

Anno scolastico 2024 – 2025

Classe 4AC

DISCIPLINA: LINGUA E CULTURA INGLESE

DOCENTE: SANTAMBROGIO ANTONELLA

PROGRAMMA DI LINGUA:

Dal libro di testo *Ready for First*, 4th Edition: UNITS 5 -9 (selezione di esercizi)

Modal verbs (obligation, necessity, permission)

Defining and Non-Defining Relative Clauses

Causative passive with have and get

Present perfect simple and continuous

Vocabulary: the world of work, suffixes and prefixes, describing people and relationships, shopping, towns and villages

Pronunciation: intrusive sounds, consonant-vowel linking, contrastive stress

Esercizi di Reading and Use of English, Listening e Writing di livello B2 e occasionalmente C1 delle certificazioni Cambridge.

The future

Contrast Linkers

Modals for speculation and deduction

Reported Speech

Reporting verbs

Passives

Infinitives and passives

Vocabulary: Make and do, travel and holidays, phrasal verbs, give, adjectives, adverbs, participle adjectives and adverbs.

Pronunciation: chunking, intonation to show interest, stress-shift words

End-of-course test.

Esercizi di Reading and Use of English, Listening e Writing di livello B2 e occasionalmente C1 delle Certificazioni Cambridge

Gli obiettivi del programma di lingua sono stati quelli di esercitare in maniera più intensiva la comunicazione scritta e orale, in particolare ai fini della preparazione all'esame B2 FIRST e per alcuni studenti CAE.

PROGRAMMA DI LETTERATURA

Lettura estiva e analisi del romanzo *Pride and Prejudice* di Jane Austen. Visione integrale in lingua originale del film.

Dal libro di testo *Performer Heritage*, vol. 1, di Spiazzi, Tavella, Layton:

Elizabethan theatre (revision)

- WILLIAM SHAKESPEARE

The Tempest

- Prospero and Ariel
- Prospero and Caliban
- Prospero renounce his magic powers

METAPHYSICAL POETRY

- JOHN DONNE
A Valediction: Forbidding Mourning (fotocopia)

“THE SCHOOL OF WIT”

- JOHN MILTON
Paradise Lost, Satan’s Speech
Satan in Milton and Dante.
“The Character of Satan” (materiale integrativo fornito dall’insegnante)

THE RESTORATION AND THE AUGUSTAN AGE 1660-1776

HISTORY AND CULTURE: The Restoration of the Monarchy, From the Glorious Revolution to Queen Anne, The Early Hanoverians, The Age of Reason.

LITERATURE AND GENRES: Restoration poetry and prose, Restoration Drama, The Rise of the Novel, The reading public

- WILLIAM CONGREVE
The Way of the World,
The sealing of the Deed
- DANIEL DEFOE
Robinson Crusoe, Preface and Frontispiece (fotocopia)
I was born of a Good Family
A Dreadful Deliverance
Now I began to Consider (fotocopia)
I was very Seldom Idle
Man Friday
From text to Screen: Visione analisi sequenza cinematografica proposta dal libro di testo.
- JONATHAN SWIFT
Gulliver’s Travels, (video esplicativo in lingua)
Voyage 1 The Inventory
Voyage 2 Gulliver Fights the Giants Rats, (fotocopia)
Voyage 3 The Projectors
Voyage 4 The Smell of a Yahoo
Durante la Settimana di recupero e potenziamento: visione in lingua originale del film “Gulliver’s Travels”
Lettura e analisi dell’estratto ‘Child Eating Rationally Explained’, da *A Modest Proposal*.
The Rise of Journalism. The circulation of ideas. The Periodicals. The Spectator (su Classroom)
LAURENCE STERNE

THE ROMANTICS and the Age of Revolution (1776-1837)

HISTORY AND CULTURE: An overall view, Britain and America, The Industrial Revolution, The French revolution, riots and Reforms.

LITERATURE AND GENRES: A New Sensibility, Early romantic Poetry, The Gothic Novel, Romantic Poetry

Art: William Turner

“The Sublime as a Source of Gothic Horror” (handout); Pre- Romantic poetry (features).

- **THOMAS GRAY:**

Elegy Written in a Country Churchyard

- **HORACE WALPOLE**

A Midnight Escape Through The Cellars.

- **WILLIAM BLAKE**

The Lamb

The Tyger

COMPITI DELLE VACANZE

Text Analysis and Presentation Task

1. **Choose ONE title** from the list provided.

Mary Shelley, *Frankenstein*

Charles Dickens, *Oliver Twist*

Charles Dickens, *Hard Times*

Charlotte Brontë *Jane Eyre*

Robert Louis Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde*

Oscar Wilde, *The Picture of Dorian Gray*

Joseph Conrad, *Heart of Darkness*

James Joyce, *Dubliners*

Virginia Woolf, *Mrs Dalloway* or *To the Lighthouse*

George Orwell, *1984*

Aldous Huxley, *Brave New World*

Francis Scott Fitzgerald, *The Great Gatsby*

2. **Write a detailed text analysis** by following the step-by-step outline on pages 363–364 of your *Performer Heritage* textbook ("**Outline of a Narrative Text**"). Send your written analysis in PDF format to your teacher via email before school starts. Make sure your file is clearly named (e.g., *Surname_Title.pdf*)

3. **Create a digital presentation** based on your analysis. It should include: plot summary, character analysis, main themes, your reflections, connections to other authors or works, either from English literature, or other subjects, or literary traditions.

To make your presentation more engaging you can add images, relevant quotes, or you can include links to short videos or multimedia content if appropriate. You will be asked to present your work to your classmates in September.

Practice for INVALSI

(https://invalsiareaprove.cineca.it/index.php?get=static&pag=esempi_prove_grado_13)

Meda, 15 giugno 2025