



Liceo Statale “Jacopone da Todi”

PROGRAMMA SVOLTO LINGUA E CIVILTÀ STRANIERA: INGLESE

CLASSE: 4BL A.S. 2019-2020

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.

BEYOND 3, R. Campbell- R. Metcalf – R. R. Benne, Macmillan Education (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”.

Beyond

Unit 5 → Street art: gerunds and participle clauses, question tags, describing works of art, expressing opinions, expressing agreement or disagreement, giving a speech on artists’ lives, writing a review (vocabulary: art, adjectives).

Unit 6 → Crime : modals of obligation, prohibition and advice, deductions. Infer meaning, topic sentences (vocabulary: crimes criminals and types of evidence)

Unit 7 → Frenemies: I wish/ if only, reported speech. Describing people and situations giving details, express regret and forgiveness. (vocabulary: relationships, reporting verbs)

Unit 8 → Look after yourself: modal passives, have/get something done, writing a report, talking about healthy eating habits.

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), A. Marvell (To his coy mistress) (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)

Mary Shelley: The Gothic novel (hints p. 163) “Frankenstein” (“The creation of the monster”- just hints p. 186)

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:

BINGE DRINKING:

CRIME:

CIVIL RIGHTS:

GENETIC ENGINEERING

FOOD AND DIET

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.

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, li 11/06/2020

**L’insegnante
Francesca Cetra**

**L’insegnante madrelingua
Patricia Isabelle Stuart**