Understand rules and regulations(*Harrow campus rules*)

Strutture grammaticali

- *Passive(all tenses)-*
- *Passive with a personal subject*

B) LETTERATURA

1) THE ENGLISH RENAISSANCE -THE SONNET-

The Petrarchan model :Originality and conventions- themes and structures

Edmund Spenser *You tradeful merchants*

William Shakespeare Sonnet CXXX: *My mistress' eyes*

A song to elicit the features of the sonnet “ *Just the way you are*” by Billy Joel/Barry White

2) ELIZABETHAN DRAMA

The playhouse: shapes and features

Classical influences and popular tradition - A wide ranged audience

Elizabethan comedy (main features:round and flat characters, images., linguistic register,,)

William Shakespeare *Much ado about nothing* (K.Branagh's film version and analysis)

3) THE JACOBEAN AGE

From Elizabethan “ merry England “ to James I ‘s “tragic” one.
Shakespeare’s tragedies. The tragic hero: Fate and free choice
Italy and Italians from the English point of view- The misreading of Machiavelli-
Italian settings in Shakespeare’s times.
Tragic devices: the soliloquy.

William Shakespeare from Macbeth: *Lady Macbeth reads the letter*

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Historical context : The civil war- O.Cromwell – The Puritans - The Restoration
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La lettura del copione **ROMEO AND JULIET** di **W. Shakespeare** fornito dall’*Erasmus Theatre* ha offerto, inoltre, occasione di pratica di lettura e anticipazione di alcuni temi letterari relativi al teatro elisabettiano e alle caratteristiche delle opere shakespeariane e ha preparato gli alunni alla visione dello spettacolo e all’analisi del linguaggio teatrale.

Nel corso delle lezioni con la lettrice madrelingua si è privilegiata la pratica della conversazione in situazioni quotidiane di “sopravvivenza” quali

- Prenotare una vacanza in agenzia. Chiedere e parlare di orari di partenze e arrivi di mezzi di trasporto. Richiedere biglietti di sola andata o andata e ritorno
- Chiedere informazioni stradali
- Chiedere informazioni sui servizi offerti da alberghi, ristoranti, college
- Ordinare cibo e bevande da un menù. Richiedere posate, stoviglie, tovaglioli ecc. Richiedere il conto, il resto.
- Conoscere il linguaggio necessario per il disbrigo delle formalità d’imbarco in aeroporto.
- Chiedere e parlare di regole e regolamenti (in un campus, in aeroporto, sull’aereo, in un pub, sulla strada.)

L’insegnante
M.C.Tomasello.

Gli alunni