



# LICEO CLASSICO "GIACOMO LEOPARDI"

*Liceo Classico e Liceo delle Scienze Umane*

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*Liceo Scientifico e Liceo Linguistico*

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62019 – RECANATI (MC)



## **Lingua e Civiltà Straniera INGLESE** **Programma svolto - anno scolastico 2015-2016** **Classe 4D Liceo Scientifico** **Prof.ssa Valentina Foschi**

LIBRI DI TESTO: *Literature for Life 2B*, D. J. Ellis, Loescher; *First 1*, Cambridge University Press; *Complete FIRST*, Cambridge University Press; *Grammar Files Blue Edition*, E. Jordan, P. Fiocchi, Trinity Whitebridge

MATERIALE di APPROFONDIMENTO: *With Rhymes and Reason*, C. Medaglia, B. A. Young, Loescher, *Only Connect... New Directions*, M. Spiazzi, M. Tavelli, Zanichelli, *Quick Steps*, M. Ansaldo, Petrini

STRUMENTI E SPAZI: Libro di testo. LIM, Laboratorio di informatica, Laboratorio di Fisica, proiettore. Internet, tecniche multimediali, presentazioni PowerPoint, video e audiovisivi.

### **MODULE 1**

#### **English Language**

From "*Complete FIRST*", Cambridge University Press

#### Unit 1 – A family affair

Grammar: Present Perfect Simple and Continuous

Vocabulary: Phrasal verbs: *get on with*, *do up*, *clear up*, *go on*, *wear out*, *pick up*. Collocations with *make* and *do*.

#### Unit 2 – Leisure and pleasure

Grammar: Making comparison. Adjectives in -ed and -ing.

Vocabulary: Phrasal verbs and expressions: *take up*, *sum up*, *get hold of*, *have a go*, *take risks*, *make up*, *keep a promise*, *not have a clue*.

### **MODULE 2**

#### **English Language**

From "*Complete FIRST*", Cambridge University Press

#### Unit 3 – Happy holidays?

Grammar: Past Simple, Past Continuous, used to. *At*, *in* or *on* in time phrases. Past Perfect Simple and Continuous.

Vocabulary: *travel*, *journey*, *trip*, *way*. Adjective suffixes.

#### Unit 4 – Food, glorious food

Grammar: *so* and *such*. *Too* and *enough*.

Vocabulary: food, dish and meal Adjective to describe restaurants.

### **MODULE 3**

#### **English Language**

From "*Complete FIRST*", Cambridge University Press

#### Unit 5 – Study time

Grammar: Zero, first and second conditional.

Vocabulary: *Find out*, *get to know*, *know*, *learn*, *teach* and *study*. *Attend*, *join*, *take part* and *assist*.

Phrasal verbs: *get over*, *live up to*, *hand back*, *get away with*, *point out*, *put off*, *turn out*, *look back*.

#### Unit 6 – My first job

Grammar: Countable and uncountable nouns. Articles.

Vocabulary: *work/job, possibility/occasion/opportunity, fun/funny*. Collocations with *work* and *job*

#### **MODULE 4**

##### **English Language**

From "*Complete FIRST*", Cambridge University Press

##### Unit 7 – High adventure

Grammar: Infinitive and verb + -ing

Vocabulary: Verb collocations with sporting activities. *Look, see, watch, listen, hear*.

##### Unit 8 – Dream of the stars

Grammar: *at, in, on* in phrases expressing location. Reported speech

Vocabulary: verb collocations with *ambition, career, experience* and *job*.

*Play, performance* and *acting*. *Audience, (the) public, spectators*. *Scene* and *stage*.

#### **MODULE 5**

##### **Focus on the English Language**

From "*Cambridge First 1*" + other Past Papers

Approfondimento linguistico e focus sulla lingua in uso tramite attività di *reading, use of English, writing, listening e speaking*. Test 1, 2, 3, 4 + other Past Papers.

#### **MODULE 6**

##### **Focus on Vocabulary**

From "*Cambridge First 1*" and additional material

Attività di *reading, use of English, writing, listening e speaking* finalizzate all'arricchimento della conoscenza di vocaboli e al loro corretto utilizzo nel contesto linguistico appropriato, allo studio e alla conoscenza di *idioms, expressions e collocations*.

#### **MODULE 7**

##### **Focus on Writing**

From "*Complete FIRST*", "*Cambridge First 1*", and additional material

Strategies for writing. How to write: *essays, emails, letters, reports, reviews, articles*. Planning and writing texts. Paragraphing.

#### **MODULE 8**

##### **Focus on Speaking**

From "*Complete FIRST*", "*Cambridge First 1*", and additional material

Strategies for speaking and practice of various types of speaking test.

#### **MODULE 9**

##### **Grammar Review**

From "*Grammar Files Blue Edition*" and "*Complete First*"

Revisione delle principali regole grammaticali incontrate in "*First 1*" e "*Complete First*". In particolare: principali tempi verbali alla forma ATTIVA e PASSIVA: Present Simple, Present Continuous, Past Simple, Past Continuous, Present Perfect Simple, Present Perfect Continuous, Past Perfect Simple, Past Perfect Continuous, Duration Form, Future forms, Imperative, Present Conditional and Past Conditional. Passive verbs. Passive with Modal verbs. Passive structure of verbs with 2 objects (costruzione passiva personale e impersonale).

IF Clauses (Type 0, 1, 2 and 3). Reported Speech. Idioms and expressions. Collocations. Modal verbs. Phrasal Verbs. MAKE vs DO. HAVE/GET something DONE. Prefixes and suffixes. Linkers.

#### **MODULE 10**

##### **The Puritan Age and the Restoration (1625-1688)**

The Historical Context: Charles I (1625-1649). Oliver Cromwell and the Commonwealth. Charles II. James II.

The Literary Context: Arts in the reign of Charles I. Arts in the Commonwealth. Arts and culture in the Restoration. The Royal Society and Journalism.

#### **MODULE 11**

##### **The Augustan Age or the Age of Reason (1688-1780)**

Historical and Social Context: The Glorious Revolution. The Bill of Rights. Catholics and Protestants in Ireland. The Act of Union and the Jacobite uprising. The Prime Minister and the Party system.

The Literary Context: Rationalism and the Enlightenment. The coffee houses. Aristocratic and middle-class culture. English and the first dictionary. The rise of the novel. The realistic novel. The novel of sentiment. The anti-novel.

The rise of the Novel

- Daniel Defoe



Life and works. Daniel Defoe: Say it right.

Research documents: the rise of the novel in English literature. Alexander Selkirk, the inspiration for *Robinson Crusoe*

Reading and analysis of the following extracts:

*Robinson Crusoe*, T22, T23, T24 (*Literature for Life 2B*, p. 74-79)

- **Laurence Sterne**

Life and works. *The Life and Opinions of Tristram Shandy, Gentleman*: an anti-novel. Characters. The Narrator. Sterne's influence on the authors of the 20<sup>th</sup> century.

Reading and analysis of the following texts:

*The Life and Opinions of Tristram Shandy, Gentleman*, Introduction, Text 1, Text 2 and 3 (*With Rhymes and Reason*, p.240-247, handouts)

## MODULE 12

### The Romantic Age – Art and Poetry (1780-1830)

Historical and Social Context: The Years of Revolutions: the French Revolution, Napoleon and the Napoleonic wars, the American Revolution, technological innovations and the Industrial Revolution, the Agrarian Revolution, the Transport revolution. The factory system. Poverty and exploitation of children and women. Colonial expansion and the Empire. Slavery and William Wilberforce. The birth of the United States.

A Different Perspective, Cinema and Music:

- The anti-slavery society and William Wilberforce (*Thinktank, With Rhymes and Reason*, p.265-267)
- Film viewing: *Amazing Grace* directed by M. Apted, about the campaign against slave trade led by William Wilberforce, <https://www.youtube.com/watch?v=Y-4NFvI5U9w> (filmic sequence)
- Reading and analysis of the hymn "*Amazing Grace*" (handout). Listening to the hymn sung by Chris Tomlin <https://www.youtube.com/watch?v=Y-4NFvI5U9w>

Literary Context: The Romantic Age and the Romantic Movement. Key Concepts: Imagination, Nature, the Sublime and the Beautiful. Philosophy and Science: Adam Smith and his theory of the *division of labour*. Edmund Burke, his critical view on the French Revolution and his theory of the Sublime.

- **Adam Smith**

Reading and analysis of the following texts:

*The Division of Labour*, extract from *The Wealth of Nations* (*Only Connect*, p.456 handout)

- **Edmund Burke**

*Reflections on the Revolution in France*

Reading and analysis of the following text:

*On The Sublime*, extract from *A Philosophical Enquiry into the Origins of our Ideas of the Sublime and the Beautiful* (*Only Connect...New Directions*, Dossier: the Sublime, p.D10-12, handouts)

A Different Perspective, Looking into Art (CLIL Project):

Edmund Burke and the Sublime. The Sublime in art and painting:

- J. Henry Fuseli *The Nightmare*
- John Hamilton Mortimer *Death on a Pale Horse*
- George Stubbs *A Lion Attacking a Horse*
- Caspar David Friedrich *Wandered Above a Sea of Fog*

A Different Perspective, Radio and cinema:

- BBC Radio4, A History of Ideas series: Burke and the Sublime <http://www.bbc.co.uk/programmes/p02b8t1k>

- **Thomas Jefferson**

Reading and analysis of the following text:

*The Declaration of Independence of the United States of America*, signed by the Congress on 4<sup>th</sup> July 1776 (*Quick Steps*, p.96-97, handout)

### Poetry in the Romantic Period

Pre-Romantic trends. Romantic Poetry. The Romantic Imagination. Romantic themes.

- **William Blake**

Life and works. William Blake: Say it right. Innocence and Experience: without contraries there is no progression.

Research documents: child labour in cotton spinning mills. Blake's vision of life.

Reading and analysis of the following poems:

from *Songs of Innocence*:

*The Lamb (With Rhymes and Reason, p.283, handout)*

*The Echoing Green*

from *Songs of Experience*:

*The Tyger (With Rhymes and Reason, p.284-5, handouts)*

*The Garden of Love*

A Different Perspective, Looking into Art (CLIL Project):

William Blake and his illuminated printing: Blake's engravings from *Songs of Innocence and of Experience*.

The First Generation of Romantic Poets

- **William Wordsworth**

Life and works. William Wordsworth: Say it right. Friendship and collaboration with Coleridge. Recollection of emotions in tranquillity: the poetic process. The Preface to the Lyrical Ballads: the Manifesto of English Romantic poetry.

Research documents: Wordsworth's Preface to the Lyrical Ballads: the choice of the subject matter.

Who the poet is. The nature of poetry and the creative process.

Reading and analysis of the following texts:

from *Poems in Two Volumes*:

*I Wandered Lonely as a Cloud* or *Daffodils*

Preface to *Lyrical Ballads* (*Literature for Life 2B*, p.114-115)

**MODULE 13**

**'Shakespeare in a Box' Project**

*Progetto in collaborazione con la Victoria Company per le classi quarte Liceo Scientifico e Linguistico*

Approfondimento su William Shakespeare e sull'ultima opera del drammaturgo.

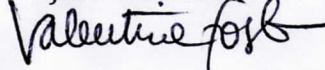
Lettura integrale di *The Tempest* (@home). Lettura e analisi di estratti da *The Tempest* e lavori di gruppo in classe sulla base dei testi.

Messa in scena dell'opera teatrale 'Tmpt' con la partecipazione, in qualità di attori, di due studenti della classe. Realizzazione da parte della classe della "box" che rappresenta *The Tempest*.

Recanati, 3 giugno 2016

Il Docente

Prof.ssa Valentina Foschi



I Rappresentanti di classe

Flaminio Silvia

Giulia Campaner