



Liceo Statale “Jacopone da Todi”

PROGRAMMA SVOLTO LINGUA E CIVILTÀ STRANIERA: INGLESE

CLASSE: 4BL A.S. 2020-2021

Insegnante: Francesca Cetra

Seguendo il percorso programmato a settembre e i libri di testo adottati sono stati affrontati vari argomenti lessicali, funzionali e grammaticali, nonché letterari di seguito sommariamente riportati.

GOLD Experience, Katryn Alevizos, Suzanne Gaynor, Megan Roderick, Amanda Maris– ed. Pearson (libro di corso)

smartGrammar, Iandelli/Rizzo/Humphreys/Smith- ed. ELI (testo di supporto per revisione e potenziamento linguistico.)

PERFORMER HERITAGE.BLU, vol. **Unico**, M. Spiazzi, M. Tavella, M. Layton - Zanichelli ed. (testo di letteratura)

Materiali forniti dalla docente sia in formato cartaceo che digitale consultabili sulla piattaforma online “Classeviva”.

GOLD

Unit 3 → All in a day’s work: future forms review, determiners with countable- uncountable nouns, talking about virtual school pros-cons.

Unit 4 → I love going out after dark: Conditionals + conditionals alternative forms / giving your opinion (pros and cons) / writing formal and informal letters / vocabulary: town and country / eco-friendly housing .

Unit 5 → It’s not the winning, it’s the taking part: reading (multiple choice) / infinitive and verb + ing / verb patterns with a change in meaning (remember – stop- regret – try- forgot- go on) / would rather- had better – it’s time / word building noun suffixes and prefixes/ vocabulary : sport

Performer

The Stuarts and the Civil War. (pp. 53-55) The Metaphysical Poets: G. Herbert (“Easter Wings”), J. Donne (Go and catch a falling star- pp 60-61), (photocopies)

Restoration and the Augustan age. Historical and social background. (PPT presentation+ pp. 122-23 / pp. 129-31) The rise of novel (tools of fiction- ppt).

Daniel Defoe: life and works. “Robinson Crusoe” (“Good vs Evil” – Man Friday”- I was born of a good family”) pp. 134-35 + p. 139.

Jonathan Swift: life and works. “Gulliver’s travels (“The Projectors”) pp. 145-149

Lawrence Sterne: life and works “The life and opinions of Tristram Shandy” (“The Straight Line”) (photocopies).

Female writing: a brief insights – **J. Austen**: “Pride and Prejudice” pp. 214-218(“Mr and Mrs Bennet” - “In Vain I have struggled” photocopy)

The Romantic age. Historical and social background. The first and second generation of romantic poets. pp 156, 160-161, 169-170.

William Blake: a pre-romantic author. Life and works: “Songs of Innocence” and “Songs of Experience” (“The Lamb” – “The Tyger”) pp. 176-77, 180-181.

William Wordsworth: life and works. “Lyrical Ballads”pp. 188-89 + pp. 192-93 (“Daffodils” – “Preface to the Lyrical Ballads” photocopy)

Ai contenuti sopra indicati si è affiancato il lavoro della collega **madrelingua** che ha mirato a fornire occasioni di uso della lingua e spazi di approfondimento e attualizzazione di alcune delle tematiche curriculari. Il programma di conversazione, concordato all’inizio dell’anno, ha previsto i seguenti argomenti:

F.C.E.: Oral practice First Certificate: Part 1: Responding to personal questions from interviewer with personal information. Part 2: Talking about photographs – compare and contrast. Part 3: Collaborative task – Discussing a given situation followed by a decision-making task. Part 4: Taking part in a discussion which is related to the topic in Part 3.

PHRASAL VERBS: how to tackle them

FORMAL AND INFORMAL LETTER WRITING

SPORTS

CREATIVE STORYTELLING

Le attività proposte sono state mirate allo sviluppo delle abilità linguistiche come previste dal CEFR (livello B1+-B2). Per i dettagli si veda il Programma svolto della collega.

Todi, lì 11/06/2021

L’insegnante
Francesca Cetra